| RGPV (Diploma Wing ) Bhopal | SCHEME FOR LEARNING OUTCOME | Branch Code | | Course Code | | | CO Code | LO Code | Format No. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | 5 | 0 | 5 | 1 | 1 | 4 |

| COURSE NAME | Professional Development- V |
|---|---|
| CO Description | Student will be able to lead the group discussion |
| LO Description | Student will be able to participate in the group discussion |

### 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 group discussion in professional work, ideal group discussion, skills needed to effectively participate in group discussion, practice of group discussion skills | Traditional lecture method + Case Study | Teacher will teach students how group discussion is organized, through examples and cases. Teacher will form small student groups, assign them topics for group discussion, lead the group discussion, guide them to participate in group discussion, teacher will also supervise, correct and improve their participation, teacher will ensure their learning through organizing group discussions on various topics | 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 arrange a group discussion and the student will participate in it. Teacher will observe and assess appropriateness of student's participation | 10 | Rating Scale | Internal |

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

1. **Group Discussion**:- It is to discuss and argue about the given topic

2. **Group size**: - Normally 10 to 15 persons.

3. **Group discussion topics**: - Current affairs, social issues, real life multi-aspect engineering/technology related problems, professional cases etc.

4. **Prior communication of topic to students**:- Topic of GD should be communicated to students well in advance so that they could prepare themselves for the discussion through gaining knowledge about topic.

5. **Duration of group discussion**: - Normally 20-30 Minutes.

6. **Skills required for effective participation in GD:-**

   - Communication skills
   - Behavioral Skills & Etiquettes
   - Listening and arguing skills
   - Self-view presenting skill
   - Student's analysis skill
   - Student's appropriate attitude

7. **Discussion etiquette**

   **Dos:-**

   1. Speak pleasantly and politely to the group
   2. Respect the contribution of every member
   3. Learn to disagree politely
   4. Try to stick to the topic of the discussion
   5. Agree with and acknowledge what you find interesting

   **Don't:-**

   1. Lose your temper
   2. Shout. Use moderate tone and medium pitch
   3. Use too many gestures when you speak. Gestures like finger pointing and table thumping.

4. Dominate the discussion.

8. **Group discussion rules for participants:-**

- Come prepared

- Note down the names of all the participants

- Maintain a firm posture

- Actively participate in the discussion

- Retain your standing and balance

- Do not get emotional

9. **Assessment criteria:-**

- Extent of Imitativeness demonstrated                2marks

- Extent of involvement (action /reaction)             2marks

- Effectiveness of Communication within group settings   2marks

- Extent of persuasion demonstrated                2marks

- Extent of efforts to bring best out of the GD          2marks

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 5 | 0 | 5 | 1 | 2 | **4** |

| COURSE NAME | **Professional Development- V** |
|---|---|
| **CO Description** | **Student will be able to lead the group discussion** |
| **LO Description** | **Student will be able to lead the group discussion** |

## 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 leading in group discussion, role of leader, skills needed to effectively lead group discussion, practice of leading the group discussion | Traditional lecture method + Case Study | Teacher will teach students how group discussion is lead by the leader through examples and cases.  Teacher will form small student groups, demonstrate the role of leader, guide students to lead the  group discussion ensure practice of role of leader by each student, teacher will also supervise, correct and improve their role as leader | 03 | 07 | 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 arrange a short group discussion and the student will lead it. Teacher will observe and assess appropriateness of student's performance as leader | 15 | Rating Scale | Internal |

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

1.  **Role of Leader in group discussion:-**

He /she Leads the group to discuss ALL aspects of the topic, avoid chaos & confusion, focus on the given issue & not be sidetracked and facilitates the

group to reach a consensus (if possible). Without a shred of doubt, this role is highly desirable and one should try assuming this role.

2. **Leader's responsibilities:-**

    1. To introduce topic and purpose of the discussion

    2. Arrange to provide all members sufficient time to speak

    3. To skillfully keep the discussion on the track

    4. To control the inappropriate behaviors and language of group members, if any

    5. To motivate members hesitating to speak

    6. To discourage members unnecessarily dominating the group

    7. Summaries what has been come out of GD

    8. Thanking all group members for their contribution

3. The teacher should organize short practice GD sessions where each student can get opportunity to learn the role of leader

4. The teacher should organize a series of assessment GD sessions where each student can be assessed for his/her learning of role of leader

5. **Assessment criteria:-**

    a. **Ability to keep discussion on track** **(4marks)**

    b. **Ability to control the group members for their behaviors** **(3marks)**

    c. **Ability to judge and give fair chance to members hesitating to speak** **(3marks)**

    d. **Ability to create coherent tale of different arguments and views** **(5marks)**

| RGPV (Diploma Wing ) Bhopal | SCHEME FOR LEARNING OUTCOME | Branch Code | | | Course Code | | | CO Code | LO Code | Format No. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 5 | 0 | 5 | 2 | 1 | **4** |

| COURSE NAME | **Professional Development- V** |
|---|---|
| **CO Description** | **Student will be able to organize a short awareness programme for nearby community / society on any relevant and useful social / environmental / ethical / technical / professional topic** |
| **LO Description** | **Student will be able to prepare a proposal of a short awareness programme for nearby community on any relevant and useful social/environmental/ ethical / technical / professional topic** |

## 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 planning and organizing skills, importance of awareness programme , planning a short awareness programme, preparation of proposal for programme | Traditional lecture method + Case Study | Teacher will teach students the planning and organizing skills through examples and cases. Teacher will form small student groups, assign them topics for planning short awareness programmmes, guide them to prepare proposals for the programme, teacher will assess, correct/improve their proposals | 02 | 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 group assignment | The teacher will assess the short awareness programme proposals of different student groups on basis of criteria | 10 | Rating Scale | Internal |

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

1. **Planning and organizing skills**: - These are important soft skills for professionals. Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. After planning, next comes Organizing. Organizing is the process of arranging human, material and financial resources to put them in action in an integrated way according to the plan so that the desired goal could be achieved.

2. **Community:** - The members of any group small or large, liver together in such a way that they share the basic conditions of a common life. Example: - city or sub-urban area or township or colony or village. Small communities exist within larger communities as cities/villages within the district.

3. **Awareness programme**: - these are the programmes intended to create awareness or to educate the common people. Normally the duration of awareness programme ranges from few hours (2 to 3 Hrs.) to few days ( 2-3days).

4. **Importance of community awareness programmes:-** Organizing community awareness programme develops ability in students to interact with the society or community as a professional. It also develops skills to plan and implement professional micro projects as per requirements. It also develops attitudes in students to social work for the nearby community.

5. The teacher should form small groups of students (4-5 students) and assign them general topics for community awareness programmes. The student group should be asked to first plan the programme and then develop the proposal under guidance of the teacher.  The programme should be of duration 1 to 2 Hrs. with expected no. of participants 50 to 70. Venue can be local community centre or community hall or nearby government primary/middle/higher secondary school or any other convenient place. Timings should be

convenient to participants, venue managers and organizing student group.  Programmes may be also planned for targeted community like household women, teenagers, senior citizens, laborers, farmers, footpath businessmen etc.

6. **Topics for awareness programmes**:- Any appropriate topic which caters the need of community may be finalized. Few suggestions are as below:-

|   | Domain of awareness | Suggested Topics |
|---|---|---|
| 1 | Technical | Awareness about conservation of petroleum fuel (Petrol/Diesel/LPG/Kerosene) |
|   |   | Awareness about conservation of domestic electricity |
|   |   | Awareness of non-conventional sources of energy for homes |
|   |   | Solar energy based water pumps as energy conservation devices for farmers |
| 2 | Professional | Laws and legal procedures related to purchase/sale/ registry of house property |
|   |   | Introduction to medi-claim insurance for citizens |
|   |   | Importance of saving and government saving schemes |
|   |   | Various government schemes to support small enterprises and home industries |
| 3 | Social | Importance of cleanliness and hygiene in community |
|   |   | Benefits of cleanliness in houses and nearby area |
|   |   | Awareness about seasonal deceases and measures  for precautions  and prevention |
|   |   | Harmful effects of smoking, drugs and alcohol |
| 4 | Environmental | Harmful effects of plastics and polyethylene on environment |
|   |   | Prevention of pollution in public water sources |
|   |   | Effect of air/ water pollution on human health |
|   |   | Importance of plantation and protection of greenery |
| 5 | Ethical | Respect for life, law and public good |

| | | Honesty and integrity in public life |
|---|---|---|
| | | Respect for senior citizens, handicapped, poors and deprived people |
| | | Benefits of ethical living |

7. **Format for proposal:-**

   1. Name of proposed programme;-

   2. Student group details

   3. Date, time and duration of programme

   4. Venue of programme

   5. Type and number of participants

   6. Major activities to be completed

   7. Details of charts/ posters/ Banners / pamphlets to be required

   8. Major activities to be performed for preparation of programme:-

| | Activity details | Duration | Start date | Finish date | Responsible member | Resources required |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

   9. Estimated cost of the programme

   10. Programme Schadule

| | Time ( from….to ) | Event |
|---|---|---|
| 1 | | Inaguration |

| | | |
|---|---|---|
| | | ……………….. |
| | | ……………….. |
| 6 | | Vote of thanks |

11. Signature of students

8. **Assessment criteria:-**

- Extent of appropriateness of programme topic and title         **2 marks**
- Extent of appropriateness of details of major activities to be undertaken    **3marks**
- Extent of appropriateness of programme schedule         **3marks**
- Extent of appropriateness of charts/ posters/ Banners needed      **2marks**

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 5 | 0 | 5 | 2 | 2 | **4** |

| COURSE NAME | Professional Development- V |
|---|---|
| **CO Description** | **Student will be able to organize a short awareness programme for nearby community / society in small group on any relevant and useful social / environmental / ethical / technical / professional topic** |
| **LO Description** | **Student will be able to organize a short awareness programme for nearby community / society in small group on any relevant and useful social / environmental / ethical / technical / professional topic** |

## SCHEME OF STUDY

| S. No | Learning Content | Teaching –Learning Method | Description of T-L Process | Teach Hrs. | Pract. /Tut Hrs. | LRs Required | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | organizing skills, working on the plan,  conduction of the programme | Guided student activity | Each student group will work on the programme proposal for organizing the awareness programme under guidance of the teacher. Teacher will be present in every such programme to assess the quality of conduction of programme | - | 12 | 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 group activity | The teacher will be present in every short awareness programme organized by student group and he/she will assess the quality of the conducted programme | 15 | Rating Scale | Internal |

| ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY) |
|---|
| 1. **Assessment criteria:-** <br><br> • Extent to which activities conducted as per programme schedule     **4 marks** <br><br> • Extent of quality in presentation of charts, posters, banners etc.     4 **marks** <br><br> • Extent of quality in awareness sessions conducted by students     4 **marks** <br><br> • Extent of satisfaction of participants from programme (through feedback)    3 **marks** |

| RGPV (Diploma Wing ) Bhopal | | SCHEME FOR LEARNING OUTCOME | Branch Code | | | Course Code | | CO Code | LO Code | Format No. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 5 | 0 | 5 | 3 | 1 | **4** |

| COURSE NAME | **Professional Development- V** |
|---|---|
| **CO Description** | **Student will be able to demonstrate his/her learning from industry exposure** |
| **LO Description** | **student will be able to demonstrate his/her learning from lectures of industry experts / professionals** |

## SCHEME OF STUDY

| S. No | Learning Content | Teaching –Learning Method | Description of T-L Process | Teach Hrs. | Pract. /Tut Hrs. | LRs Required | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | Necessity of exposure to industrial environment and practices, lectures by industry experts | Traditional Lecture method + Student assignment | The department/teacher will organize at least two lectures of industry experts for the students, students will prepare assignment after attending the lecture, teacher will guide them to prepare the assignment | 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 assignment | The teacher will assess the two assignments on expert lectures, submitted by each student, on the basis of set criteria | 05+05 | Rating Scale | Internal |

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

1. The university is emphasizing closer ties with the industry and its professionals to keep up with the challenging role of preparing the diploma graduates for the work place. Guest lectures, in which practicing industry professionals, frequently teach and share their experiences with the students, provides valuable learning to the students.

2. Industry experts include relevant industry experts related to design & product development, manufacturing/ construction, sales & servicing, testing, repair and maintenance etc.

3. The expert lecture should be of duration 1 to 2 Hrs. The date, time, expert details and topic of the lecture should be communicated in advance to the students.

4. After attending the expert lecture, each student will prepare and submit an assignment.

5. **Format for student assignment:-**

| Name | | Date | |
|---|---|---|---|
| Roll No. | | | |
| Semester | | | |
| Expert lecture date | | Name of expert | |
| Expert lecture topic | | | |
| Sub topics covered in the lecture :- | | | |
| 1. <br> 2. <br> 3. | | | |
| My learning about the topic from attending this lecture:- | | | |
| 1. <br> 2. | | | |

| |
|---|
| 3. |
| 4. |
| 5. |
| Signature of student |

6. **Assessment criteria for assignment:-**

- **Extent of amount of learning  (2marks)**
- **Extent of quality in learning    (3marks)**

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|---|---|---|---|---|---|---|---|---|---|
| | | | | 5 | 0 | 5 | 3 | 2 | 4 |

| COURSE NAME | Professional Development- V |
|---|---|
| CO Description | Student will be able to demonstrate his / her learning from industry exposure |
| LO Description | student will be able to demonstrate his / her learning from his/her visit to relevant industry |

### SCHEME OF STUDY

| S. No | Learning Content | Teaching –Learning Method | Description of T-L Process | Teach Hrs. | Pract. /Tut Hrs. | LRs Required | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | Importance of Students' industrial visits, learning through observing real life industrial systems, planning and organizing the industrial visit | Traditional lecture method +student visit+ student assignment | The teacher will teach students how to learn by observing real life industry systems, the college/ department/ teacher will organize at least one industrial visit of students to any relevant industry, after visit, students will prepare assignment, teacher will guide them to prepare the assignment | 02 | 12 | Handout, video film* | *Teacher will also 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 assignment | The teacher will assess the assignment on industry exposure submitted by each student on the basis of set criteria | 15 | Rating Scale | Internal |

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

1. Being a part of interactive learning, educational visits give students a major exposure to real working environments along with a practical perspective of a theoretical concept relevant to their domain. In addition to that, industrial visits bridge the widening gap between theoretical learning and practical exposure by giving students the first-hand exposure to identify the inputs and outputs for different business operations

and processes performed at the workplace.

2. The college/department/ teacher should arrange at least one industrial visit of the students. The visit may be to a nearby relevant industry or to a distant relevant industry. The visit should be of at least one working day (8 Hrs.) or its equivalent (two visits of 4hrs. + 4Hrs., or two visits of 5Hrs + 3Hrs. etc.).

3. The term industry is a broad term and encompasses many stake holding units such as production plants, bottling and packaging plants, construction units for roads/bridges/tunnels, sales and service outlets, repair and maintenance workshops, small scale industries, cooperative industries, private proprietary enterprises, authorized dealerships, authorized service stations, public sector enterprises etc.

4. If, due to unavoidable reasons, it is not possible to arrange the industrial visit, the college/ department should plan for demonstration of relevant industry related video movies and films to the students, to show the inside working of industry including technology, systems, machines, equipments, plants, processes, testing, roles of officers and workers etc. The total duration of movies or videos demonstrations should be at least 8 hours.

5. After industrial visit, each student will prepare and submit an assignment.

6. **Suggested format for student assignment:-**

| Name of student | | Date | |
|---|---|---|---|
| Roll No. | | Semester | |
| Industry exposure date(s) | | Name of industry(s) | |
| Description of my important observations about the industry:-<br><br>1.<br><br>2.<br><br>3. | | | |

**My learning from the these observations:-**

1.

2.

3.

4.

5.

**Signature of student**

7. **Assessment criteria for assignment:-**

- Extent of amount of learning  **(5 marks)**
- Extent of quality in learning    **(10 marks)**