

Department of Electronics & Telecommunication Engineering
TIME TABLE

CLASS : S.E. (E&TC)

- ACADEMIC YEAR: 2021 -22


Class Room No:1

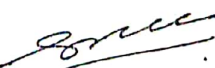
W. E. F.- 01/02/2022

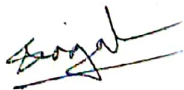
DAY	MON	TUES	WED	THUR	FRI	SAT
10:05 TO 10:55	CS (KJM)	SS(SGB)	OOP(ASP)	PCS(SBB)	PCS(SBB)	OOP(ASP)
10:55 TO 11:45	PCS(SBB)	CS (KJM)	SS(SGB)	OOP(ASP)	Library Hour	SS-S1,S2&S3 (SGB)
11:45 TO 12:35	SS(SGB)	ESD(MSB)	CS (KJM)	ESD(MSB)	OOP(ASP)	
12:35 TO 01:20	LONG RECESS					
01:20 TO 02:10	T.G. Slot-S1 DAL- S2 (ASP)	OOP- S1(ASP) PBL - S2(KJM)	ESD- S1(MSB) OOP -S2(ASP)	PCS-S1(SGB) ESD- S2(MSB)	Internet Hour	CS-S1,S2&S3 (KJM)
02:10 TO 03:00	ESD-S3 (MSB)	T.G. Slot-S3	PCS-S3(SGB)	OOP -S3(ASP)		
03:00 TO 03:15	SHORT RECESS					
03:15 TO 04:05	PBL- S1 (KJM) PCS-S2 (SBB)	Library Hour	SS-S1,S2&S3 (SGB)	CS-S1,S2&S3 (KJM)	DAL- S1 (ASP) T.G. Slot-S2 PBL- S3 (KJM)	PBL-S1,S2&S3 (KJM)
04:05 TO 04:55	DAL- S3 (ASP)					

Class Co-Ordinator	Prof. S. G. Bagul
Batch	Teacher Guardian
S1 (01 to 22)	Prof. S. G. Bagul
S2 (23 to 45)	Prof. A. S. Pawar
S3 (45 to 68)	Prof. S. R. Baji

Sr. No.	SUBJECT NAME	FACULTY	INITIALS	LAB
1	Signal & System (TH & PR)	Prof. S. G. Bagul	SGB	VLSI Design Lab
2	Control System (TH & PR)	Prof. K. J. Mahajan	KJM	VLSI Design Lab
3	Principal of communication System (TH & PR)	Prof. S. B. Borse / Prof. S. G. Bagul	SBB/SGB	Analog Comm. Lab
4	Object Oriented Programming (TH & PR)	Prof. A. S. Pawar	ASP	Embed. System Design Lab
5	Data Analytic Lab (PR)	Prof. A. S. Pawar	ASP	Embed. System Design Lab
6	Project Based Learning (PR)	Prof. K. J. Mahajan	KJM	VLSI Design Lab
7	Employability Skill Development (TH & PR)	Prof. M. S. Borse	MSB	Tut Room/Class Room


Prof. A.S.Pawar
Time Table I/C.


Prof. S.B Borse
HOD


Prof. (Dr.) S. B. Bagal
Principal

Savitribai Phule Pune University
Second Year of Electronics / E & Te Engineering (2019 Course)
204199: Employability Skills Development

Teaching Scheme:	Credit	Examination Scheme:
Theory: 02 hrs. / week Practical: 02 hrs. / week	02 + 01 = 03	Term work: 50 Marks

Prerequisite Courses, if any: --

Companion Course, if any: --

Course Objectives:

- Develop good communication skills – both oral as well as written.
- Encourage creative and critical thinking among students.
- Nurture collaborative behavior to work efficiently in groups.

Course Outcomes: On completion of the course, learner will be able to -

CO1: Define personal and career goals using introspective skills and SWOC assessment. Outline and evaluate short-term and long-term goals.

CO2: Develop effective communication skills (listening, reading, writing, and speaking), self- management attributes, problem solving abilities and team working & building capabilities in order to fetch employment opportunities and further succeed in the workplace.

CO3: Be a part of a multi-cultural professional environment and work effectively by enhancing inter-personal relationships, conflict management and leadership skills.

CO4: Comprehend the importance of professional ethics, etiquettes & morals and demonstrate sensitivity towards it throughout certified career.

CO5: Develop practically deployable skill set involving critical thinking, effective presentations and leadership qualities to hone the opportunities of employability and excel in the professional environment.

Course Contents

Unit I Understanding Self and Soft Skills (04 Hrs)

Introduction to introspective methods, SWOC Analysis, Understanding the importance of soft skills, soft skill vs hard skill, interdisciplinary relevance, emotional quotient and emotional intelligence, personal and career goal setting, aligning aspirations with individual's skill sets, understanding self-esteem and critically evaluating oneself.



Mapping of Course Outcomes for Unit I	CO1: Define personal and career goals using introspective skills and SWOC assessment. Outline and Evaluate short-term and long-term goals.
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: Develop effective communication skills (listening, reading, writing, and speaking), self-management attributes, problem solving abilities and team working & building capabilities in order to fetch employment opportunities and further succeed in the workplace.
Unit III	Language & 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, Resume writing: Resume content, identification of carrier objective, characteristics of good resume, different formats of resume-chronological, Functional, Hybrid Effective letter and cover letter writing. Application writing, Report writing.	
Mapping of Course Outcomes for Unit III	CO2: Develop effective communication skills (listening, reading, writing, and speaking), self-management attributes, problem solving abilities and team working & building capabilities in order to fetch employment opportunities and further succeed in the workplace.
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, 5 Qualities of an Effective team - Positivity, respect for others, trust, goal-focused, supportiveness.	
Mapping of Course Outcomes for Unit IV	CO3: Be a part of a multi-cultural professional environment and work effectively by enhancing inter-personal relationships, conflict management and leadership skills.



Unit V	Professionalism & Ethics (04 Hrs)
<p>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.</p> <p>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.</p>	
Mapping of Course Outcomes for Unit V	<p>CO4: Comprehend the importance of professional ethics, etiquettes & morals and demonstrate sensitivity towards it throughout certified career.</p> <p>CO5: Develop practically deployable skill set involving critical thinking, effective presentations and leadership qualities to hone the opportunities of employability and excel in the professional environment.</p>

Unit VI	Quantitative Ability & Logical Reasoning (04 Hrs)
<p>Numbers, HCF and LCM, Time and distance, Time and work, Clock, Simple interest and compound interest, Boats and steams, Number series, Ratio and proportion, probability, profit and loss, odd man out series, permutations, height and distance, square and cube root matching, selection, verbal reasoning, logical games, logical deductions, logical problems, cause and effect.</p>	
Mapping of Course Outcomes for Unit VI	<p>CO2: Develop effective communication skills (listening, reading, writing, and speaking), self-management attributes, problem solving abilities and team working & building capabilities in order to fetch employment opportunities and further succeed in the workplace.</p>

Learning Resources

Text Books:

1. R. S. Agarwal “Quantitative Aptitude for Competitive Examinations” S. Chand Publications.
2. R. Gajendra Singh Chauhan and Sangeeta Sharma, “Soft Skills-An integrated approach to maximize personality”, Wiley Publication, ISBN: 987-81-265-5639-7

Reference Books:

1. Indrajit Bhattacharya, “An Approach to Communication Skills”, Dhanpat Rai.
2. Simon Sweeney, “English for Business Communication”, Cambridge University Press.
3. Sanjay Kumar and Pushpa Lata, “Communication Skills”, Oxford University Press.
4. Atkinson and Hilgard's, “Introduction to Psychology”, 14th Edition.
5. Kenneth G. Mcgee, “Heads Up: How to Anticipate Business Surprises & Seize Opportunities First”, Harvard Business School Press, Boston, Massachusetts.
6. Krishnaswami, N. and Sriraman, “Creative English for Communication”, Macmillan.

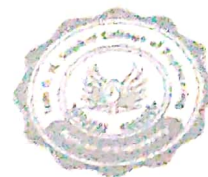




Kalyani Charitable Trust's

LATE G. N. SAPKAL COLLEGE OF ENGINEERING

Sapkal Knowledge Hub, Kalyani Hills,
Anjaneri-Vadholi, Trimbakeshwar Road, Nashik - 422 212



DEPARTMENT OF ELECTRONICS & TELECOMMUNICATION ENGINEERING.

SE- 2021-22

SEM-II

SUBJECT: EMPLOYABILITY SKILLS DEVELOPMENT

COURSE CODE: 204199

LIST OF PRACTICAL

SR. NO	TITLE	PAGE	DATE	SIGN
1	Soft Skills Vs Hard Skills	1	7/2/22	<i>PLS</i>
2	Planning Career Goals – Short Term & Long Term	4	21/2/22	<i>PLS</i>
3	Understanding SWOC Analysis	7	7/3/22	<i>PLS</i>
4	Resume Writing	10	14/3/22	<i>PLS</i>
5	Presentation Skills	11	21/3/22	<i>PLS</i>
6	Writing Skills	13	28/3/22	<i>PLS</i>
7	Team Dynamics	14	11/4/22	<i>PLS</i>
8	Mental Arithmetic	17	18/4/22	<i>PLS</i>
9	Verbal Reasoning / Verbal Ability	18	25/4/22	<i>PLS</i>

CERTIFICATE

Certified that Mr. /Ms. Sayali. Shinde Roll No. 60

Student of SE (E&TC) has completed the above said assignments for semester-II of the academic year 2021-22 EXAM SEAT NO.: 5190763060

M.S. Borse
Prof. M.S. Borse
SUBJECT INCHARGE

S. B. Borse
Prof. S. B. Borse
HEAD OF DEPT.

S. B. Bagal
Prof. (Dr.) S. B. Bagal
PRINCIPAL

Experiment No-1

Aim: Soft Skills Vs Hard Skills

What are soft skills?

Soft skills are skills and abilities that are much harder to measure and a bit fuzzier to define. These are interpersonal skills that help people get along with each other and collaborate. Challenging to train explicitly, soft skills include things like character, ability to work on a team, and overall understanding of and participation in your company culture.

Employees just entering the workforce or transitioning to a new career may struggle with soft skills, especially as they relate to fellow employees.

What are examples of soft skills?

Reviewing different examples of soft skills can help you better understand this concept. LinkedIn looked at the five most in-demand soft skills of 2020 and came up with this list generated by recruiters and those in HR:

Creativity
Persuasion
Collaboration
Adaptability
Emotional intelligence

Of these skills, emotional intelligence is arguably the hardest to teach. This includes a person's ability to empathize with others, regulate their own behavior, and develop self-awareness. Emotional intelligence also indicates a level of intrinsic motivation that contributes to a strong work ethic.

Other examples of soft skills include:
Communication, Listening, Punctuality, Organization
Teamwork, Ability to "read a room", Flexibility
Patience, Time management, Multitasking, Attention to detail
Responsibility, Strategic thinking, Problem solving
Good decision making, Conflict resolution
Innovation, Social skills, Cultural awareness and sensitivity
Some recruiters or HR personnel might define these vaguely as "people skills."

Experiment No-2

Aim: Planning Career Goals – Short Term & Long Term

What is a Career Goal?

A career goal is a well-defined statement explaining the profession that an individual intends to pursue throughout his career. It is important for every employee or job seeker to define their career goals clearly. It helps them to come up with effective action plans.

Short-term vs. Long-term Career Goals

As shown in the illustration above, there are short-term and long-term goals. The teenager's primary objective is to become the manager of a company. In order to get there, he needs to achieve his short-term goals, which include passing his high school and college exams, gaining experience by working for a related company, and boosting his experience and skills through further studies.

Short-term goals are those that can be achieved within six months to three years. It may take three to five years or more to achieve long-term goals.

How to Set Career Goals

Defining career goals is just half the battle. An individual must set their mind on accomplishing the goals he or she has set. However, if one doesn't develop or map out their goals properly, it will be harder to achieve them. When setting career goals, an individual should ensure that they meet the following criteria:

1. Specific

When setting goals, an individual shouldn't just focus on being successful. Instead, he or she should define what success means to them. The ultimate success for one person may just be a milestone to achieving bigger goals for a different person. For one individual, success may be becoming the Chief Executive Officer for a company. For another, success can be attaining financial freedom.



Experiment No-3

Aim: Understanding SWOC Analysis

SWOC ANALYSIS

SWOC is an acronym for Strength, Weakness, Opportunities and Challenges. It is the first step towards personality development. It is important to have a clear and objective understanding about oneself. Only then can you harness your positives and work on your weaknesses. In short, personality development starts with a self-analysis. While there are several tools and tests available on the internet to evaluate yourself, most look at the following parameters. Go through the list given carefully, analyse yourself objectively and rank yourself on a scale of 1 to 10 with 1 being the lowest and 10 the highest. This list is merely indicative of parameters and not an exhaustive list.

1. Communication
2. Confidence
3. Problem Solving
4. Critical Thinking
5. Empathy
6. Flexibility
7. Adaptability
8. Time Management
9. Stress Management
10. Creativity
11. Acceptance of Criticism
12. Decision making ability
13. Willingness to work as a team
14. Understanding of different cultures
15. Resourcefulness

Once you have ranked yourself on the parameters given above, do a SWOC analysis by going through key pointers given below.



Experiment No-4

Aim: Resume Writing

FIRST NAME
LAST NAME

Address 📍
Phone 📞
Email ✉️
LinkedIn Profile 🔗
Twitter/Blog/Portfolio 📧



OBJECTIVE

To replace this text with your own, just click it and start typing. Briefly state your career objective or summarize what makes you stand out. Use language from the job description as keywords.



EDUCATION

Degree Title | School

DATES FROM – TO

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.

Degree Title | School

DATES FROM – TO

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.



EXPERIENCE

Job Title | Company

DATES FROM – TO

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

Job Title | Company

DATES FROM – TO

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.



SKILLS

- List your strengths relevant for the role you're applying for
- List one of your strengths
- List one of your strengths
- List one of your strengths



ACTIVITIES

Use this section to highlight your relevant passions, activities, and how you like to give back. It's good to include Leadership and volunteer experience here. Or show off important extras like publications, certifications, languages and more.



C
P.S.

Experiment No-5

Aim: Presentation Skills

Presenting information clearly and effectively is a key skill in getting your message across. Today, presentation skills are required in almost every field, and most of us are required to give presentations on occasions. While some people take this in their stride, others find it much more challenging.

These can all be considered presentations.

They do not, however, all require the same approach. You would not, for example, use PowerPoint to thank a colleague who was leaving. It would be unusual (though it has been done) to use it in a speech at a wedding. However, a conference audience would be somewhat surprised NOT to see slides projected onto a screen.

It follows, therefore, that there is no single set of rules that apply to all presentations. There are, however, some things that every presentation opportunity has in common. These include:

You will present better if you have prepared effectively. This does NOT necessarily mean that you have written out your speech verbatim and rehearsed it until you know it off by heart—although that might work for some people. It does, however, mean that you have to be confident that you are saying the right thing, in the right way, to the right people.

You need to be clear about your audience and your message. Every presentation will be better if you have clearly considered the message that you want or need to convey, and how best to convey it to your audience. These two pieces of information drive your style, structure, content, and use of visual aids.

You must never overrun your allocated time. In other words, don't outstay your welcome. Almost every speech or presentation is better if it is shorter. Nobody is going for coffee early or finishing before they expected to do so. Everybody's slides being held up.



Experiment No-6

Aim: Writing Skills

From,

Date (date on which letter is written)

To, _____

Sub: _____

Dear _____,
My name is _____ and I write on behalf of _____ company. I hereby write to introduce to you our product _____ which we launched on _____. We value the satisfaction of our customers and we appreciate your continued support by purchasing our products.

_____ is the first of its kind in the market and has numerous features that are unique compared to other similar products. It is _____ big and you can connect to the internet. It also comes with a Bluetooth feature that allows you to play music. Additionally, it comes with a remote controller that is simple to use.

We have interesting offers for the new product including reasonable prices. Kindly find a pamphlet with more details about the product and contact us on _____ if you have any inquiries.

We welcome you to check out our new product.

Yours Sincerely,

(_____)

(Handwritten signature in red ink)



Experiment No-7

Aim: Team Dynamics

Characteristics of Team Dynamics that Make for a Winning Team

1. Shared Purpose

The difference between a team and a group is that a team has a shared goal. When a group of people work together, it is crucial that everyone is clear on what that goal is. If your team has trouble making decisions and seems to battle itself at every critical point, it's time to do some digging to find out whether or not everyone is on the same page.

A popular method for goal-setting uses the acronym SMART. Effective goals should be Specific, Measurable, Attainable, Relevant and Time-bound. Our course on setting "SMART goals" will help you to focus efforts, keep you accountable, and help you attain your goals.

2. Trust and Openness

Team members need to feel safe to share information and ideas without fear of punishment or embarrassment. Trust opens the door to dialogue that can lead to better ideas and more creativity. Team members must also be able to trust that everyone will meet their deadlines, carry their weight, and do their part of the work. As the leader, it is your responsibility to build accountability.

If you are in a leadership position, ask yourself "Do my team members trust me?" Our course on "Building Accountability: Trust and Performance at Work" addresses the trust in leaders. It also explains how to build accountability among the team through honesty, transparency, and openness.

3. Willingness to Correct Mistakes

An important aspect of accountability is the willingness to acknowledge and correct mistakes. When success is dependent on results, a productive team must



Experiment No-8

Aim: Mental Arithmetic

Mental calculation consists of arithmetical calculations using only the human brain, with no help from any supplies (such as pencil and paper) or devices such as a calculator. People may use mental calculation when computing tools are not available, when it is faster than other means of calculation (such as conventional educational institution methods), or even in a competitive context. Mental calculation often involves the use of specific techniques devised for specific types of problems.[1] People with unusually high ability to perform mental calculations are called mental calculators or lightning calculators.

Mental arithmetic was used as an activity for five healthy subjects in the experiment. The paradigm consists of 120-s rest for the initial baseline and 40 s for the trial. The trial was further divided into 10 s and 30 s for the activity task and rest, respectively. The brain signals were acquired using a frequency domain fNIRS system (ISS Imagent, ISS Inc.) at a sampling rate of 31.25 Hz. Eight sources were used to investigate each side of the prefrontal cortex. The total eight channels of a source–detector pair were formed. To detect initial dips, vector-based phase analysis method based on an orthogonal-vector coordinate plane defined by ΔHbO and ΔHbR signals were used.² To minimize any misclassification of initial dips, we incorporated a threshold circle as a decision criterion in the vector-based phase analysis. The radius of the threshold circle was set to the value of maximum peak detected in ΔHbO and ΔHbR signals in the final 60 s of the initial baseline (during resting state) of 120 s for each channel.



A red handwritten checkmark and a signature that appears to be 'PS' with a flourish.

Experiment No-9

Aim: Verbal Reasoning / Verbal Ability

What is a verbal reasoning test?

A verbal reasoning test is used to assess your ability to understand and comprehend written passages. They are designed to measure your verbal comprehension, reasoning and logic, all through your understanding of language

Functions of Non- Verbal Communication

Here are some of the functions of non-verbal communication:

- **Repetition:** It repeats and often strengthens the message you're making verbally.
- **Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.
- **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.
- **Complementing:** It may add to or complement your verbal message. As a boss, if we pat an employee on the back in addition to giving praise, it can increase the impact of your message.
- **Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message.



✓
C
R