

Rajarshi Shahu Mahavidyalaya (Autonomous) Latur

Department of Commerce

Syllabus of Soft Skill Development

2019-20

Programme Objectives

- Aims to increase learner's unique soft skills so as to develop attributes that enhance an individual's interactions, earning power and job performance.

Programme Outcomes

- The outcomes of the programme is to inculcate potential skills in the learners to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiative, solve problems, and demonstrate a positive work ethic so as to hold a good impression and positive impact.

Instructional Methods: Personal contact program, lectures, practical's, activities, assignments

Duration:

Total Credits:

Course Code	Course Title	Credit
	Soft Skill Development	

Detailed Syllabus:

The key areas addressed in Soft skills are Communication skills, Body language and Etiquette, Group discussion skills, Interview skills, Presentation skills, and Emotional Intelligence, Time Management Skills, Preparation of CV and Life skills.

Blocks	Course Details	No. of Lectures Required
Unit 1: Introduction to Soft Skills	<ul style="list-style-type: none">• Why Soft Skills?• The Learning Objectives• Types of Skills	05
Unit 2: Communication Skills	<ul style="list-style-type: none">• Meaning of Communication Skills• Code and Content of Communication Skills• Stimulus and Response of Communication Skills• Effective Speaking Guidelines• Pronunciation Etiquette of Communication Skills• Phonetics in Communication Skills• A Self-Assessment of Communicating Soft Skills• Closing Tips on Improving Speaking Skills	03
Unit 3: Presentation Skills	<ul style="list-style-type: none">• Planning an effective presentation• Preparation• Choosing your main points• Choosing your supporting information• Establishing linking statements• Developing an opening• Developing a conclusion	15
Unit 4: Time Management Skills	<ul style="list-style-type: none">• Set goals correctly. Set goals that are achievable and measurable.• Prioritize wisely. Prioritize tasks based on importance and urgency.• Set a time limit to complete a task.• Take a break between tasks.• Organize yourself.• Remove non-essential tasks/activities.• Plan ahead.	08
Unit 6 :Body Language & Etiquettes	<ul style="list-style-type: none">• Standing. When you stand, keep your back straight, middle section in alignment with your back, shoulders back, and head up.• Sitting. Take care in the way you sit, for no other position connotes so much on its own.• Hands.	03

	<ul style="list-style-type: none"> • Head movements. • Facial expressions. • Eyes. 	
Unit 7: Group Discussion & Interview Skills	<ul style="list-style-type: none"> • Importance • What skills are judged in GD? • How to Start a Group Discussion? 	10
Unit 8: Preparation of CV	<ul style="list-style-type: none"> • Create the format for your CV. • List your name, address, telephone number, and email at the top of the page. • Write a personal profile. • Create a section for your education and qualifications. • Create a section for your work experience. • Create a section for your skills and achievements. 	03
Unit 9 : Emotional Intelligence Skills	<ul style="list-style-type: none"> • The ability to recognize own emotions • The ability to relate to others' emotions • The ability to actively listen to others • The ability to actively participate in interpersonal communication and understand the nonverbal cues of behavior • The ability to control one's thoughts and feelings • The ability to effectively manage emotions and express them in a socially acceptable way • The ability to receive criticisms positively and benefit from them • The power to forgive, forget, and move on rationally 	03
Unit 10 : Mail Etiquettes	<ul style="list-style-type: none"> • Include a clear, direct subject line. • Use a professional email address. • Think twice before hitting 'reply all.' • Include a signature block. • Use professional salutations. • Use exclamation points sparingly. • Be cautious with humor. • Know that people from different cultures speak and write differently. 	05
Soft Skills Practical	• Activities related to Soft Skills	05
Total No. of Lectures = 60		

Further References:

Biggs, J. & Tang, C. (2007) Teaching for Quality Learning at University: What the Student Does. (3rd edition). Maidenhead: Open University Press.

Brison, C. & Hardy, C. (2012) "The nature of academic engagement – what students tell us". In Solomonides, I., Reid, A., and Perocz, P. (eds.)

Engaging with Learning in Higher Education. Faringdon, Oxfordshire: Libri Publishing Burns, T. (2012)

Bringing technical authoring skills to life for students through an employer audience. ITALICS

November, 2010 9(2) Pickard, A. J. (2008) Rich pictures: researching the role of peer interaction for pupils using the internet. Popular media narrative. 1(2) pp 169-181 Shenton, A. & Pickard, A. J. (2012)

The evaluation challenge, Creative teaching and learning. Vol 3.2, pp 22-28

Useful reading: <http://www.nea.org/tools/35542.htm>

http://peers.aristotlecircle.com/uploads/NTA_Peer_Tutoring_Factsheet_020107.pdf

http://www.childandfamilypolicy.duke.edu/pdfs/schoolresearch/2012_PolicyBriefs/Nguyen_Policy_Brief.pdf <http://www.curriculumsupport.education.nsw.gov.au/middleyears/students/index.htm>

<http://www.cdtl.nus.edu.sg/success/sl37.htm>

<http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/peertutor.pdf>

http://www.reed.edu/nsfaire/nsfaire_sciencePsych4.html <http://wrt-intertext.syr.edu/viii/dabkowski.html>

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