



Savitribai Phule Pune University Second Year Artificial Intelligence & Machine Learning (2020 Course) 218550 : Soft Skill Laboratory		
Teaching Scheme:	Credit Scheme :	Examination Scheme:
Practical (PR) : 02 hrs/Week	01	TW : 25 Marks
Prerequisites , If any: -----		
Course Objectives: <ol style="list-style-type: none"> 1. To facilitate a holistic development of students while focusing on enhancing soft skills. 2. To highlight the need to improve soft skills among engineering students so as to become good professionals. 3. To develop and nurture the soft skills of the students through individual and group activities. 4. To expose students to right attitudinal and behavioural aspects and assist in building the same through activities. 		
Course Outcomes: On completion of the course, students will be able to– CO1: Introspect about individual's goals, aspirations by evaluating one's SWOC and think creatively. CO2: Develop effective communication skills including Listening, Reading, Writing and Speaking. CO3: Constructively participate in group discussion, meetings and prepare and deliver Presentations. CO4: Write precise briefs or reports and technical documents. CO5: Practice professional etiquette, present oneself confidently and successfully handle personal interviews . CO6: Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality.		
COURSE CONTENTS		
Unit I	Introspective & Self Development	04 hrs
Introduction to soft skills, SWOC analysis, planning career, setting short-term & long-term goals, identifying difference between jobs & career, aligning aspirations with individual skills, understanding self-esteem, developing discipline and critically evaluating oneself		
Mapping of Course Outcomes for Unit I	CO1, CO6	
Unit II	Communication Skills	04 hrs
Essentiality of good communication skills, importance of feedback, different types of communication, barriers in communication and how to overcome these barriers, significance of non-verbal messages as augmentation to verbal communication, group discussion, listening vs hearing, reading to comprehend, learning to skim and scan to extract relevant information, effective digital communication		

Mapping of Course Outcomes for Unit II	CO2, CO3, CO5	
Unit III	Language and Writing Skills	04 hrs
Fundamentals of english grammar, improve lexical resource, essential steps to improve spoken and written english, business vocabulary, writing – email, resume, formal letter, official communication, essay, presentation – planning, organizing, preparing and delivering professional presentation		
Mapping of Course Outcomes for Unit III	CO2, CO4	
Unit IV	Leadership Skills and Group Dynamics	04 hrs
Understanding corporate culture and leadership skills, difference between a leader and a manager, importance of resilience in a professional surrounding, developing empathy and emotional intelligence, being assertive and confident, 4-Ds of decision making, creative and solution-centric thinking, resolving conflicts, working cohesively as a team to achieve success, five qualities of an effective team – positivity, respect for others, trust, goal-focused, supportiveness		
Mapping of Course Outcomes for Unit IV	CO1, CO5, CO6	
Unit V	Ethics, Professional Etiquette	04 hrs
Understanding ethics and morals, importance of professional ethics, hindrances due to absence of work ethics, professional etiquette – introductions, with colleagues, attire, events, dinning, telephone, travelling, netiquette, social media, writing		
Mapping of Course Outcomes for Unit V	CO5, CO6	
Unit VI	Stress And Time Management	04 hrs
Stress as integral part of life, identifying signs and sources of stress, steps to cope with stress – open communication, positive thinking, belief in oneself, ability to handle failure, retrospective thinking for future learning, organizing skills to enhance time management, focusing on goals, smart work vs hard work, prioritizing activities, perils of procrastination, daily evaluation of “to-do” list.		
Mapping of Course Outcomes for Unit VI	CO1, CO3, CO6	
Text Book :		
1. Gajendra Singh Chauhan, Sangeeta Sharma, “Soft Skills – An Integrated Approach to Maximize Personality”, WILEY INDIA, ISBN:13:9788126556397		
Reference Books :		
1. Indrajit Bhattacharya, “An Approach to Communication Skills”, Delhi, DhanpatRai, 2008 2. Simon Sweeney, “English for Business Communication”, Cambridge University Press, ISBN 13:978-0521754507 3. Sanjay Kumar and Pushpa Lata, “Communication Skills”, Oxford University Press, ISBN 10:9780199457069		

4. Atkinson and Hilgard, "Introduction to Psychology", 14th Edition, Geoffrey Loftus, ISBN-10:0155050699, 2003
5. Kenneth G. McGee, "Heads Up: How to Anticipate Business Surprises & Seize Opportunities First", Harvard Business School Press, Boston, Massachusetts, 2004, ISBN 10:1591392993
6. Krishnaswami, N. and Sriraman T., "Creative English for Communication", Macmillan

Guidelines for Student's Lab Journal and TW Assessment

Each student should have a Lab Workbook (sample workbook attached) which outlines each lab activity conducted. The student must respond by writing out their learning outcomes and elaborating the activities performed in the lab. Continuous assessment of laboratory work is to be done based on overall performance and lab assignments and performance of student. Each lab assignment assessment will be assigned grade/marks based on parameters with appropriate weightage. Suggested parameters for overall assessment as well as each lab assignment assessment include- timely completion, performance, punctuality, neatness, enthusiasm, participation and contribution in various activities-SWOC analysis, presentations, team activity, event management, group discussion, group exercises and interpersonal skills and similar other activities/assignments.

Guidelines for Conduction of Soft Skills Lab

The teacher may design specific assignments that can highlight the learning outcomes of each unit. Each activity conducted in the lab should begin with a brief introduction of the topic, purpose of the activity from a professional point of view and end with the learning outcomes as feedback from students. Most of the lab sessions can be designed to be inclusive; allowing students to learn skills experientially; which will benefit them in the professional environment. Every student must be given sufficient opportunity to participate in each activity and constructive feedback from the instructor / facilitator at the end of the activity should learn towards encouraging students to work on improving their skills. Activities should be designed to respect cultural, emotional and social standing of students. Some of the activities can be designed to cater to enhancement of multiple skills – For e.g. – Team Building Activity can highlight 'open communication', 'group discussion', 'respecting perspectives', 'leadership skills', 'focus on goals' which can help students improve their inherent interpersonal skills.

At least one session should be dedicated to an interactive session that will be delivered by an expert from the industry; giving the students an exposure to professional expectations.

Virtual Laboratory

- <https://ve-iitg.vlabs.ac.in/>

Recommended List of Lab Sessions

1. Introduction of Self / SWOC Analysis -- CO1, CO4

- a. Explain how to introduce oneself in a professional manner and presenting oneself positively Name, Academic Profile, Achievements, Career Aspirations, Personal Information (hobbies, family, social).
- b. Focus on introspection and become aware of one's Strengths, Weakness, Opportunities and Challenges.

Students can write down their SWOC in a matrix and the teacher can discuss the gist personally.

2. Career Goals and Planning -- CO1, CO4

<p>a. Make students understand the difference between a job and a career. Elaborate steps on how to plan a career. Students can choose a career and they should write down what skills, knowledge, steps are need to be successful in that particular career and how they can get the right opportunity.</p> <p>b. Explain to students how to plan short term and long term goals. Think and write down their short-term goals and long terms goals. Teacher can read and discuss (provide basic counselling) about the choices written.</p>
3. Public Speaking -- (Choose any 2) -- CO3, CO2
<p>a. Prepared Speech Topics will be shared with students and they will be given 10 minutes to prepare and 3 minutes to deliver followed by Q&A from audience. Teacher will evaluate each student based on content, communication skills, logical and cohesive presentation of topic, perspective of student, ability to handle questions and respond positively.</p> <p>b. Extempore Speech Various topics will be laid out in front of the audience and each student is to pick one topic and speak about the topic for 5 minutes followed by Q&A from audience. Teacher will evaluate each student based on ability to think on his/her feet, content, communication skills, logical and cohesive presentation of topic, perspective of student, ability to handle questions and respond positively.</p> <p>c. Reviewing an Editorial article Either using e-paper / printed copy, students have to select a recent editorial (that is non-controversial), read it and explain to the audience what the editor's perspective is and what the student's perspective is.</p> <p>d. Book Review Each student will orally present to the audience his/her review of a book that he/she has recently read.</p>
4. Group Discussion -- CO3, CO2
<p>a. The class will be divided into groups of 8 – 10 students in for a discussion lasting 10 minutes.</p> <p>b. Topics should be topical and non-controversial. After each group finishes its discussion, the teacher will give critical feedback including areas of improvement. The teacher should act as a moderator / observer only</p>
5. Listening and Reading Skills -- CO2
<p>a. Listening Worksheets to be distributed among students Each student will be given specifically designed worksheets that contain blanks / matching / MCQs that are designed to an audio (chosen by the faculty). Students have to listen to the audio (only once) and complete the worksheet as the audio plays. This will help reiterate active listening as well as deriving information (listening to information between the lines)</p> <p>b. Reading Comprehension Worksheets to be distributed/displayed to students Teacher will choose reading passages from non-technical domains, design worksheets with questions for students to answer. This will enhance student's reading skills by learning how to skim and scan for information.</p>
6. Writing Skills (Choose any 2) -- CO2
<p>a. Letter / Email Writing</p>

<p>After explaining to the students the highlights of effective writing, students can be asked to write (using digital platforms / paper-based) letter to an organization with the following subject matter,</p> <ol style="list-style-type: none"> Requesting opportunity to present his/her product. Complaining about a faulty product / service. Apologizing on behalf of one's team for the error that occurred. Providing explanation for a false accusation by a client. <p>b. Report Writing After describing various formats to write report and explaining how to write a report, each student should be asked to write a report (digital/ paper-based) on any of the following topics,</p> <ol style="list-style-type: none"> Industrial visit. Project participated in. Business / Research Proposal. <p>c. Resume Writing The teacher should conduct a brief session outlining the importance of a CV / Resume and students can write / type out their own resumes</p> <ol style="list-style-type: none"> Share various professional formats. Focus on highlighting individual strengths. Develop personalized professional goals / statement at the beginning of the resume.
7. Team Building Activities -- CO3, CO4
<p>The class will be divided into groups of 4-5 students in each group and an activity will be given to each group.</p> <p>The activities chosen for each team should be competitive and should involve every student in the team. The activities may be conducted indoors or outdoors depending on infrastructure. While selecting the team, ensure that each team has a mix of students who have varied skills. The teacher should give critical feedback including areas of improvement at the end of the activity.</p>
8. Expert Lecture -- CO4
<p>Highlighting the need to manage stress and time, experts from the fields of health and fitness, counselling, training, medical or corporate HR may be invited to deliver a participatory session that focus on helping students to cope with parental, social, peer and career pressures.</p>
9. Lateral and Creative Thinking -- CO1, CO4
<p>Every student needs to step out of the linear thinking and develop lateral and creative thinking. Teacher can develop creative activities in the classroom / lab that will help students enhance their creative thinking. Some of the suggested activities,</p> <ol style="list-style-type: none"> Each group (3-4 students) can be given random unrelated items and they will be given sufficient time to come up with creative ideas on how the objects can be used for activities / purposes other than its intended one. Each student is given a random line and he/she has to spin a fictional story and tell it to the class (3 minutes). Each story should have a beginning, middle and end. Each group (3-4 students) can be given a fictional / hypothetical dangerous situation and they have to find a solution to that problem. They can present it to the other teams who will then get the opportunity to pick flaws in the ideas.
10. Mock Interviews -- CO2, CO3
<p>Student has to undergo interview session and the teacher should seek the assistance of another faculty member / TPO Officer/ Alumni to act as interview panel. Students will be informed</p>

beforehand about the job profile that they are appearing the interview for and they have to come prepared with a printed copy of their resume, formally dressed. Questions will include technical as well as HR. Interviewer can choose to give problems to solve using technical skills. Students will be graded on the basis of their technical knowledge, ability to answer questions well, presentation of self, body language and verbal skills.

11. Presentation Skills -- CO2, CO3

Every student will have to choose a topic of his/her choice and make a 5-minute presentation using audio-video aids / PPT. The topic can either be technical or non-technical. Focus and evaluation of each presentation should be the depth of knowledge about the topic, originality of perspective on the topic, well-researched or not, verbal and non-verbal skills and ability to answer questions effectively. Plagiarism should be discredit and students should be instructed about it.

12. Corporate and Business Etiquette -- CO4, CO1

The teacher can design an interactive session that allows students to be involved in understanding the requirements of a corporate environment. This can be done using innovative quiz competition in the classroom and the teacher explaining the concept / relevance of that particular aspect in the professional context. Alternatively, the teacher can invite professionals to have an interactive session with students about various aspects of professional etiquette.