RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME	Branch Code			Course Code			CO Code	LO Code	Format No. 4
		M	0	2	3	0	5	1	1	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to perform as the team leader of small team for solving a team problem in the given situation**
LO Description	**Student will be able to demonstrate his/her understanding of leadership required in a team work performance**

SCHEME OF STUDY

S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1.	Team leaders, importance of team leader, role of team leaders, important qualities of good team leaders, behaviors of good team leaders	Traditional lecture method + Case Study	Teacher will explain about the contents along-with examples/cases, will give assignment for practice, will conduct tutorials and remedial.	05	05	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	Paper pen test	A test will be designed and administered by the teacher to assess the understanding of student. Assessment will be done through Rating Scale.	10	Test paper and Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

Important qualities of team leader:-
will be able to

1. to take initiatives
2. take responsibility on behalf of group
3. to visualize the team event and plan things for the event
4. to take interest to carry out related activities

5. to take interest in solving team related problems

The test questions :-

1. Explain the importance of team leadership
2. Explain important qualities of good team-leaders
3. Identify the team leader's behavior in the following list of team persons' behavior
4. Identify the team leader in the following case of team event
5. Suggest the team leader's would be course of action in the following team problem situation

Performance indicators

1. Quality of response the Q. 1
2. Quality of response to Q. 2
3. Number of correct behaviors identified in Q. 3(Max. 3 correct behaviors out of 10)
4. Correct team leader identified or not, in Q. 4
5. Correct team leader course of action suggested or not, in Q. 5

RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME	Branch Code			Course Code			CO Code	LO Code	Format No. 4
		M	0	2	3	0	5	1	2	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to perform as the leader of small team for solving a team problem in the given situation**
LO Description	**Student will be able to play role of the leader of a team for solving a team problem in the given situation**

SCHEME OF STUDY

S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1	Team leaders, importance of team leader, role of team leaders, important qualities of good team leaders, behaviors of good team leaders	Case Study method	Teacher will organize a students' team event in class/ department. Few students will be asked to play roles of team members and the leader to solve team problems under given situation. Other students will observe. Afterward, teacher will discussion with students. Teacher will organize similar events for practice.	02	08	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's role play	The teacher will organize small team events in batches in which individual students will be asked to play role of leader to solve a team problem, under given situation. Teacher will observe and assess the extent of leader's behavior performed by students on the basis of performance indicators	15	Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

The assessment will be done on basis of following performance indicators:-

1. Extent to which student take initiatives
2. Extent to which student take responsibility on behalf of group
3. Extent to which student visualize the team event and plan things for the event
4. Extent to which student take interest to carryout team related activities

5. Extent to which student take interest in solving team related problems

RGPV (Diploma Wing) Bhopal	**SCHEME FOR LEARNING OUTCOME**	Branch Code			Course Code			CO Code	LO Code	Format No. **4**
					3	**0**	**5**	**2**	**1**	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to apply professional ethics in a given problem situation**
LO Description	Student will be able to **demonstrate** his/her understanding of professional ethics

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 ethics, its need and importance, seven ethics common to all professionals, general code of ethics for engineers, ethical issues for engineers, common problems related to professional ethics, ethical issues, identification of ethical issues in cases for engineers.	Traditional lecture method + Case Study	Teacher will explain about the contents along-with examples/cases, will give assignment for practice, will conduct tutorials and remedial.	05	05	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	Paper pen test	A test will be designed and administered by the teacher to assess the understanding of student. Assessment will be done through Rating Scale.	10	Test paper and Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

1. **Ethics common to all professions**

- honesty
- trustworthiness
- loyalty
- respect for others
- adherence to the law
- doing good and avoiding harm to others
- Accountability.

2. **General code of ethics for engineers:-**

1. Respect for People's Dignity and Rights
2. Responsible Practice
3. Integrity in Relationships
4. Responsibility

3. Common Ethical issues for engineers:-

- Relationships with clients, consultants, competitors, and contractors
- Ensuring legal compliance by clients, client's contractors, and others
- Conflict of interest
- Bribery and kickbacks, which might include:

  Gifts, meals, services, entertainment and recreation opportunities
- Treatment of confidential or proprietary information

- Consideration of the employer's assets
- Outside employment/activities

Test Performance Indicators:-

Extent to which student will be able

1. To explain the professional ethics (2 marks)
2. To explain the need and importance of professional ethics (2 marks)
3. To explain seven ethics common to all professions (2 marks)
4. To identify the problem related to professional ethics in given list of problems (2 marks)
5. To identify the ethical issue for an engineer in a given case of professional ethics (2 marks)

RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME	Branch Code			Course Code			CO Code	LO Code	Format No. 4
					3	0	5	2	2	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to apply professional ethics in a given problem situation**
LO Description	Student will be able to **apply** appropriate professional ethics in a given problem situation

SCHEME OF STUDY

S. No.	Learning Content	Teaching – Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1	Procedure of solving the problems related professional ethics, Identification of ethical issue, identification of the ethical stand, searching various possible solutions for the problem keeping ethical stand in focus, selection of appropriate solution.	Traditional lecture method + Case Study	Teacher will explain about the contents along-with examples/cases, will give assignment for practice, will conduct tutorials and remedial.	05	05	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	Paper pen test	A case based test on problem of ethical issue for an engineer will be designed and administered by the teacher to assess the ability of students to solve the ethical problem; Assessment will be done through Rating Scale.	15	Test paper and Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

Steps in solving ethical problems:-

1. Identify the ethical issue in the problem
2. Identify the ethical stand in the problem
3. Search for various possible solutions keeping focus on the ethical stand
4. Implement the best possible solution

Performance indicators:-

1. Correctness of identified ethical issue in the problem (3 marks)
2. Correctness of identified ethical stand (3 marks)
3. Quality of suggested possible solutions (2 marks)
4. Appropriateness of selected best possible solution (2 marks)

RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME	Branch Code			Course Code			CO Code	LO Code	Format No. 4
		M	0	2	3	0	5	3	1	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to plan self-learning to complete the given task**
LO Description	**Student will be able to identify the self-learning needs for completing the given task**

SCHEME OF STUDY

S. No.	Learning Content	Teaching-Learning Method	Description of T-L Process	Teach Hrs.	Pract. /Tut Hrs.	LRs Required	Remarks
1.	Lifelong learning, its examples, self-directed learning, its examples, important steps in lifelong learning, identification of learning needs	Traditional lecture method + Case Study	Teacher will explain about the contents along-with examples/cases, will give assignment for practice, will conduct tutorials and remedial.	05	05	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 through student activity	A Self-assessment portfolio will be prepared by the student on the task assigned by the teacher. Assessment of portfolio will be done through Rating Scale.	10	Portfolio format and Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

1. Lifelong learning

All **learning** activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It is voluntary, self-initiated and self-directed learning.

Examples:-

1. We learn to use smart phones (informal learning)
2. We learn yoga by joining a one week yoga training programme organized by a private spiritual institute (formal learning).

2. Self directed learning

A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

3. Essential steps of lifelong learning

1. Identification of self learning need (what to learn)
2. Searching about how I can learn, search of learning resources and ways/means to use them for learning
3. Planning self-learning
4. Implementing the plan

4. Suggested list of tasks for practice of identification of learning needs

1. You have to repair your faulty house-hold electric iron
2. You have to daily operate the new washing machine purchased at your home
3. You have to format your PC
4. You have to attend online class using meet.google app
5. You have to share your ideas online with your distant friends. You have to arrange a webinar
6. You have to visit abroad and therefore you have to apply for passport
7. Your mother is a patient of high BP. You have to measure her BP daily two times at home with traditional BP measuring apparatus
8. Your bike is not getting started. You have to check its spark plug.
9. You have to complete bank paper formalities for bank loan to establish your small manufacturing unit
10. You have to prepare French-fries at home.

5. Self-assessment portfolio

A questionnaire in which questions are in first person and space is provided after each question to write the answer. It is prepared by the student.

6. Self-assessment portfolio questions:-

1. Can I complete this task ?
2. Is there special knowledge or skill required to complete the task ?

3. What knowledge or skill is required to complete this task ?
4. Do I have this knowledge or skill ?
5. From where I can learn this knowledge or skill. (Mention at least three sources. Sources may be people, institutions, books, websites?)
6. How I can manage to learn this knowledge or skill?
7. **Indicators of performance**

1. Able to identified that he/she can-not complete the given task due to lack of knowledge or skill
2. Able to identified the need for special knowledge or skill to complete the task
3. Correctness of identified knowledge or skill required to complete the task
4. Appropriateness of sources from which student can learn knowledge or skill
5. Extent of feasibility of student's way to acquire the required knowledge or skill

RGPV (Diploma Wing) Bhopal	SCHEME FOR LEARNING OUTCOME	Branch Code			Course Code			CO Code	LO Code	Format No. 4
		M	0	2	3	0	5	3	2	

COURSE NAME	**Professional Development-III**
CO Description	**Student will be able to plan self directed learning to complete the given task**
LO Description	**Student will be able to plan self directed learning for completing the given task**

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 planning, need for planning self directed learning, planning self directed learning, self directed learning plan, examples.	Traditional lecture method + Case Study	Teacher will explain about the contents along-with examples/cases, will give assignment of preparing self-directed learning plan for practice, will conduct tutorials and remedial.	05	05	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 through student activity	A self directed learning plan will be prepared by the student on the task assigned by the teacher. Assessment of the plan will be done through Rating Scale.	15	Plan format and Rating Scale	Internal

ADDITIONAL INSTRUCTIONS FOR THE HOD/ FACULTY (IF ANY)

1. Self directed learning

A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

3. Essential steps of lifelong learning

5. Identification of self learning need (what to learn)

6. Searching about how I can learn, search of learning resources and ways/means to use them for learning
7. Planning self directed learning
8. Implementing the plan

4. Contents of the plan

1. Description of knowledge or skill to be self-learned
2. Description of selected source of learning the knowledge or skill ie people, books, institutions, websites etc.
3. Description of method of self-directed learning viz formal learning or informal learning
4. Description of additional resources / learning resources required
5. Expected time required to learn along with justification

5. Indicators of performance

1. Quality of description of knowledge or skill to be self-learned (3 marks)
2. Appropriateness of selected source of knowledge or skill learning (3 marks)
3. Appropriateness of method of self-learning (1 mark)
4. Appropriateness of additional resources / learning resources required (1 mark)
5. Appropriateness of time required to learn (1 mark)