

**SEMESTER S1****LIFE SKILLS AND PROFESSIONAL COMMUNICATION**

|                                            |                  |                    |                         |
|--------------------------------------------|------------------|--------------------|-------------------------|
| <b>Course Code</b>                         | <b>A105HWT06</b> | <b>CIE Marks</b>   | 100                     |
| <b>Teaching Hours/Week<br/>(L: T:P: R)</b> | 2:0:1:0          | <b>ESE Marks</b>   | 0                       |
| <b>Credits</b>                             | 1                | <b>Exam Hours</b>  | -                       |
| <b>Prerequisites (if any)</b>              | None             | <b>Course Type</b> | Activity-based learning |

**Course objectives:**

1. To foster self-awareness and personal growth, enhance communication and interpersonal connection skills, promote effective participation in groups and teams, develop critical thinking, problem-solving, and decision-making skills, and cultivate the ability to exercise emotional intelligence.
2. To equip students with the necessary skills to listen, read, write & speak, to comprehend and successfully convey any idea, technical or otherwise
3. To equip students to build their profile in line with the professional requirements and standards.

**Continuous Internal Evaluation Marks (CIE):**

- Continuous internal evaluation is based on the individual and group activities as detailed in the activity table given below.
- The students should be grouped into groups of size 4 to 6 at the beginning of the semester. They should use online collaboration tools for group activities, report/presentation making and work management.
- Activities are to be distributed between 3 class hours (2L+1P) and 3.5 Self-study hours.
- Marks given against each activity should be awarded fully if the students successfully complete the activity.
- Students should maintain a portfolio file with all the reports and other textual materials generated from the activities. Students should also keep a journal related to the activities undertaken.
- Portfolio and journal are mandatory requirements for passing the course, in addition to the minimum marks required.
- The portfolio and journal should be carried forward and displayed during the 7th Semester Seminar course as a part of the experience sharing regarding the skills developed through the HMC courses and Mini project course.

- Self-reflection questionnaire shall be given at the beginning of the semester, in between and at the end of the semester based on the guidelines in the manual of the course.

| Sl. No. | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Class room (L) / Self Study (SS) | Week of completion | Group / Individual (G/I) | Marks | Skills                                                                                                                                                                                                                         | CO  |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------|--------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1.1     | Group formation and self-introduction among the group members                                                                                                                                                                                                                                                                                                                                                                                                                           | L                                | 1                  | G                        | -     | <ul style="list-style-type: none"> <li>Connecting with group members</li> <li>Time management - Gantt Chart</li> </ul>                                                                                                         |     |
| 1.2     | Familiarizing the activities and preparation of the time plan for the activities                                                                                                                                                                                                                                                                                                                                                                                                        | L                                | 1                  | G                        | -     |                                                                                                                                                                                                                                |     |
| 1.3     | Preparation of Gantt chart based on the time plan                                                                                                                                                                                                                                                                                                                                                                                                                                       | SS                               | 1                  | G                        | 2     |                                                                                                                                                                                                                                |     |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                    |                          |       |                                                                                                                                                                                                                                |     |
| 2.1     | Take an online personality development test, self-reflect and report                                                                                                                                                                                                                                                                                                                                                                                                                    | SS                               | 1                  | I                        | 2     | <ul style="list-style-type: none"> <li>Self-awareness Writing</li> </ul>                                                                                                                                                       | CO1 |
| 2.2     | Role-storming exercise 1:<br>Students assume 2 different roles given below and write about their <ul style="list-style-type: none"> <li>Strengths,</li> <li>Areas for improvement,</li> <li>Concerns,</li> <li>Areas in which he/she hesitates to take advice,</li> <li>Goals/Expectations,</li> </ul> from the point of view of the following assumed roles <ul style="list-style-type: none"> <li>i) their parent/guardian/mentor</li> <li>ii) their friend/sibling/cousin</li> </ul> | L                                | 1                  | I                        | 2     | <ul style="list-style-type: none"> <li>Goal setting - Identification of skills and setting goal</li> <li>Self-awareness</li> <li>Discussion in groups</li> <li>Group work- Compiling of ideas</li> <li>Mind mapping</li> </ul> | CO1 |
| 2.3     | Role-storming exercise 2:<br>Students assume the role of their teacher and write about the <ul style="list-style-type: none"> <li>Skills required as a B.Tech graduate</li> <li>Attitudes, habits, approaches required and activities to be practised during their B.Tech years, in order to achieve the set goals</li> </ul>                                                                                                                                                           | SS                               | 1                  | I                        | 2     |                                                                                                                                                                                                                                | CO1 |
| 2.4     | Discuss the skills identified through rolestorming exercise by each one within their own group and improvise the list of skills                                                                                                                                                                                                                                                                                                                                                         | L                                | 1                  | G                        | 2     |                                                                                                                                                                                                                                | CO1 |
| 2.5     | Prepare a mind map based on the role-storming exercise and exhibit/present it in class                                                                                                                                                                                                                                                                                                                                                                                                  | SS                               | 2                  | G                        | 2     |                                                                                                                                                                                                                                | CO1 |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                    |                          |       |                                                                                                                                                                                                                                |     |

| 3   | Prepare a presentation on instances of empathy they have observed in their own life or in other's life                                                                                                                                                                                                                                                                                            | L  | 2 to 4 | I | 2 | • Empathy                                                                                                                                                                                                                                                                                                                                    | CO2 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4.1 | Each student connects and networks with a minimum of 3 professionals from industry/public sector organizations/other agencies/NGOs /academia (atleast 1 through LinkedIn)                                                                                                                                                                                                                         | SS | 3      | I | 2 | <ul style="list-style-type: none"> <li>• Workplace awareness</li> <li>• Listening</li> <li>• Communication - interacting with people</li> <li>• Networking through various media including LinkedIn</li> <li>• Discussion in groups</li> <li>• Report preparation</li> <li>• Creativity</li> </ul> Goal setting - Preparation of action plan |     |
| 4.2 | Interact with them to understand their workplace details including <ul style="list-style-type: none"> <li>• workplace skills required</li> <li>• their work experience</li> <li>• activities they have done to enhance their employability during their B.Tech years</li> <li>• suggestions on the different activities to be done during B.Tech years</li> </ul> Prepare a documentation of this | SS | 3      | I | 4 |                                                                                                                                                                                                                                                                                                                                              | CO2 |
| 4.3 | Discuss the different workplace details & work readiness activities assimilated by each through the interactions within their group and compile the inputs collected by the individuals<br>Prepare the Minutes of the discussions                                                                                                                                                                 | SS | 3      | G | 2 |                                                                                                                                                                                                                                                                                                                                              | CO2 |
| 4.4 | Report preparation based on the discussions                                                                                                                                                                                                                                                                                                                                                       | SS | 4      | G | 3 |                                                                                                                                                                                                                                                                                                                                              | CO4 |
| 4.5 | Perform a role-play based on the workplace dynamics assimilated through interactions and group discussions                                                                                                                                                                                                                                                                                        | L  | 5      | G | 4 |                                                                                                                                                                                                                                                                                                                                              | CO3 |
| 4.6 | Identify their own goal and prepare an action plan for their undergraduate journey to achieve the goal                                                                                                                                                                                                                                                                                            | SS | 5      | I | 2 |                                                                                                                                                                                                                                                                                                                                              | CO1 |

| 5.1  | Select a real-life problem that requires a technical solution and list the study materials needed                                                                            | L  | 6        | G   | 2 |                                                                                                                                                                                                       | CO3      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------|-----|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 5.2  | Listen to TED talks & video lectures from renowned Universities related to the problem and prepare a one-page summary (Each group member should select a different resource) | SS | 6        | I   | 2 |                                                                                                                                                                                                       | CO4      |
| 5.3  | Use any online tech forum to gather ideas for solving the problem chosen                                                                                                     | SS | 6        | G   | 2 |                                                                                                                                                                                                       | CO5      |
| 5.4  | Arrive at a possible solution using six thinking hat exercise                                                                                                                | L  | 7        | G   | 3 |                                                                                                                                                                                                       | CO3      |
| 5.5  | Prepare a report based on the problem-solving experience                                                                                                                     | SS | 7        | G   | 2 |                                                                                                                                                                                                       | CO4      |
|      |                                                                                                                                                                              |    |          |     |   |                                                                                                                                                                                                       |          |
| 6.1  | Linkedin profile creation                                                                                                                                                    | SS | 1        | I   | 2 | Profile-building                                                                                                                                                                                      | CO6      |
| 6.2  | Resume preparation                                                                                                                                                           | SS | 8        | I   | 2 |                                                                                                                                                                                                       | CO6      |
| 6.3  | Self-introduction video                                                                                                                                                      | SS | 8        | I   | 3 |                                                                                                                                                                                                       | CO6      |
| 7    | Prepare a presentation on instances of demonstration of emotional intelligence                                                                                               | SS | 9        | I   | 2 | Emotional intelligence                                                                                                                                                                                | CO2      |
| 8    | Prepare a short video presentation on diversity aspects observed in our society (3 to 5 minutes)                                                                             | SS | 10       | G   | 3 | Diversity                                                                                                                                                                                             | CO2, CO5 |
| 9    | Take online Interview skills development sessions like robotic interviews; self-reflect and report                                                                           | SS | 10       | I   | 2 | • Interview skills                                                                                                                                                                                    | CO6      |
| 10   | Take an online listening test, self-reflect and report                                                                                                                       | SS | 11       | I   | 2 | Listening skills                                                                                                                                                                                      | CO6      |
| 11.1 | Activities to improve English vocabulary of students                                                                                                                         | L  | 8        | I/G | 4 | <ul style="list-style-type: none"> <li>• English vocabulary</li> <li>• English language skills</li> <li>• Writing</li> <li>• Presentation</li> <li>• Group work</li> <li>• Self-reflection</li> </ul> | CO4      |
| 11.2 | Activities to help students identify errors in English language usage                                                                                                        | L  | 9        | I/G | 2 |                                                                                                                                                                                                       | CO4      |
| 11.3 | Activity to help students identify commonly misspelled words, commonly mispronounced words and confusing words                                                               | L  | 10       | I/G | 2 |                                                                                                                                                                                                       | CO4      |
| 11.4 | Write a self-reflection report on the improvement in English language communication through this course                                                                      | SS | 12       | I   | 2 |                                                                                                                                                                                                       | CO4      |
| 11.5 | Presentation by groups on the experience of using online collaboration tools in various group activities and time management experience as per the Gantt chart prepared      | L  | 11 to 12 | G   | 2 |                                                                                                                                                                                                       | CO4, CO5 |

|      |                                                                                                                                                                                                                                            |    |    |   |   |                                                                                                                                                                                                          |               |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 12.1 | Each group prepares video content for podcasts on innovative technological interventions/research work tried out in Kerala context by academicians/professionals/Govt. agencies/research institutions/private agencies/NGOs/other agencies | SS | 12 | G | 4 | <ul style="list-style-type: none"> <li>• Audio-visual presentations creations with the use of technology tools</li> <li>• Effective use of social media platforms</li> <li>• Profile building</li> </ul> | CO2, CO4, CO5 |
| 12.2 | Upload the video content to podcasting platforms or YouTube                                                                                                                                                                                | SS | 12 | G | 1 |                                                                                                                                                                                                          | CO5           |
| 12.3 | Add the link of the podcast in their LinkedIn profile                                                                                                                                                                                      | SS | 12 | G | 1 |                                                                                                                                                                                                          | CO5           |

**Table 2. Lab hour Activities (P): 24 Marks**

| Sl No    | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks     | Skill                              | CO       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------|----------|
| <b>1</b> | <p>Hands-on sessions on day-to-day engineering skills and a self-reflection report on the experience gained:</p> <ol style="list-style-type: none"> <li>1. Drilling practice using electric hand drilling machines.</li> <li>2. Cutting of MS rod and flat using electric hand cutters.</li> <li>3. Filing, finishing and smoothening using electrically operated hand grinders.</li> <li>4. MS rod cutting using Hack saw by holding the work in bench wise.</li> <li>5. Study and handling different types of measuring instruments.</li> <li>6. Welding of MS, SS work pieces.</li> <li>7. Pipe bending practice (PVC and GI).</li> <li>8. Water tap fitting.</li> <li>9. Water taps rubber seal changing practice.</li> <li>10. Union and valves connection practice in pipes.</li> <li>11. Foot valve fitting practice.</li> <li>12. Water pump seal and bearing changing practice.</li> </ol> | <b>24</b> | Basic practical engineering skills | <b>3</b> |
| <b>2</b> | Language Lab sessions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -         | Language Skills                    | <b>4</b> |

**Course Outcomes (COs)**

At the end of the course students should be able to:

| <b>Course Outcome</b> |                                                                                                                                                                                                                             | <b>Bloom's Knowledge Level (KL)</b> |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>CO1</b>            | Develop the ability to know & understand oneself, show confidence in one's potential & capabilities, set goals and develop plans to accomplish tasks                                                                        | <b>K5</b>                           |
| <b>CO2</b>            | Develop the ability to communicate and connect with others, participate in groups/teams, empathise, respect diversity, be responsible and understand the need to exercise emotional intelligence                            | <b>K5</b>                           |
| <b>CO3</b>            | Develop thinking skills, problem-solving and decision-making skills                                                                                                                                                         | <b>K5</b>                           |
| <b>CO4</b>            | Develop listening, reading, writing & speaking skills, ability to comprehend & successfully convey any idea, and ability to analyze, interpret & effectively summarize textual, audio & visual content                      | <b>K6</b>                           |
| <b>CO5</b>            | Develop the ability to create effective presentations through audio-visual mediums with the use of technology tools and initiate effective use of social media platforms & tech forums for content delivery and discussions | <b>K6</b>                           |
| <b>CO6</b>            | Initiate profile-building exercises in line with the professional requirements, and start networking with professionals/academicians                                                                                        | <b>K6</b>                           |

Note: K1- Remember, K2- Understand, K3- Apply, K4- Analyse, K5- Evaluate, K6- Create

**CO-PO Mapping**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1   |     |     |     |     |     |     |     | M   | L   |      | H    |
| CO2   |     |     |     |     | L   |     | H   | M   | H   |      | H    |
| CO3   |     | L   | L   |     | L   |     |     |     | L   |      | L    |
| CO4   |     |     |     |     | L   |     |     |     | H   |      | H    |
| CO5   |     |     |     |     | L   | L   |     |     | M   |      | M    |
| CO6   |     |     |     |     | L   |     |     |     | M   |      | L    |

Note: L: Slight (Low), M: Moderate (Medium), H: Substantial (High)

| Text Books |                                                                                    |                                                     |                            |                                           |
|------------|------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------|-------------------------------------------|
| Sl. No     | Title of the Book                                                                  | Name of the Author/s                                | Name of the Publisher      | Edition and Year                          |
| 1          | Life Skills & Personality Development                                              | Maithry Shinde et.al.                               | Cambridge University Press | First Edition, 2022                       |
| 2          | Emotional Intelligence: Why it can matter more than IQ                             | Daniel Goleman                                      | Bloomsbury, Publishing PLC | 25th Anniversary Edition<br>December 2020 |
| 3          | Think Faster, Talk Smarter: How to speak successfully when you are put on the spot | Matt Abrahams                                       | Macmillan Business         | September 2023                            |
| 4          | Deep Work: Rules for focused success in a distracted world                         | Cal Newport                                         | PIATKUS                    | January 2016                              |
| 5          | Effective Technical Communication                                                  | Ashraf Rizvi                                        | McGraw Hill Education      | 2nd Edition 2017                          |
| 6          | Interchange                                                                        | Jack C. Richards, With Jonathan Hull, Susan Proctor | Cambridge publishers       | 5 <sup>th</sup> Edition                   |

| Reference Books |                                    |                                  |                                          |                     |
|-----------------|------------------------------------|----------------------------------|------------------------------------------|---------------------|
| Sl. No          | Title of the Book                  | Name of the Author/s             | Name of the Publisher                    | Edition and Year    |
| 1               | Life Skills for Engineers          | Remesh S., Vishnu R.G.           | Ridhima Publications                     | First Edition, 2016 |
| 2               | Soft Skills & Employability Skills | Sabina Pillai and Agna Fernandez | Cambridge University Press               | First Edition, 2018 |
| 3               | Effective Technical Communication  | Ashraf Rizvi                     | McGraw Hill Education                    | 2nd Edition 2017    |
| 4               | English Grammar in Use             | Raymond Murphy,                  | Cambridge University Press India PVT LTD | 5th Edition 2023    |
| 5               | Guide to writing as an Engineer    | David F. Beer and David McMurrey | John Willey. New York                    | 2004                |