

**KHUNTA DEGREE MAHA VIDYALAYA
KHUNTA, MAYURBHANJ**



**MAHARAJA SRIRAM CHANDRA BHANJA
DEO UNIVERSITY, BARIPADA**

**Skill Enhancement Courses
under NEP, 2020
(Credit-9)**

ANNEXURE-II

(One SEC to be chosen for each semester i.e. Semester II, V and VI from the Group as per availability of faculties in the institution or on online mode)

BASKET FOR SKILL ENHANCEMENT COURSES

SEMESTER-II (Credit-3)					
Paper-I (Any one from the list)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. Quantitative and Logical Thinking (Both Arts & Science Stream)	Mathematics & Economics	3	100	60	40
SEMESTER-V (Credit-3)					
Paper-II (Any one from the list)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. Electoral Studies and Public Opinion Poll (Both Arts & Science Stream)	Political Science	3	100	60	40
SEMESTER- VI (Credit-3)					
Paper-III (One paper from the following list pertaining to their Major)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. Computer Application in Teaching Learning Process (Both Arts & Science Stream)	Santali	3	100	60	40

SEMESTER-II

Quantitative and Logical Thinking

Course objectives

- To select and apply appropriate methods to solve real world problems;
- To interpret quantitative model and understand a variety of methods of communicating them;
- To improve decision making skills, problem solving skills and setting goals.

Course Outcomes

After completion of the course, learners will be able to

- To apply appropriate methods to solve real world problems,
- To understand various methods to solve the difficulties and communicating thereafter,
- To draw conclusion and / or make decisions based on analysis and critique of quantitative information using proportional reasoning.

Unit –I: Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility; Steps of Long Division Method for Finding Square Roots.

Unit –II: Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture, Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them

Unit –III: Concept of Angles, Different Polygons like triangles, rectangle, square, right-angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.

Unit-IV: Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood Relations. Logical Statements – Two premise argument, more than two premise argument using connectives; Venn Diagrams, Mirror Images, Problems on Cubes and Dices.

Suggested Readings

- ✓ Skill Enhancement Compulsory Course-II – Quantitative and Logical Thinking (Special Course) –
Odisha State Higher Education Council, Bhubaneswar
(The recommended Books are to be decided by the Board of Studies)

SEMESTER-V

Electoral Studies and Public Opinion Poll

Course Objectives

Democracy will be truly functional when the citizens would be informed about the electoral politics and exercise their choice independently without being influenced by any vested interest. Thus, Media plays a crucial role in shaping the popular opinion and intern affects the electoral politics. The course thus attempts to make the learners understand the significance of public opinion in electoral politics. It also reflects on the role and function of the election commissioner in ensuring free and fair election. The political parties are also to be studied to have a comprehensive understanding of electoral dynamics of political parties, media and public opinion.

Learning Outcome:

After studying this course, learners would acquire practical skills in electoral studies. The unit wise learning outcomes are given below:

Unit I: Learners would be aware of the significance of public opinion in electoral politics.

Unit II: Learners would be aware of the Representation of People's Act, constituency and the dynamics of political parties in electoral politics.

Unit III: This unit would enable the students to be informed about the Election Commission, election code of conduct with respect to the electoral politics.

Unit IV: The learners would know opinion polls, exit polls, their impact on electoral result and analysis of electoral data which would infuse pragmatic understanding about the electoral behaviour in them.

Course Content:

Unit I: What is Public Opinion, Agents of formulating Public Opinion, Ways of developing healthy public opinion

Unit II: Meaning of Electoral Studies. Representation of People's Act 1951, What is a Constituency, National and Regional Political Parties

Unit III: Composition and Powers of Election Commission in India, State Election Commission,

Media and Election Model Code of Conduct.

Unit IV: Different stages of Election analysis, Opinion Poll, Exit Poll, Methods of analysing electoral Data, Analysing Media Reports.

Essential Readings:

- ✓ Verma, R., & Sardesai, S. (2014). *Does media exposure affect voting behaviour and political preferences in India?. Economic and political weekly*, 82-88. Kanungo, N. T. (2015). *India's digital poll battle: Political parties and social media in the 16th Lok Sabha elections. Studies in Indian Politics*, 3(2), 212-228.
- ✓ Rai, P. (2021). *Psephological fallacies of public opinion polling. Economic & Political Weekly*, 56(28), 51.
- ✓ Fisher, J., Fieldhouse, E., Franklin, M. N., Gibson, R. K., Cantijoch, M., & Wlezien, C. (Eds.). (2018). *The Routledge handbook of elections, voting behavior and public opinion* (pp. 280-292). London: Routledge.
- ✓ Morwitz, V. G., & Pluzinski, C. (1996). *Do polls reflect opinions or do opinions reflect polls? The impact of political polling on voters' expectations, preferences, and behavior. Journal of Consumer Research*, 23(1), 53-67.
- ✓ Traugott, M. W. (2014). *Public opinion polls and election forecasting. PS: Political Science & Politics*, 47(2), 342-344.

Additional Readings:

- ✓ Rai, P. (2021). *Demystifying the Bandwagon Effect of Election Opinion Polls in India. Academia Letters*, 2.
- ✓ Lang, K., & Lang, G. E. (1984). *The impact of polls on public opinion. The Annals of the American Academy of Political and Social Science*, 472(1), 129-142.

Internet Sources:

- ✓ *Representative of People's Act, 1951 Available at:*
<https://ceodelhi.gov.in/WriteReadData/ManualElectionLaw/REPRESENTATION%20OF%20THE%20PEOPLE%20ACT,%201950.pdf>
- ✓ ADR Recommendations on Electoral reforms
https://adrindia.org/sites/default/files/ADR_and_NEWs_recommendations_for_electoral_and_political_reforms_Final_April_20_2011.pdf
- ✓ Model Code of Conduct <https://www.eci.gov.in/mcc/>

- ✓ *Model code of conduct*
- ✓ https://deo.dnh.gov.in/Download/OldUpdates/Model_Code_of_Conduct.pdf
- ✓ The Theodore H. White Lecture on Press and Politics: "The Press and the Polls"
- ✓ <https://youtu.be/rKQWvnUOGa4?si=H6jtDKGfFqlQ7mjU>

Activities to do:

1. Students are recommended to observe and note the difference in opinion poll and exit poll and study the factors behind this.
2. Students are encouraged to have a comparative assessment on exit poll conducted by different media houses and find out if it has been reflected in the election result.
3. Students can visit to the voters and conduct a study to find out if the opinion poll affect the public opinion and if it actually changes the vote preferences.

Model Questions:

1. When was People's Representative Act enacted?
[1 Mark]
2. What is the difference between Opinion Poll and Exit poll? [2 Marks]
3. What is the impact of opinion poll on vote preference in India? [5 Marks]
4. Election commission is the watch dog of Indian Democracy. Comment. [8 Marks]

SEMESTER- VI

Computer applications in teaching learning

Course Outcomes (COs):

On completion of this course, the learners will be able to:

- Learn basis of Basics of MS Windows.
- Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint.
- Generate spread sheets, charts and presentations.
- Design personal, academic and business documents using MS Office.
- Model the modes of development of self-learning materials and prepare different types of instructional material.
- Explain different OERs, MOOCs available for effective learning.
- Develop learners' e-portfolios.
- Classify various e-resources for effective learning.
- Describe the concept of artificial intelligence and its applications in teaching learning.
- Determine similarity index of the various documents like dissertations, theses etc.

Course Contents

Unit I: Basics of Computer Applications

LO: Able to use a computer.

LO: Operate MS Window System, MS Excel, PPT and Hyperlinking.

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.
- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of row and columns, Formulae, referencing cells, changing of font sizes and colours.
- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit II: Introduction to E-learning

LO: Understand and use E-learning facilities through computer and other digital instruments like mobile and tablets.

- Concept of e-learning, benefits of E-learning, Introduction to LMS using E-learning
- Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning.
- Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

Unit III: Application of E-Learning

LO: Able to apply E- Learning tools.

- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.
- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and E-content,
- Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit IV: Trends in Teaching Learning Practices

LO: Understand contemporary utilisation of E-tools for teaching learning process.

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E- portfolios; accessing Online Repositories, Online Libraries and E-Resources.
- Artificial Intelligence: Concept and its applications in teaching learning

practices. Introduction to SPSS and R, Latex.

- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

Sample Question

1. What is meant by computer? (1 Mark)
2. Mention any two benefits of mobile learning. (2 Mark, Within 50 words)
3. Discuss the benefits of e- learning and LMS in teaching learning process. (3 Mark, Within 300 words)
4. Give an account of Artificial Intelligence with reference to classroom management. (8 Mark, within 500-800 words)

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Practical/ Assignment/ Activities:

Each student is required to submit Practical/Project report/Assignments selecting any one of the following:

1. Prepare Project Report on Role of Technology for Women Empowerment.
2. Overview of different Plagiarism detection tools and suggestive measures.
3. Prepare a Power Point Presentation of any content of your course and Presentation including Viva Voice.

* It will be evaluated by External and Internal Examiners.

References Books:

- ✓ *Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver: Canada*
- ✓ *Excel 2020 in easy steps-Michael Price – TMH publications*
- ✓ *Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.*
- ✓ *Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.*
- ✓ *Haas, K.B. and Packer, H.Q. (1990): Preparation and use of audio-visual aids, 3rd Edition, Prentice Hall, Inc.*
- ✓ *Jayaram, K and Dorababu, K.K. (2015). Self-learning materials in distance education system. International Journal of Current Research. Vol. 7, Issue, 10, pp.21929-21934.*
- ✓ *Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.*
- ✓ *MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.*
- ✓ *Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revision of self- learning materials, IGNOU, New Delhi. (Unpublished).*
- ✓ *Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.*
- ✓ *Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.*

- ✓ Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- ✓ Rowntree, Derek (1986). *Teaching through self-instruction*, Kogan Page, London/Nichola Pub. Comp. New York.
- ✓ Senapaty, H.K. (2009). *ICT integrated learning materials on basic school subjects from constructivist perspectives*. Bhubaneswar: Regional Institute of Education, NCERT.
- ✓ UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.
- ✓ UNESCO (2008). *Capacity building for ICT integration in education*. Retrieved from <http://portal.unesco>.
- ✓ UNESCO (2008). *ICT Competency standards for teachers: Policy Framework*. Retrieved from <http://portal.unesco>.
- ✓ *Working in Microsoft Office – Ron Mansfield - TMH*.