

RGPV (Diploma Wing) Bhopal		SCHEME FOR LEARNING OUTCOME				Branch Code			Course Code			CO Code	LO Code	Format No. <b>4</b>
						M	0	2	2	0	5	1	1	
<b>COURSE NAME</b>	Professional Development-II													
<b>CO Description</b>	Student will be able to keep his/her body and mind fit through performing different useful physical exercises and meditation.													
<b>LO Description</b>	Student will be able to keep his/her body fit through performing different useful physical exercises													
SCHEME OF STUDY														
S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks							
1.	Need for fitness of body, need for daily physical exercise, traditional physical exercises, modern physical exercises, pre-requisites and precautions related to different exercises, duration and frequency of different exercises, conditions for prohibition of exercises	Teacher/Expert* demonstration + student activity	Teacher/Expert* will demonstrate different traditional/ modern exercises for the students. Teacher/ Expert* will guide and supervise every student's exercise, students will practice different exercises under direction and supervision of teacher/ expert	05	05	Handout, video film <sup>@</sup>	@Teacher/expert will suggest a suitable online video to be viewed by students							
SCHEME OF ASSESSMENT														
S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required			External / Internal							
1	Student Activity	Student will be asked to demonstrate the given physical exercise and his/her knowledge related to the given exercise	10	Rating scale			Internal							
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)														
*College/department may hire local external experts/ facilities, if, trained teachers /PTIs / Physical Education Teachers/ Assistant directors (Physical Education) /related facilities are not available in the college.														

1. **Traditional physical exercises:** - Surya-namskar, Pranayam, different Yogic postures and Asanas etc.
2. **Modern physical exercises:** - Warm-up & stretch, Workouts, different body exercises, brisk walking, cycling, pushups, rope jumping etc.
3. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

	T1/E	T2	T3
	CO1	CO2	CO3
FIRST 20 PERIODS	B1	B2	B3
SECOND 20 PERIODS	B2	B3	B1
THIRD 20 PERIODS	B3	B2	B1

4. Separate groups for boys and girls may be also formed.
5. **Assessment Criteria:-**

S. No	Criteria	To a less extent	To some extent	To a greater extent
1	Extent of proper sequence of steps and appropriateness of steps	1	2	4
2	Extent of coordination between body movement and breathing	0	1	2
3	Correctness of description of related precautions and pre-requisite & prohibitive conditions related to given exercise	1	2	4

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<b>COURSE NAME</b>	<b>Professional Development-II</b>
<b>CO Description</b>	<b>Student will be able to keep his/her body and mind fit through performing different useful physical exercises and meditation.</b>
<b>LO Description</b>	<b>Student will be able to keep his/her mind healthy and fit through performing mindfulness and meditation</b>

**SCHEME OF STUDY**

S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1.	Healthy mind, negative characteristics of mind such as negative self-worth, anxiety, depression, worry-ness, judgmental thoughts towards others, lack of inherent happiness. Methods to reduce them, Need and benefits of mindfulness and meditation, practice of methods of mindfulness and meditation	Teacher/Expert* demonstration + student activity	Teacher/Expert* will demonstrate technique (s) to the students. Students will practice technique (s) and teacher/ expert* will guide and supervise every student's practice	05	05	Handout, video film <sup>@</sup>	@Teacher/Expert will suggest a suitable online video to be viewed by students

**SCHEME OF ASSESSMENT**

S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required	External / Internal
1	Paper pen test	A test will be conducted to assess the student	15	Test paper and marking scheme	Internal

**ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)**

**\*College/Department may hire local external experts if, trained teachers are not available in the college.**

- Techniques of mindfulness / meditation:-** Heartfulness (SRCM), Sudarshan kriya (Art of Living), Rajyoga (Bramhkumaris), Kriya-yog (Yogananda), Sahajyog (Kundalini awakening), Hsan (Sufi), Muraqabah (Islamic), Vipasyana (Buddhist), Sumiran-dhyan (Radhasoami) etc.

2. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

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3. Separate groups for boys and girls may be also formed.

### ASSESSMENT TEST PAPER ( Time 15 Mins)

statements		Rarely	Occasionally	Most of the time	Almost always
		A	B	C	D
1	I am good at finding the words to describe my feelings				
2	I pay attention to sounds such as clocks ticking, birds chirping or cars passing				
3	When I am working on something, part of my mind is occupied with other topics, such as what I will do later or things I had rather be doing*				
4	I tell myself that I should not be feeling the way I am feeling*				
5	It is hard for me to find words to describe what I am thinking*				
6	When I do things my mind wanders off and I am easily distracted*				

7	I make judgments whether my thoughts are good or bad*				
8	I tend to do several things at ones rather than focusing on one thing at a time*				
9	My natural tendency to put my experience into words				
10	Slow down or speeding up of my breathing does not affect my mind*				
11	I pay attention to sensations such as wind in my hair or sun on my face				
12	I can easily put my opinions and expectations in to words				
13	I notice the smells and aromas of things				
14	I can complete the given tasks with greater attention and accuracy				
15	When I am doing something, I am only focused on what I am doing, nothing else				

**MARKING SCHEME:-**

Non-starred Statements:      A 1    B 2    C 3    D 4

Starred Statements:          A 4    B 3    C 2    D 1

Final Marks = Sum of all statement marks / 4    (decimal fraction rounded off to next number)

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<b>COURSE NAME</b>	Professional Development-II													
<b>CO Description</b>	Student will be able to prepare quality charts and posters on the given technical / professional / community welfare/ morality / ethics related themes													
<b>LO Description</b>	Student will be able to prepare quality charts on the given technical / professional / community welfare/ morality / ethics related themes													
SCHEME OF STUDY														
S. No	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks							
1.	Need and importance of charts, types of charts, different components of a chart, basic principles of chart preparation, general procedure of chart preparation, practice of chart preparation on different given themes	Traditional lecture method + student activity	Teacher will explain contents with help of examples and cases; teacher will guide students in preparation of different types of charts, supervise their progress, indentify their weaknesses and correct/improve them. Students will practice under guidance of teacher	05	05	Handout, softcopy album of sample exemplary charts, online material/video film*	*Teacher/expert will suggest a suitable online material/ video to be viewed by students							
SCHEME OF ASSESSMENT														
S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required	External / Internal									
1	Student Assignment	Student will be asked to prepare an appropriate chart on the given theme along with information/data provided by the teacher	10	Rating scale	Internal									
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)														
<p><b>A. Purpose of charts:</b> - To more effectively present the data or statistics with the help of visual effects.</p> <p><b>B. Types of charts:-</b></p>														

1. **Bar Charts** for presentation of numerical frequency data
2. **Line Charts** demonstration of changes in value over a set of specific periods
3. **Pie Charts** to show pieces of a whole
4. **Radar or spider Charts** visual comparison of different things in a similar category
5. **Pictograms** use of icons or graphics in place of numbers to increase visual attention and better memorization
6. **Flow charts** to guide viewers through processes and steps
7. **Comparison Charts** to visually compare two or more things
8. **Hierarchy Charts** to show how things flow from top to bottom
9. **Venn Diagrams** to compare and contrast different concepts and ideas

#### C. Different components of chart

1. **Chart area:** This is the area where the chart is inserted.
2. **Data series:** This comprises of the various series which are present in a chart i.e., the row and column of numbers present.
3. **Axes:** There are two axes present in a chart. They are the x- axis and y- axis.
4. **Plot area:** The main area of the chart is the plot area.
5. **Grid lines:** They provide reference for the chart

#### D. Chart developing procedure

1. **Know your aim of developing the chart**
2. **Know your audiences**
3. **Organize the information to be presented**
4. **Analyze information for best way to present it visually**
5. **Choosing customized template available on Microsoft PowerPoint**
6. **Integrate information within template**
7. **Add visually appealing effects**
8. **Get feedback of peers /teacher on the chart**

## 9. Correct / improve the chart

### E. Basic principles for chart preparation

1. Put your conclusion on the title.
2. Highlight your inference.
3. Use images to make your message more memorable.
4. Use visual representation of numbers.
5. Present information in stages.
6. Stick to flat design over 3Ddesign
7. Use a legend only when necessary
8. Turn grid view off
9. Use contrasting colors for each data series
10. Use one font but two weighs
11. Play with chart sizes
12. Try to add animation and interactivity

F. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

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FIRST 20 PERIODS	B1	B2	B3
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THIRD 20 PERIODS	B3	B2	B1



**G.** For assignment, teacher will provide one theme along with necessary data or information to each student. Student will prepare an appropriate chart and will submit it to the teacher. The teacher will assess the chart with following rating scale.

**Assessment Rating Scale for the Student Assignment**

<b>S. No.</b>	<b>Criteria</b>	<b>Less 0</b>	<b>Average 1</b>	<b>Adequate 2</b>
1	<b>Appropriateness of title</b>			
2	<b>Extent and appropriateness of labeling</b>			
3	<b>Extent of expression of trends/differences/ peculiarities of data</b>			
4	<b>Extent and appropriateness of visually appealing effects</b>			
5	<b>Appropriateness of colors, shades, images and visual icons</b>			

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<b>COURSE NAME</b>	Professional Development-II													
<b>CO Description</b>	Student will be able to prepare quality charts and posters on the given technical / professional / community welfare/ morality / ethics related themes													
<b>LO Description</b>	Student will be able to prepare quality posters on the given technical / professional / community welfare/ morality / ethics related themes													
SCHEME OF STUDY														
S. No	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks							
1.	Need and importance of posters, types of posters, different components of a poster, basic principles of poster preparation, general procedure of poster preparation, practice of poster preparation on different given themes	Traditional lecture method + student activity	Teacher will explain contents with help of examples and cases; teacher will guide students in preparation of different types of poster, supervise their progress, indentify their weaknesses and correct/improve them. Students will practice under guidance of teacher	05	05	Handout, softcopy album of sample exemplary posters, online material/video film*	*Teacher/expert will suggest a suitable online material/ video to be viewed by students							
SCHEME OF ASSESSMENT														
S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required	External / Internal									
1	Student Assignment	Student will be asked to prepare an appropriate poster on the given theme along with information provided by the teacher	15	Rating scale	Internal									
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)														
<b>A. Purpose of poster:</b> - A poster is a visual representation of information that has been organized and consolidated into an easily-digestible format. A good poster should be able to be understood in a few minutes, so it's of the utmost importance to make sure that the poster should be logical,														

consistent, and designed well.

**B. Types of posters:-**

1. Infomercial Posters
2. Formative Posters
3. Show Posters
4. Political Ad Posters
5. Fashion Posters
6. Corporate Posters
7. Campaign Posters
8. Subject Posters
9. Knowledge dissemination Posters

**C. Poster developing procedure**

1. Know your aim of developing the poster
2. Know your audiences
3. Edit and organize the information to be presented
4. Analyze information for best way to present it visually
5. Decide the size of the poster
6. Visualize the layout of the poster and make a thumbnail sketch
7. Choosing customized template if available on Microsoft PowerPoint/Google slides/ Inkscape/ Photoshop / Gimp
8. Integrate information within template
9. Add visually appealing effects such as colors, shades, graphics, icons, cartoons, other visual images
10. Get feedback of peers /teacher on the poster
11. Correct / improve the poster
12. Print the poster

#### D. Basic principles for poster preparation

- Important information should be readable from about at least 10 feet away
- Title should be short and should create interest
- Text should be clear and to the point
- Effective use of graphics, color and fonts
- Consistent and clean layout

E. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

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THIRD 20 PERIODS	B3	B2	B1

F. For assignment, teacher will provide one theme along with necessary data or information to each student. Student will prepare an appropriate chart and will submit it to the teacher. The teacher will assess the chart with following rating scale.

#### Assessment Rating Scale for the Student Assignment

S. No.	Criteria	Less 0	Average 1	Adequate 2
1	Extent of convey of message			
2	Extent of appropriateness of size and layout chosen			
3	Appropriateness of tile and background			

	4	Use of numbers, colors, graphics (diagrams, drawings and photographs)				
	5	Section header impact and sequence of content				
	6	Quality of printing				

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<b>COURSE NAME</b>	<b>Professional Development-II</b>
<b>CO Description</b>	<b>Student will be able to demonstrate social skills while working in groups</b>
<b>LO Description</b>	<b>Student will be able to demonstrate his social perceptiveness while working in student group</b>

**SCHEME OF STUDY**

S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1.	Need and importance of social skills, social skills for better group performance, important social skills such as social perceptiveness, coordination, negotiation, persuasion etc. social perceptiveness , its importance, indicators of social perceptiveness,	Traditional lecture method + student activity	Teacher will explain the contents, through cases and examples; teacher will explain the benefits of social perceptiveness in group work. Teacher will form small groups of students to complete given group tasks , supervise and guide member students in their learning of social perceptiveness through their group activity	04	06	Handout, video film*	*Teacher will suggest a suitable online material or video to be viewed by students

**SCHEME OF ASSESSMENT**

S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required	External / Internal
1	Student group activity	Different student groups will be formed and group tasks will be assign to them, the teacher will assess the extent of coordination demonstrated by every student	10	Rating scale	Internal

**ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)**

- Social perceptiveness:** - Social perceptiveness refers to a person's ability to tune into the feelings of the people around him/her. It involves unspoken communication, picking up on body language cues, and discerning the motivation behind particular behaviors. It also refers to the capacity to be

aware of the needs, goals, and feelings of other members in group environment. Group members high in social perceptiveness are able to perceive accurately the interpersonal situation in groups and determine the requirements in terms of interpersonal aspects within the group. They are aware of group environment and of the intentions and sensitivities of other members.

2. During teaching learning, the student group size should be 4 to 5 and duration of the group task may be between 1 to 2 Hrs.
3. During Assessment, the student group size should be 4 to 5 and duration of the task should be 30 to 45 minutes.
4. **Assessment Rating scale for student's social perceptibility:-**

S. No.	Criteria	To a lesser extent	To some extent	To a great extent
		0	1	2
1	Show sensitivity and understand other's perspectives			
2	Try to understand point of view of others			
3	Try to respect the other group member despite of disagreements and difference of opinions			
4	Show concerns for others' need			
5	Try to include other members in problem solving			

5. In course of Professional Development-II, department may assign teaching learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

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<b>COURSE NAME</b>	<b>Professional Development-II</b>
<b>CO Description</b>	<b>Student will be able to demonstrate social skills while working in groups</b>
<b>LO Description</b>	<b>Student will be able to demonstrate his ability to coordinate while working in a student group</b>

**SCHEME OF STUDY**

S. No	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1	Important social skills such as social perceptiveness, coordination, negotiation, persuasion etc. Coordination, its importance in group work, key elements of coordination, indicators of coordination	Traditional lecture method + student activity	Teacher will teach contents and will discuss examples and cases of group work with different extents coordination, will explain the behavior of individual having high coordination ability, will form small groups of students and assign them group tasks, will supervise these groups for internal coordination and guide them to improve their group coordination, will also supervise and guide individual members for improving their coordination.	04	06	Handout, video film*	*Teacher will suggest a suitable online material or video to be viewed by students

**SCHEME OF ASSESSMENT**

S. No.	Method of Assessment	Description of Assessment	Maximum Marks	Resources Required	External / Internal
1	Student group activity	Different student groups will be formed and group tasks will be assign to them, the teacher will assess the extent of coordination demonstrated by every student	15	Rating scale	Internal

**ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)**

**A. Coordination:** - Coordination represents a group's ability to act together by predicting or knowing the needs of the task as well as of their group-mates and the consequent actions to fulfill these needs. It is an orderly arrangement of group efforts to maintain harmony among individual efforts

towards the accomplishment of common goals of a group work. Coordination synchronizes the efforts of different members in a group. Coordination ensures unity of different actions in the group because all individual actions are interrelated and inter-dependent to each other.

**B. Key elements of coordination:-**

1. **Integration** of interests and efforts of all individuals
2. **Balancing** –mutual support to various activities of individuals to achieve individual 's goals
3. **Timing** - adjusting timings of different activities so that individuals can support one another to deliver final result in time

**C. Types of coordination:-**

1. **Internal coordination** It is coordination within the group
2. **External coordination** it is coordination with persons and agencies outside the group

**D. Indicators of coordination among group members:-**

1. Members take interest in the overall performance of the group
2. They try to know the problems and issues being faced by the group
3. They try to contribute in solving group's problems and issues
4. They take interests in work of other group members
5. They try to know their work progresses as well as problems and issues being faced by them
6. They try to contribute in solving other group members' work related problems and issues
7. They try to align self work with interrelated works of other group members

**E. Assessment of student's demonstration of coordination in group work:-**

Students will be divided into small groups ( 4-5). Each group will be assigned a group task of approx. 1 Hr. Students will work on given group task. Teacher

will observe behaviors and actions of each student member and assess his/her extent of co-ordination using following rating scale.

**E. Assessment Rating scale for student's demonstration of coordination:-**

S. No.	Criteria	To a lesser extent	To some extent	To a great extent
		0	1	2
1	Take interest in the overall performance of the group			
2	Try to know the problems and issues being faced by the group			
3	Try to contribute in solving group's problems and issues			
4	Take interests in work of other group members			
5	Try to know their work progresses as well as problems and issues being faced by them			
6	Try to contribute in solving other group members' work related problems and issues			
7	Try to align self work with interrelated works of other group members			

**F.** In course of Professional Development-II, department may assign teaching-learning of each of three course outcomes to each of three teachers and may also divide students into three batches B1, B2, B3. Simultaneously three student batch will work under all the three teachers for all the three course outcomes and then the batches will work for next course outcomes under remaining two teachers as per following arrangement:

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