

RGPV (Diploma Wing) Bhopal		SCHEME FOR LEARNING OUTCOME			Branch Code			Course Code			CO Code	LO Code	Format No.
								4	0	5	1	1	4
COURSE NAME		Professional Development- IV											
CO Description		Student will be able to organize activities related to student chapters of professional bodies and student related academic events of the department											
LO Description		Student will be able to organize activities related to student chapters of professional bodies											
SCHEME OF STUDY													
S. No	Learning Content	Teaching –Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks						
1	Planning and organizing group activities and events, deciding sub-activities, distributing responsibilities, arranging resources sub-activities, scheduling sub-activities	Traditional lecture method + Case Study	Teacher will teach students how activities are planned and organized, will discuss examples and cases. Teacher will form small student groups, guide them to plan and organize the activities assigned to their group, teacher will supervise their implementation of the activity plans and correct their mistakes , teacher will ensure their learning through organizing the related different activities	04	06	Handout, video film*	*Teacher 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/task	The teacher will ask the students to organize small group-activity events. Teacher will observe and assess the extent of quality of plan, implementation of plan and student’s learning for organizing professional body activities	10	Rating Scale	Internal								
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)													
1. Suggested departmental student chapter activities:													

- **Organizing departmental chapter meetings**
- **Local community awareness programme on social issues, traffic rules, cleanliness drive, use of plastics and environmental protection etc.**
- **Poster competition on social concerns, traffic rules, cleanliness drive, use of plastics and environmental protection etc. and awarding the best prepared poster**
- **Engineering knowledge competitions**
- **Outreach workshop for local high school students**
- **Publishing institutional/departmental student chapter newsletter**
- **Establishing and managing students' cooperative book club**
- **Organizing information dissemination and application programme related to continuing and higher education opportunities and how to apply for them, for the students**
- **Organizing short training programmes on public speaking**

2. Organizing any group activity consists of planning the activity and implementing the plan.

3. Process of planning any group activity consists of:-

- a. Deciding objectives of the activity
- b. Deciding main sub-activities to achieve objectives
- c. Deciding who will be responsible for doing sub-activities
- d. Deciding what pre-requisite information /knowledge/ability is required to complete the any sub-activity
- e. Deciding what resources will be required to conduct the sub-activities
- f. Deciding the expected duration of sub-activities

g. Deciding at start and finish times of sub-activities

4. Suggested activity plan format(table) :-

S. No.	Sub-activity number	Sub-activity description	Responsible group member	Duration	Start date	Finish date	Pre-requisite Knowledge /Information required	Resource required
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5. Implementing the plan consists of:-

- a. Educating responsible members about how and when to perform the assigned sub-activity
- b. Acquiring necessary pre-requisite knowledge/ information / ability before starting any sub-activity
- c. Arranging resources for various sub activities and provide to responsible members
- d. Ensuring timely start and finish of the different sub activities
- e. If necessary, revising and updating the plan during its implementation

6. Learning from organizing the activities:-

After organizing the activity, student groups will answer following self questions about their experiences of organizing the activities

- a. **What problems we have faced during activity planning and implementation?**
- b. **How we managed to solve them?**
- c. **What mistakes and errors we committed in planning and implementation of these activities?**
- d. **What we have learned from these mistakes and errors?**
- e. **In future, what precautions we will take if we will be asked to again organize this activity?**
- f. **What are suggestions to improve planning and implementation of this activity?**

7. Each student group should be allotted an activity from the above suggested list of professional body related activities.

8. Assessment criteria and their weights:-

S. No.	Criteria	Marks
1.	Extent of quality in Student's group activity plan	03
2.	Extent of quality in Implementation of the activity plan	03
3.	Extent of learning occurred through performing the group activity	04

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

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

10. The concerned teacher of CO1 may Divide the batch of students under him / her into small groups (4-5 students)

RGPV (Diploma Wing) Bhopal		SCHEME FOR LEARNING OUTCOME			Branch Code			Course Code			CO Code	LO Code	Format No. 4
								4	0	5	1	2	
COURSE NAME		Professional Development- IV											
CO Description		Student will be able to organize activities related to student chapters of professional bodies and student related academic events of the department											
LO Description		Student will be able to organize student related academic events of the department											
SCHEME OF STUDY													
S. No	Learning Content	Teaching –Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks						
1	Planning and organizing group activities and events, deciding sub-activities, distributing responsibilities, arranging resources sub-activities, scheduling sub-activities	Traditional lecture method + Case Study	Teacher will teach students how activities are planned and organized, will discuss examples and cases. Teacher will form small student groups, guide them to plan and organize the activities assigned to their group, teacher will supervise their implementation of the activity plans and correct their mistakes , teacher will ensure their learning through organizing the related different activities	04	06	Handout, video film*	*Teacher 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/task	The teacher will ask the students to organize small group-activity events Teacher will observe and assess the extent of quality of plan, implementation of the plan and student’s learning for organizing student related academic events of the department	15	Rating Scale	Internal								
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)													
1. Suggested student related academic events/ activities of the department:													

- **Organizing departmental award ceremonies for departmental outstanding students and high academic achievers**
- **Organizing departmental bulletin board preparation group activities for creating awareness about various scholarships, career prospects etc and awarding the best prepared bulletin board**
- **Organizing departmental faculty appreciation events**
- **Editing and publishing departmental newsletter and departmental magazine**
- **Updating departmental section at college web site/ web portal**
- **Organizing expert lectures of experts of local industry**
- **Organizing lectures of social, enterprising, professional achievers of nearby community**
- **Organizing expert lectures on morality, values, ethics and professional ethics**

2. Organizing any group activity consists of planning the activity and implementing the plan.

3. Process of planning any group activity consists of:-

- a. Deciding objectives of the activity
- b. Deciding main sub-activities to achieve objectives
- c. Deciding who will be responsible for doing sub-activities
- d. Deciding what pre-requisite information /knowledge/ability is required to complete the any sub-activity
- e. Deciding what resources will be required to conduct the sub-activities
- f. Deciding the expected duration of sub-activities
- g. Deciding at start and finish times of sub-activities

4. Suggested activity plan format(table) :-

S. No.	Sub-activity number	Sub-activity description	Responsible group member	Duration	Start date	Finish date	Pre-requisite Knowledge /Information required	Resource required
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5. Implementing the plan consists of:-

- a. Educating responsible members about how and when to perform the assigned sub-activity
- b. Acquiring necessary pre-requisite knowledge/ information / ability before starting any sub-activity
- c. Arranging resources for various sub activities and provide to responsible members
- d. Ensuring timely start and finish of the different sub activities
- e. If necessary, revising and updating the plan during its implementation

6. Learning from organizing the activities:-

After organizing the activity, student groups will answer following self questions about their experiences of organizing the activities

- a. **What problems we have faced during activity planning and implementation?**
- b. **How we managed to solve them?**
- c. **What mistakes and errors we committed in planning and implementation of these activities?**
- d. **What we have learned from these mistakes and errors?**
- e. **In future, what precautions we will take if we will be asked to again organize this activity?**
- f. **What are suggestions to improve planning and implementation of this activity?**

7. Each student group should be allotted an activity from the above suggested list of professional body related activities.

8. Assessment criteria and their weights:-

S. No.	Criteria	Marks
1.	Extent of quality in Student's group activity plan	03
2.	Extent of quality in Implementation of the activity plan	03
3.	Extent of learning occurred through performing the group activity	04

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

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

10. The concerned teacher of CO1 may Divide the batch of students under him / her into small groups (4-5 students)

RGPV (Diploma Wing) Bhopal		SCHEME FOR LEARNING OUTCOME			Branch Code			Course Code			CO Code	LO Code	Format No.
								4	0	5	2	1	4
COURSE NAME		Professional Development-IV											
CO Description		Student will be able to demonstrate self-learning through joining available free online short training programmes preferably of NPTEL / MOOCs / Podcast and different online webinars related to his /her professional development											
LO Description		Student will be able to prepare a report on his/her self learn from attending an available free online training programme											
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 of training programmes, online short training programmes for students, various sources, programme selection and joining, preparation of report about self-learning from attending the online training programme	Traditional lecture method + Case Study	Teacher will guide students regarding how to search, select and how to join the available free online short training programmes available for students. Teacher will also teach and guide students regarding how to prepare report about self-learning from the attended training programmes.	06	04	Handout, video film*	*Teacher 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	Assessment of Student assignment	The teacher will assess the extent of student’s self-learning, through examining the report prepared and submitted by the student regarding the attended online training programme	15	Rating Scale	Internal								
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)													
<ol style="list-style-type: none"> The online students’ training programme may be of duration 3 to 5 days or equivalent duration in hours Each student should join at-least one such online programme 													

3. If few students are unable to join online training programmes, then for them department / institution should organize a short training programme for them

4. Suggested format for report:-

1. Title

2. General information:-

1. Name
2. Roll number
3. Class /semester
4. Place and date

3. Information regarding attended online training programme:-

1. Name
2. Duration, start and finish dates
3. Organizing agency
4. Internet link or platform

4. My experience and learning about searching, joining and attending the online training programmes:-

1. Major problems faced by me:-
2. How I solved those problems:-
3. Significant incidences:-
4. What precautions I would take if I join similar programme in future:-
5. What suggestions I would like to give to junior students regarding searching, joining and attending online training programmes:-

5. My learning on topic of online training:-

6. Signature

5. Assessment criteria and their weights:-

S. No.	Criteria	Max. Marks
1	Extent of student's self learning regarding searching, joining and attending any online training programme (based on report)	4
2	Extent of student's self learning on the topic of the online training programme (based on report)	4
3	Quality of student's report prepared on his/her self-Learning from attending the online training programme	2

6. In course of Professional Development-IV, 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	T2	T3
	CO1	CO2	CO3
FIRST 20 PERIODS	B1	B2	B3
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THIRD 20 PERIODS	B3	B2	B1

7. The concerned teacher of CO1 may Divide the batch of students under him / her into small groups (4-5 students)

RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME			Branch Code			Course Code			CO Code	LO Code	Format No.
							4	0	5	2	2	4

COURSE NAME	Professional Development-IV
CO Description	Student will be able to demonstrate self-learning through joining available free online short training programmes preferably of NPTEL / MOOCs / Podcast and different online webinars related to his /her professional development
LO Description	Student will be able to present his/her self-learning from attending the available online training programme through Power-Point Presentation

SCHEME OF STUDY

S. No	Learning Content	Teaching – Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1	PPP preparation and presentation skills	Traditional lecture method + Case Study	Teacher will teach skills for PPP preparation and presentation skills to the students through examples and cases, teacher will provide feedback and suggestions on each student’s PPP, teacher will guide and correct students during their presentations, teacher will solve their problems	06	04	Handout, video film*	*Teacher 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	Assessment of Student presentation	The teacher will arrange a departmental seminar in which students will present their PPP on their self-learning from attending online training programme and teacher will assess the presentation skills of individual students.	10	Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

1. Assessment criteria and their weights:-

S. No.	Criteria	Max. Marks
1	Extent of self learning as reflected from the PPP-contents	3

2	Extent of self-learning as reflected from the student's presentation and related discussion	3
3	Overall quality of the PPP	2
5	Extent of appropriateness of presenter's body postures, face expressions and quality of speaking	2

2. In course of Professional Development-IV, 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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								4	0	5	3	1	4
COURSE NAME	Professional Development-IV												
CO Description	Student will be able to present his/ her knowledge about given quality related concepts prevailing in industry /professions												
LO Description	The student will be able to demonstrate his / her knowledge about ensuring quality in professional services offered to clients												
SCHEME OF STUDY													
S. No	Learning Content	Teaching – Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks						
1	Professional service, need and importance of quality in professional service, various factors affecting quality of professional service, ensuring quality in professional service	Traditional lecture method + Case Study	Teacher will teach students regarding the content through explaining cases and examples, Teacher will also provide assignment of case study with few end questions, to students and provide feedback on their submitted assignments to correct and improve their learning	06	04	Handout, video film*	*Teacher 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	Assessment of Student assignment	The teacher will provide a case (with four descriptive answer type questions at the end) on issues of quality in offered professional service. After studying the case, students will write answers for the five descriptive answer type questions.			10	Rating Scale	Internal						
ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)													

1. **Professional services:** - These are the services offered by the professional to his/her client.

Examples of professional services include:

- **Legal services**
- **Accounting and bookkeeping**
- **Marketing consultancy**
- **Architecture**
- **IT services, and more.**

2. **Factors affecting the quality of professional services:-**

1. **Timely and accurate assessment** of the client's need
2. **Educating the clients** regarding merits and limitations of the different services being offered
3. **Offering prompt services** to clients
4. **Offering services in accordance with standards formed** and communicated to the clients
5. **Timely and constructively handling client's doubts**, queries and complaints
6. **Getting client's feedback or conducting clients' satisfaction surveys** about the professional services provided and improving the services
7. **Keeping Honesty and loyalty** with the client

8. **Creating trustworthiness** with the client

9. **Ensuring transparency in providing services through proper documentation** and sharing documents of services provided with the client

10. **Getting accreditation certificate, for the professional services being offered to the clients, of the related approved quality assessing agencies**

3. Suggested list of case-end questions:-

1. How many professional service related quality issues involved in this case?
2. Describe all the professional service related quality issues?
3. How these issues can be resolved?
4. In this case, according to you what should be the professional-client service system to ensure quality in professional services?

5. Assessment criteria and their weights:-

S. No.	Criteria	Max. Marks
1	Appropriateness of student's answer to first question	02
2	Appropriateness of student's answer to second question	02
3	Appropriateness of student's answer to third question	03
4	Appropriateness of student's answer to fourth question	03

6. In course of Professional Development-IV, 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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RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME			Branch Code			Course Code			CO Code	LO Code	Format No.
							4	0	5	3	2	4

COURSE NAME	Professional Development- IV
CO Description	Student will be able to present his/ her knowledge about given quality related concepts prevailing in industry /professions
LO Description	The student will be able to present his/her knowledge about given practices or cultures like TQM / ISO9000 / Quality circle / Quality Control / Quality Audit / Six Sigma / Kaizen etc through a PowerPoint presentation

SCHEME OF STUDY

S. No	Learning Content	Teaching –Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1	Industrial practices or cultures like TQM / ISO9000 / Quality circle / quality control / quality audit / Six Sigma, kaizen etc, PP presentation skills	Traditional lecture method + Case Study	Teacher will teach concepts of various industrial practices, teacher will develop skills for PP preparation and presentation skills in the students, teacher will observe and improve student PP presentation, teacher will guide and correct students during their presentation, teacher will solve their problems and provide feedback	06	04	Handout, video film*	*Teacher 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	Assessment of Student presentation	The teacher will arrange a departmental seminar in which students will present their PPP on their knowledge about industrial practices teacher will assess the knowledge as well as PowerPoint Presentation of individual students.	15	Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

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1. Assessment criteria and their weights:-

S. No.	Criteria	Max. Marks
1	Extent of understanding formed about quality practices/culture as reflected from PPP contents	6
2	Extent of understanding formed about quality practices /culture as reflected from student's presentation	4
3	Extent of relevance, appropriateness of the PPP content	3
4	Extent of visual effectiveness in PPP	2

2. In course of Professional Development-IV, 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