

SREENIVASA INSTITUTE OF TECHNOLOGY AND MANAGEMENT STUDIES,
CHITTOOR,
(AUTONOMOUS)
Approved by AICTE, New Delhi, Affiliated to JNTUA, Ananthapuramu



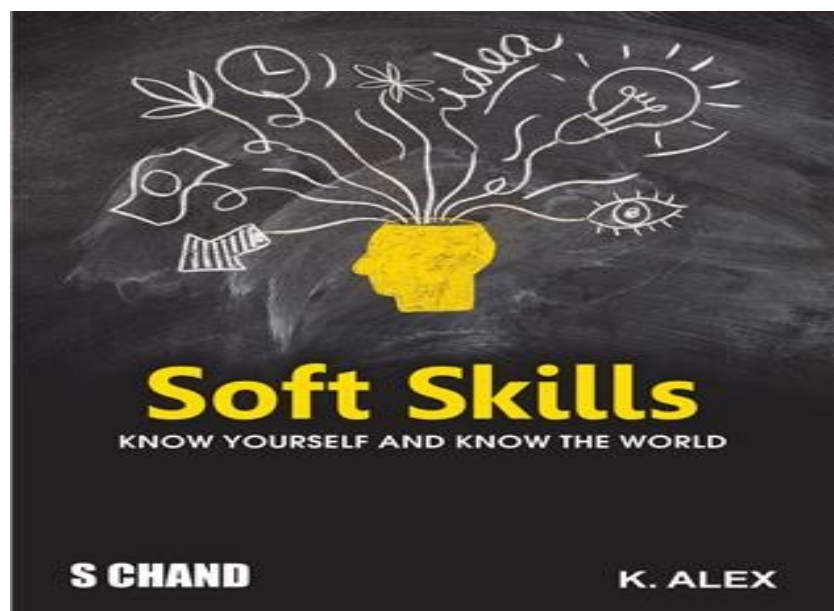
Lab Manual

Name of the Lab: Soft Skills

Year/Branch : III/EEE

Regulations : R23

Prepared By : Mr. S.L. Sai Venkat





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23HSM241L	III B.TECH V SEM SOFTSKILLS (SKILL ENHANCEMENT COURSE)	L T P C			
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COURSE OBJECTIVES:

1. To encourage all round development of the students by focusing on soft skills
2. To make the students aware of critical thinking and problem-solving skills
3. To enhance healthy relationship and understanding within and outside an organization
4. To function effectively with heterogeneous teams

UNIT – I: Soft Skills & Communication Skills

Soft Skills - Introduction, Need - Mastering Techniques of Soft Skills – Communication Skills
- Significance, process, types - Barriers of communication - Improving techniques

Activities:

Intrapersonal Skills- Narration about self- strengths and weaknesses- clarity of thought – self- expression – articulating with felicity

(The facilitator can guide the participants before the activity citing examples from the lives of the great, anecdotes and literary sources)

Interpersonal Skills- Group Discussion – Debate – Team Tasks - Book and film Reviews by groups - Group leader presenting views (non- controversial and secular) on contemporary issues or on a given topic.

Verbal Communication- Oral Presentations- Extempore- brief addresses and speeches- convincing-negotiating- agreeing and disagreeing with professional grace.

Non-verbal communication – Public speaking – Mock interviews – presentations with an objective to identify non- verbal clues and remedy the lapses on observation

UNIT – II: CRITICAL THINKING

Active Listening – Observation – Curiosity – Introspection – Analytical Thinking – Open mindedness – Creative Thinking - Positive thinking - Reflection

Activities:

Gathering information and statistics on a topic - sequencing – assorting – reasoning – critiquing issues –placing the problem – finding the root cause - seeking viable solution – judging with rationale – evaluating the views of others - Case Study, Story Analysis

UNIT – III: PROBLEM SOLVING & DECISION MAKING

Meaning & features of Problem Solving – Managing Conflict – Conflict resolution –Team building - Effective decision making in teams – Methods & Styles

Activities:

Placing a problem which involves conflict of interests, choice and views – formulating the problem – exploring solutions by proper reasoning – Discussion on important professional, career and organizational decisions and initiate debate on the appropriateness of the



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decision.

Case Study & Group Discussion

UNIT – IV: EMOTIONAL INTELLIGENCE & STRESS MANAGEMENT

Managing Emotions – Thinking before Reacting – Empathy for Others – Self-awareness – Self-Regulation – Stress factors – Controlling Stress – Tips

Activities:

Providing situations for the participants to express emotions such as happiness, enthusiasm, gratitude, sympathy, and confidence, compassion in the form of written or oral presentations.

Providing opportunities for the participants to narrate certain crisis and stress –ridden situations caused by failure, anger, jealousy, resentment and frustration in the form of written and oral presentation, Organizing Debates

UNIT – V: CORPORATE ETIQUETTE

Etiquette- Introduction, concept, significance - Corporate etiquette - meaning, modern etiquette, benefits - Global and local culture sensitivity - Gender Sensitivity - Etiquette in interaction- Cell phone etiquette - Dining etiquette - Netiquette - Job interview etiquette - Corporate grooming tips - Overcoming challenges

Activities

Providing situations to take part in the Role Plays where the students will learn about bad and good manners and etiquette - Group Activities to showcase gender sensitivity, dining etiquette etc. - Conducting mock job interviews - Case Study - Business Etiquette Games

NOTE-:

1. The facilitator can guide the participants before the activity citing examples from the lives of the great, anecdotes, epics, scriptures, autobiographies and literary sources which bear true relevance to the prescribed skill.
2. Case studies may be given wherever feasible for example for Decision Making- The decision of King Lear.

COURSE OUTCOMES

COs	On successful completion of the course, students will be able to	POS
CO1	List out various elements of soft skills	PO1, PO2
CO2	Describe methods for building professional image Apply critical thinking skills in problem solving	PO1, PO2, PO3
CO3	Analyse the needs of an individual and team for well-being	PO1, PO2
CO4	Assess the situation and take necessary decisions	PO1, PO2, PO3
CO5	Create a productive work place atmosphere using social and work-life skills ensuring personal and emotional well-being	PO1, PO2, PO3



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TEXT BOOKS:

1. Mitra Barun K, *Personality Development and Soft Skills*, Oxford University Press, Pap/Cdr edition 2012
2. Dr Shikha Kapoor, *Personality Development and Soft Skills: Preparing for Tomorrow*, K I 2018 ,esuoH gnihsilbuP lanoitanretnI

REFERENCE BOOKS

1. Sharma, Prashant, *Soft Skills: Personality Development for Life Success*, BPB Publications 2018.
2. Alex K, *Soft Skills* S.Chand& Co, 2012 (Revised edition).
3. Gajendra Singh Chauhan& Sangeetha Sharma, *Soft Skills: An Integrated Approach to Maximize Personality* Published by Wiley, 2013
4. Pillai, Sabina & Fernandez Agna, *Soft Skills and Employability Skills*, Cambridge University Press, 2018.
5. Dr. Rajiv Kumar Jain, Dr. Usha Jain, *Life Skills* (Paperback English) Publisher: Vayu. Education of India, 2014.

Reference Website Link:

1. https://youtu.be/DUlsNJtg2L8?list=PLLy_2iUCG87CQhELCytvXh0E_y-bOO1_q
2. https://youtu.be/xBaLgJZ0t6A?list=PLzf4HHlsQFwJZel_j2PUy0pwjVUgj7Kl_J
3. <https://youtu.be/-Y-R9hDI7IU>
4. <https://youtu.be/gkLsn4ddmTs>
5. <https://youtu.be/2bf9K2rRWwo>
6. <https://youtu.be/FchfE3c2jzc>
7. https://onlinecourses.nptel.ac.in/noc24_hs15/preview
8. https://onlinecourses.nptel.ac.in/noc21_hs76/preview

CO-PO MAPPING

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	-	-	-	-	-	-	-	-	-	-
CO2	3	3	3	-	-	-	-	-	-	-	-	-
CO3	3	2	-	-	-	-	-	-	-	-	-	-
CO4	3	3	2	-	-	-	-	-	-	-	-	-
CO5	3	3	2	-	-	-	-	-	-	-	-	-
CO*	3	2.8	2	-	-	-	-	-	-	-	-	-



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INSTITUTE VISION AND MISSION

VISION:

To Emerge as a Center of Excellence for Learning and Research in the domains of engineering, computing and management.

MISSION:

IM1: Provide congenial academic ambience with state-of-art resources for learning and research.

IM2: Ignite the students to acquire self-reliance in the latest technologies.

IM3: Unleash and encourage the innate potential and creativity of students.

IM4: Inculcate confidence to face and experience new challenges.

IM5: Foster enterprising spirit among students.

IM6: Work collaboratively with Technical Institutes / Universities / Industries of National, International repute.

DEPARTMENT VISION AND MISSION

VISION:

To excel in the domains of electrical and electronics engineering through academic excellence, research innovation, actively addressing challenges, developing sustainable solutions, and making a Positive societal impact, with the aim of further strengthening research and promoting holistic development among students.

MISSION:

- Provide quality education and training in electrical and electronics engineering.
- Foster research and innovation in the field.
- Address real-world challenges with sustainable solutions.
- Promote holistic development and ethical values.
- Enhance industry collaborations and practical learning opportunities.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO1: To cultivate graduates of the EEE program with a strong foundation in electrical and electronics engineering principles and practices, equipping them with the knowledge and skills necessary for successful careers or further studies in the field (Competent Professional)

PEO2: To develop graduates who can conduct research, innovate, and apply their knowledge effectively to address real-world challenges in electrical and electronics engineering, contributing to technological advancements and sustainable solutions (Innovative Engineers)



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PEO3: To foster graduates who demonstrate professionalism, ethical conduct, leadership qualities, effective communication, and teamwork skills, enabling them to make a positive societal impact, engage in lifelong learning, and adapt to the evolving needs of the industry.
(Professionally Ethical and Adaptable Leadership)

PROGRAMME OUTCOMES (PO's)

On Successful completion, the graduate will be able to,

PO1 Engineering Knowledge: Apply the knowledge of mathematics, natural science, computing, and engineering fundamentals and an engineering specialisation to the solution of complex engineering problems.

PO2 Problem Analysis: Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3 Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4 Conduct Investigations of Complex Problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5 Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6 The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7 Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8 Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.



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PO9 Individual and Collaborative Team Work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10 Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11 Project Management and Finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12 Life-Long Learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES (PSO's)

On Successful completion, the graduate will be able to,

PSO1: Graduates will demonstrate proficiency in applying electrical and electronics engineering principles and practices to design, analyze, and implement solutions in diverse application areas.

PSO2: Graduates will Possess research aptitude, innovation skills, and the ability to address real world challenges by developing sustainable solutions in the field of electrical and electronics engineer



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List of Modules

Sl.no	Name of the Modules
1	Just a Minute(JAM)
2	Memory Activity
3	Team Building
4	Creativity
5	Seminar With PPT
6	Role Play
7	Debate
8	Resume Preparation
9	Group Discussion
10	Career Competency Skills
11	Mock Interview



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Course Outcomes		POs related to COs
CO1	Demonstrate and apply the knowledge of soft skills in solving professional issues and fulfilling consequent responsibility	PO6
CO2	Apply critical thinking in problem analysis and problem solving.	PO7
CO3	Use creativity in designing the solutions for professional, career and society related issues.	PO3
CO4	Judge the situation and take necessary decisions as a leader	PO11
CO5	Apply ethical principles in individual and team responsibilities.	PO8
CO6	Analyze the needs of an organization for team building	PO9
CO7	Apply various elements of effective communication skill	P10
CO8	Develop social and work-life skills as well as personal and emotional well-being	PO12

RUBRICS FOR SOFTSKILLS LAB

	Excellent(3)	Good(2)	Fair(1)
KNOWLEDGE (CO1)	Student successfully apply soft skills in the activities.	Student somewhat successfully apply soft skills in the activities	Student not very effectively able to apply soft skills in the activities.
ANALYSIS (CO2)	Thorough analysis of the problem and providing solutions	Reasonable analysis of problem and providing solution	Reasonable analysis of problem but unable to give solutions
DESIGN THROUGH CREATIVITY (CO3)	Student able to use high level of creativity in the given activities.	Student able to use normal level of creativity in the given activities	Student possess creativity but could not use it very effectively
ANALYSIS AND CONCLUSION (CO4)	Apply judge the situation and take decisions in the assigned activity	Reasonably judge the situation and take decision in the assigned activity	Reasonably judge the situation but unable to take right decisions.



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ETHICS (CO5)	Highly ethical in performing the activities	Reasonably ethical in performing the activities.	Low ethics in individual or group responsibilities.
INDIVIDUAL/ TEAMWORK (CO6)	Able to work in teams and rightly understands the importance of teamwork in the profession	Able to work in teams and Somewhat understands the importance of teamwork in the profession	Able to work in teams but does not understand the importance of teamwork
COMMUNICATIO N ABILITY (CO7)	Student will demonstrate effective communication skills	Student will demonstrate good Communication skills	Students demonstrate lower level communication skills
LIFE LONG LEARNING (CO8)	Understand the importance for developing social and work life skills and highly enthusiastic in developing the skills	Understand the importance for developing social and work life skills and initiates development of few skills	Understand the importance of developing social and work life skills but does not initiate development of skills

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NAME:

REG NO:

DAY TO DAY EVALUATION OF LAB ACTIVITY:

Day – to – Day Evaluation:

S.No	Experiment Name	Knowledge Gained	Analysis and Use in real time application	Ability to do experiment and following of ethical principles	VIVA, (Communication, life Long learning)	Results& Conclusion
1	Just-a-Minute					
2	Memory activities					
3	Team building					
4	Creativity					
5	Seminars with PPTs					
6	Role Play					
7	Debates					
8	Resume Preparation					
9	Group Discussion					
10	Career Competence skills					
11	Mock Interviews					

COURSE COORDINATOR

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CLASS & SEMESTER/ ACADEMIC YEAR:

NAME OF THE STUDENT:

REG NO:

S.No	Experiment Name	CO1	CO2	CO3	CO4	CO5	CO6	CO7	CO8
		Knowledge	Analysis	Design (creativity)	Analysis & Conclusion	Ethics	Individual / Team work	Communication ability	Life Long Learning
1	Just-a-Minute								
2	Memory activities								
3	Team building								
4	Creativity								
5	Seminars with PPTs								
6	Role Play								
7	Debates								
8	Resume Preparation								
9	Group Discussion								
10	Career Competence skills								
11	Mock Interviews								
Total Attainment (B1)									

COURSE COORDINATOR



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Module-1: Just A Minute (JAM)

Abstract

Just A Minute (JAM) is an activity that develops **extempore speaking skills**. It forms the foundation for selection in interviews and career development. Extempore speaking is possible through good communication skills and adequate knowledge of the given topic. The flow of speech should be confident, fearless, and presented with clarity.

Aim

To develop quick thinking along with effective speaking skills, proper grammar, and the appropriate use of words and sentences.

Materials Required

- Stopwatch
- Worksheet

Procedure

Step 1: A list of topics for the speech is prepared.

Step 2: The chosen speaker is asked to pick a number, and the corresponding topic is allotted randomly.

Step 3: The chosen speaker is given one minute to speak on the topic selected by the instructor.

Step 4: The speech is presented, and the duration is measured using a stopwatch.

Step 5: The speech is evaluated based on the following criteria:

1. Context (or) Content

The speech should be relevant to the given topic, and appropriate content should be presented.

2. Repetition

The content of the speech should not be repeated more than once.

3. Hesitation

The speech should be delivered without hesitation. A pause of more than **2 seconds** is considered a sign of hesitation. Fillers such as "**um**," "**uh**," "**uhm**," and similar sounds should be avoided

Learning Experience:- 1.

2.

Result:- The above activity was performed successfully



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WORK SHEET

List of topics:

1. Global Warming
2. Favourite colour
3. Impact of social Network
4. Team work
5. Corruption in India
6. Customer service
7. Importance of communication skills
8. Self confidence
9. Education system in India
10. Traffic
11. Child labour
12. My role model
13. Women empowerment
14. Green revolution
15. Mobile
16. The most happiest moment
17. Family
18. Trees
19. Hobby
20. Politics
21. Exam Stress
22. Global Positioning System
23. Education for poor
24. Television
25. Recent news



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Module-2: Memory Activity

Abstract:

Memory plays an important role in personal life and career. It helps to remember and retrieve the learned information that is stored in the memory or brain. It also helps in recalling the moments that occurred in the past. Memory capacity can be boosted by performing various activities and exercises.

Aim:

The objective of the memory activity is to boost memory capacity and provide a framework on how information can be retrieved and incidents can be recalled effectively.

Materials:

- Worksheet

Procedure:

Step 1: The students are asked to put their papers and pencils away.

Step 2: A list of **15 pausing words** is read to the students, pausing for **5 seconds** after each word.

Step 3: The students should write down as many words as they can remember. The words need not be written in order.

Step 4: When everyone is finished, the words are read again for checking.

Step 5: Everyone should count the number of correct words. The students with the highest number of correct words are considered to have good memory.

Step 6: The students are taught the techniques of remembering, such as visualization, organization, and representation.

Step 7: Steps 1 to 5 are repeated again. A remarkable increase in the number of correct words is demonstrated.

Learning Experience:

I was able to list out ----- words the first time.

I was able to list out ----- words the second time.

I learned that the following points improve my memory:

Result:

Thus, the Memory Activity has been performed successfully.



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WORKSHEET

Word List :

1. Dog
2. Strawberry
3. Cow
4. Onion
5. Orange
6. Juice
7. Rat
8. Plum
9. Horse
10. Camel
11. Plate
12. Chicken
13. Corn
14. Grapefruit
15. Cashew nut



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Module-3: Team Building

Abstract:

Team Building is the process of collecting a team for various types of activities to enhance social relationships and define roles within the team. It involves collaborative tasks. Team-building exercises expose and emphasize the importance of interpersonal relationships.

Aim:

The purpose of the team-building exercise is to learn the methods of achieving group goals through effective teamwork, building interpersonal relationships, reducing team conflicts, and finding solutions.

Materials:

- Newspaper

Procedure:

Step 1: The participants are divided into teams consisting of **6 to 8 members**.

Step 2: The participants are given instructions to build the tallest tower using only the limited resources of newspapers.

Step 3: The rule is that the tower should stand on the ground for at least **5 seconds** at the end of the activity.

Step 4: The teams start building the tower. Modifications are allowed.

Step 5: The final tower built is displayed to the instructor and the other participants.

Step 6: The team that has built the tallest tower, which stands on the ground for **5 seconds**, is declared the winning team.

Step 7: The team members are allowed to discuss the concepts based on their real-time experience.

Learning Experience:

- I had ----- team members.
- We built the tower in ----- **minutes**.
- We made ----- modifications while building the tower.
- I learned the following team skills:
 - 1.
 2. .

Result:

Thus, the Team Building activity has been performed successfully.



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Module-4: Creativity Activity

Abstract:

Creativity is the use of imagination or original ideas to create something. It is a process of thinking innovatively. Creativity exercises and activities improve creative skills, which are required for career development and achieving success through innovative ideas.

Aim:

The purpose of the activity is to make the participants come up with new ideas while trying to develop or improve a product or service.

Procedure:

Step 1: The participants are divided into teams.

Step 2: The creative brainstorming technique, **SCAMPER**, is explained to all the participants.

Step 3: An existing product or service is assigned to each team.

Step 4: The teams discuss the improvements based on the **SCAMPER** principles.

Step 5: The instructor gives feedback on the team's ideas.

Learning Experience:

- I had -----team members.
- We discussed an innovative idea of preparing a -----
- We gave the following innovative ideas.

Instructions:

SCAMPER stands for:

- **S** – Substitute
- **C** – Combine
- **A** – Adapt
- **M** – Modify
- **P** – Put to another use
- **E** – Eliminate
- **R** – Reverse

Result: Thus, the Creativity Activity has been performed successfully.



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WORKSHEET

INSTRUCTION

SCAMPER is a mnemonic that stands for:

Substitute.

Combine.

Adapt.

Modify.

Put to another use.

Eliminate.

Reverse.

LIST OF PRODUCTS

Television

Mobile Phone

Mobile Application

Drones

Social Media Applications



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Module-5: Seminar with PPT

Abstract:

A seminar may be defined as a gathering for the purpose of discussing a stated topic. It is an interactive session where the presenter answers the questions asked by the audience and the instructor.

Aim:

The purpose of the seminar is to present the content on a specific topic effectively using technology.

Materials Required:

- PPT
- Worksheet

Procedure:

Step 1: The topics are allotted to the participants randomly.

Step 2: Instructions are given for the preparation of the PPT. The PPT should contain a minimum of **10 slides**.

Step 3: The seminar presentations are prepared by the participants, and suitable recommendations are given by the instructor.

Step 4: The participants present the seminar using the PPT.

Step 5: Questions are posed by the audience and the instructor at the end of the presentation.

Step 6: The instructor evaluates the presentation and provides feedback.

Learning Experience:

- My topic for the seminar was -----.
- I learned the following:
 -
 -
 - .

Result:

Thus, the **Seminar with PPT** activity has been performed successfully.



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WORKSHEET

1. Verbal Communication
2. Body language
3. Visual Communication
4. Public Speaking
5. Team Building
6. Conflict Management
7. Feedback
8. Decision Making
9. Talent Management
10. Crisis Management
11. Negotiating
12. Persuasion
13. Personal Branding
14. Interpersonal Relationship
15. Emotional Intelligence
16. Self Awareness
17. Stress Management
18. Change Management
19. Self Confidence
20. Assertiveness
21. Leadership
22. Work Life Balance
23. Empathy
24. Critical Thinking
25. Innovation
26. Creativity
27. Time Management
28. Business Etiquette
29. Knowledge Management
30. Entrepreneurship
31. Motivation



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32. Counselling
33. Johari Window
34. 9*9 Leadership style-Managerial Grid
35. Hardskills and Softskills
36. Interview Preparation
37. Group Discussion
38. Just A Minute
39. Memory Management
40. Career Competence Skills
41. Positive Attitude
42. Work Ethics
43. Initiative
44. Flexibility
45. Self Motivation
46. Customer Relationship Management
47. Handling Criticism
48. Listening Skills



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Module-6: Role Play

Abstract:

Role play is a technique that allows students to explore realistic situations by interacting with other people in a managed way. It helps them develop experience and different strategies in a supportive environment. Depending on the intention of the activity, participants may play a role similar to their own or the opposite part in a conversation or interaction.

Aim:

The purpose of the role-play activity is to develop the skills required to handle problematic interactions that might be encountered during career progress. It also helps to develop thinking ability and empathy.

Materials:

- Worksheet

Procedure:

Step 1: The participants are divided into teams.

Step 2: Each team is given a particular role to perform in a conversation or other interaction.

Step 3: Instructions are given on how to act and what to say.

Step 4: The team members plan the scenario by assigning roles.

Step 5: The participants act out the scenario.

Step 6: The instructor provides feedback on the role play.

Learning Experience:

- The topic of our team's role play was ----- My role in the role play was-----.
- I learned:
-

Result:

Thus, the **Role Play** activity has been performed successfully.



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WORKSHEET

Role play Scenarios

Manage an angry customer over phone

You employee accidentally deleted a file. Handle this situation

A customer is trying to use an extra coupon. As a sales representative, what will you do?

Scenarios:

Restaurant Scenario

Shopping Scenario

Conducting an Interview

Strike among the employee

Customer complaint handling

Seeking Permission

Counseling a depressed friend



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Module-7: Debate

Abstract:

The process of debate allows participants to analyze the similarities and differences between different viewpoints so that the audience can understand where they agree, where they differ, and why. It is an excellent way to model the analytical communication process and provides a forum for participants to develop the art of expression, enabling them to communicate their ideas effectively.

Aim:

The purpose of the debate is to help the participants develop essential critical thinking and presentation skills. It also helps in innovative thinking, public speaking, research, teamwork, and cooperation.

Materials Required:

- Worksheet

Procedure:

Step 1: The participants are divided into teams.

Step 2: The topic is assigned to each team on a random basis.

Step 3: The team members decide and discuss who will speak in favour of the topic and who will speak against it.

Step 4: The teams present the debate, and the team leader acts as the moderator.

Step 5: The instructor gives feedback on the performance of each team.

Learning Experience:

- The debate topic for our team was-----.
- I spoke in-----.
- I learned:
 -
 -
 - .

Result:

Thus, the Debate activity has been performed successfully.



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WORKSHEET

- Advertisement is necessary or not necessary?
- Men or women, Who are better achievers?
- Technology kills youth/Builds youth?
- Attendance should be compulsory/Voluntary?
- News channels are a boon/ban to the society
- Social media curbs/develops intelligence



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Module-8: Resume Preparation

Abstract:

A resume is used to apply for job interviews, based on which call letters are sent to the candidates. The resume should convince the employer to invite the candidate for an interview for a particular position by demonstrating relevant qualifications.

Aim:

The purpose of resume preparation is to create an impressive resume for a fresher applying for a particular position.

Materials:

- A4 Sheet

Procedure:

Step 1: The participants are presented with different formats of resumes.

Step 2: The participants should analyze their skills, knowledge, and accomplishments by making a list of their project experience, qualifications, and activities.

Step 3: The participants should prepare a goal statement.

Step 4: Prepare a draft of the resume considering the following headings.

Objective:

This is a brief statement describing the type of position being applied for.

Education:

List the colleges attended and the degrees received.

Skills:

Include information related to your strongest skill sets or those most relevant to the job you are seeking. Popular skills to include are computer skills, leadership, design, and languages.

Other Information:

1. There is no limit to the number of sections you may include in your resume, but it should be limited to **one page**.
2. Include additional section headings such as activities, leadership, presentations, interests, hobbies, honours, and community service.

Step 5: The resume is improved further and completed.

Learning Experience:

- My resume consists of the following details:



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- Personal details.
- Educational details.
- I learned:
 - Presentation skills.

Result:

Thus, the Resume Preparation activity has been performed successfully.



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Module-9: Group Discussion

Abstract:

Group Discussion is a very important aspect of group communication. It is a creative and dynamic activity that stimulates reflective thinking among the members. Group Discussion is mainly defined as an activity in which a small group of people meet face-to-face for conversation and exchange ideas and thoughts freely, attempting to reach a decision on a common issue.

Aim:

Group Discussion is an important part of the employee selection process. The topics may include general issues, economy-related issues, and academic applications in various fields to assess the creativity and discussion skills of the group members.

Materials Required:

- Worksheet

Procedure:

Step 1: The participants are divided into groups.

Step 2: The topics are assigned to each group by the instructor.

Step 3: A preparation time of **5–10 minutes** is given to the participants.

Step 4: The groups commence the discussion.

Step 5: The instructor observes and evaluates the performance.

Step 6: Feedback is provided by the instructor.

Learning Experience:

- The topic assigned to our group was **Teamwork**.
- I spoke about the definition, usage, and examples of teamwork.
- I learned:
 - Unity in the group.
 - Cooperation.
 - Mutual communication.

Result:

Thus, the Group Discussion activity has been performed successfully.



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GROUP DISCUSSION WORKSHEET

Evaluation criteria:

- A) **Content:**
- B) **Analytical skills:**
- C) **Reasoning skills:**
- D) **Organisation skills:**
- E) **Communication skills:**
- F) **Creativity:**
- G) **Group behaviour**
- H) **Listening skill:**
- I) **Leadership quality:**
- J) **Body language:**

Topics for group discussion:

Business & Economy: Group Discussion Topics □ Is FDI Good for Indian Economy?

- Universal Basic Income: Is this a good idea for India?
- Poverty in India: Facts, Causes, Effects, Solution
- Indian Economy in 2018-19: Performance & Policies of Modi Regime
- Agriculture Role in India and Subsidies: Problems & Challenges

Social Issues: Group Discussion Topics

- Plastic Ban: Economy Vs Environment
- Women Empowerment & Gender Justice
- Swachh Bharat Mission: Success is still at Large
- GD topic: Retirement Homes
- Social Media: A boon or a bane for society and individuals



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Do's and Don'ts of a GD:

- Maintain an accurate posture. Sit straight and confidently.
- Be natural. Be yourself.
- Gather your thoughts, evaluate the pros and cons of the given subject/ topic and then speak.
- The candidate who initiates the conversation, mostly, leaves a good impression on the examiner.
- Learn to choose the words, wisely
- Eye contact is a must.
- Also, when the other participants speak, keep nodding your head, it shows receptivity.
- Let others speak too. Remember, it is a group. Listen to what others have to say, let them contribute to the discussion as well.
- In order to express a thought, use real life examples, experiences, quotes, facts etc.
- Be an active participant. Do not keep quiet, learn to make a move. Do not forget that the evaluator wants to hear you speak. But, at the same time, do not speak more than the required. Nobody wants to hear lengthy answers.
- If you are opposing something that the other person has spoken, be very sure and confident of your answer. You must have a solid reason to counter-attack.



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Module-10: Career Competence Skills

Abstract:

Competencies include skills, attributes, and behaviours that are developed and strengthened throughout a career. Managerial competencies are the additional skills, attributes, and behaviours required to supervise and guide others. Acquiring and developing these competencies is an ongoing process.

Aim:

The purpose of the Career Competence Skills activity is to develop the skills required by the participants during their career progression.

Materials:

- Worksheet
- Obstacles

Procedure:

Activity–1: Collaboration & Negotiation in Teamwork

Step 1: The participants are divided into teams.

Step 2: Envelopes containing scrambled letters or hangman words are given to each team.

Step 3: The teams are given the task of assembling the letters, which should consist of the names of **three months of the year**.

Step 4: The team that completes the task first is declared the winner.

Activity–2: Trust Building – Crossing Obstacles

Step 1: The participants are divided into teams.

Step 2: The opponent team arranges a path to the goal by placing obstacles.

Step 3: One of the team members is blindfolded.

Step 4: The remaining team members guide the blindfolded member towards the goal while crossing the obstacles.

Learning Experience:

- My team completed the blindfold task and secured -----
- I learned the following:
 -
 - .

Result:

Thus, the Career Competence Skills activity has been performed successfully.



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WORKSHEET

The eight Core Competencies are:

- ☐ Communication
- ☐ Teamwork
- ☐ Planning & organizing
- ☐ Accountability
- ☐ Client orientation
- ☐ Creativity
- ☐ Technological awareness
- ☐ Commitment to continuous learning

Methods to develop competencies.

- ☐ Volunteering
- ☐ Job shadowing
- ☐ Part time assignments
- ☐ Further education
- ☐ Training programmes
- ☐ Self-reading



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Module-11: Mock Interview

Abstract:

A Mock Interview is one of the best ways to prepare for an actual interview. It focuses on how well the candidate knows the industry profile, the company profile, and how effectively they can convey information about themselves. A mock interview provides an opportunity to practice interview skills and receive feedback. Many of the questions asked are similar to those asked by interviewers during professional recruitment.

Aim:

The purpose of the Mock Interview is to prepare participants for interviews and improve the skills required to succeed. It helps reduce the fear of attending interviews, enhances confidence, and provides constructive feedback.

Materials Required:

- Worksheet

Procedure:

Step 1: The instructor gives tips on how to attend an interview effectively.

Step 2: The participants prepare for the mock interview by planning their resume, following the proper dress code, and demonstrating good communication and body language.

Step 3: The mock interview is conducted by the instructor for the specific post.

Step 4: Immediate feedback and suggestions are given by the instructor to the participants.

Learning Experience:

- I learned how to -----
- I was interviewed for the post of -----

Result:

Thus, the Mock Interview activity has been performed successfully.



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MOCK INTERVIEW WORKSHEET

Instructions and Evaluation Criteria:

Preparation:

- Prepare for the session by researching your company/industry of interest
- Investigate and identify the most common industry traits sought (analytical skills, communication skills, business knowledge and problem solving) and the skill/abilities asked for in the job description
- Outline answers to demonstrate the skills
- Be prepared to answer behavioral questions, such as "Tell me about a time when" and "Can you give me an example of a time..."

The Session

- Appropriate dress/attire will be discussed but is optional for the mock interview
- Greet the interviewer with an enthusiastic handshake and smile
- Listen to the question--make sure you know what the interviewer wants to know and ask for clarification if the question is not clear
- Keep your answers concise and to the point--two to three minutes long □ Make sure you are selling the product: You!
- Have questions prepared to ask at the end of the mock interview, questions you would ask the employer/school

Evaluation:

The participant will be evaluated on the following:

Appearance: Dress appropriately for the interview

Greeting/Introduction:

Body Language: Good eye contact with the interviewer, smile, and being professional .

During the interview be aware of eye contact, subtle use of hands while speaking, good posture, etc. Attitude: The attitude toward work and working with others is crucial in the hiring process. Be sure to convey an attitude that is enthusiastic, sincere, and genuine.

Responses to the Interview Questions: Know the goals and be able to express them to the interviewer

Oral Communication:

Speak clearly and concisely: Try to think out your response before answering a question

Preparation: Prepare questions for your interviewer



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