

**CAREER DEVELOPMENT CENTRE**

**CURRICULUM AND SYLLABUS**

**(For Under-Graduate Programmes)**

**(For students admitted from the academic year 2016-2017 onwards)**

**UNDER CHOICE BASED CREDIT SYSTEM**

**FACULTY OF SCIENCE AND HUMANITIES**

**SRM UNIVERSITY**

**SRM Nagar, Kattankulathur 603 203**

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**CAREER DEVELOPMENT CENTRE**

**FACULTY OF SCIENCE AND HUMANITIES**

**CURRICULUM**

**(For students admitted from the academic year 2016-2017 onwards)**

<b>SEMESTER</b>	<b>SUB CODE</b>	<b>TITLE OF THE PAPER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>I</b>	<b>CAC18101</b>	<b>SOFT SKILLS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>II</b>	<b>CAC18201</b>	<b>QUANTITATIVE APTITUDE AND LOGICAL REASONING-I</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>III</b>	<b>CAC18301</b>	<b>QUANTITATIVE APTITUDE AND LOGICAL REASONING-II</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>IV</b>	<b>CAC18401</b>	<b>VERBAL ABILITY AND REASONING</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>VI</b>	<b>CAC18601</b>	<b>COMMUNICATION SKILLS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

<b>CAC18101</b>	<b>SOFT SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## **COURSE OBJECTIVE**

To enhance holistic development of students and improve their employability skills

## **INSTRUCTIONAL OBJECTIVES**

- To acquire inter personal skills and be an effective goal oriented team player
- To develop professionalism with idealistic, practical and moral values
- To acquire communication and problem solving skills
- To re-engineer their attitude and understand and understand its influence on behavior

### **UNIT I – ATTITUDE**

**(6 hours)**

Who am I? SWOT analysis, Importance of self confidence and self esteem, Factors influencing attitude, Challenges and lessons from attitude

### **UNIT II – COMMUNICATION**

**(6 hours)**

Practice activities (JAM, spin a story, diagram description, etc...), Activities for evaluation (Extempore, speaking news, book review)

### **UNIT III – GOAL SETTING**

**(6 hours)**

SMART goals, Blue print for success, Short term, Long term, Life time goals, Value of time, Diagnosing time management, Prioritizing work

### **UNIT IV – PUBLIC SPEAKING**

**(6 hours)**

Activities for evaluation (Surveying and reporting, Debate, Group discussion)

### **UNIT V – CREATIVITY**

**(6 hours)**

Out of box thinking, lateral thinking

## **REFERENCES**

- Covey Sean, Seven habits of highly effective teens, New York, Fireside Publishers, 1998.
- Carnegie Dale, How to win friends and influence people, New York, Simon and Schuster, 1998.
- Thomas A Harris, I am ok, you are ok, New York, Harper and Row, 1972.

<b>CAC18201</b>	<b>QUANTITATIVE APTITUDE AND LOGICAL REASONING-I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## COURSE OBJECTIVE

To enhance holistic development of students and improve their employability skills

## INSTRUCTIONAL OBJECTIVES

- To improve aptitude, problem solving skills and reasoning ability of the students
- To help them qualify the written test of competitive exams, campus placements and PSUs
- To collectively solve problems in teams and groups
- To adopt new techniques in solving problem

### UNIT – I

**(6 Hours)**

Numbers: Classification of numbers – Test of divisibility – Unit digit – HCF and LCM – Remainder theorem – Progression – Simplification – Averages – Combined mean (simple problems)

### UNIT – II

**(6 Hours)**

Simple interest and compound interest – Word problems

### UNIT – III

**(6 Hours)**

Problems related to permutation and combination – Probability (simple problems)

### UNIT – IV

**(6 Hours)**

Reasoning (Analytical and logical): Odd man out – Word series – Number series – Direction test – Blood relationship – Coding and decoding – Seating arrangements

### UNIT – V

Problems related to clocks and calendar

## REFERENCES

1. Dinesh Khattar-The Pearson guide to quantitative aptitude for competitive examinations.
2. Dr. Agarwal.R.S – Quantitative Aptitude for Competitive Examinations, S.Chand and Company Limited
3. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata Mcgraw Hill, 3<sup>rd</sup> Edition
4. Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata Mcgraw Hill, 4<sup>th</sup> Edition
5. <http://fw.freshersworld.com/placementweek/papers.asp>

CAC18301	QUANTITATIVE APTITUDE AND LOGICAL REASONING-II	L	T	P	C
		2	0	0	2

## **COURSE OBJECTIVE**

To enhance holistic development of students and improve their employability skills

## **INSTRUCTIONAL OBJECTIVES**

- To improve aptitude, problem solving skills and reasoning ability of the student
- To help them qualify the written test of competitive exams, campus placements and PSUs
- To collectively solve problems in teams and group
- To adopt new techniques in solving problem

## **UNIT – I**

Percentage - Profit or loss - Discount

## **UNIT – II**

Ratio, proportion - Mixtures and solutions

## **UNIT – III**

Time and work - Time, Speed and distance; Problems related to pipes and cisterns, Problems related to train, Problems related to boats and streams, Problems related to races

## **UNIT – IV**

Set theory - Geometry and mensuration - Cubes

## **UNIT – V**

Data sufficiency - Data interpretation

## **REFERENCES:**

- Dinesh Khattar-The Pearson Guide to QUANTITATIVE APTITUDE for competitive examinations.
- Dr. Agarwal.R.S – Quantitative Aptitude for Competitive Examinations, S.Chand and Company Limited
- Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata Mcgraw Hill, 3<sup>rd</sup> Edition
- Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata Mcgraw Hill, 4<sup>th</sup> Edition
- <http://fw.freshersworld.com/placementweek/papers.asp>

<b>CAC18401</b>	<b>VERBAL ABILITY and REASONING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## **COURSE OBJECTIVE**

To instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements

## **INSTRUCTIONAL OBJECTIVES**

- To enable the students understand the syntax of English and develop their lexical skills
- To develop comprehension and interpretation skills
- To enhance vocabulary skills and improve repertoire of words
- To help the students succeed in competitive exams and placements

## **UNIT –I**

Spotting error, Change of speech, Change of voice

## **UNIT –II**

Synonyms, Antonyms, Idioms, Phrasal verbs, One word substitution

## **UNIT-III**

Sentence improvement, Sentence completion (Grammar based)

## **UNIT-IV**

Sentence completion (Vocabulary based), Odd word

## **UNIT-V**

Reading comprehension, Word analogy, Para jumble

## **REFERENCES**

- Hari Mohan Prasad and Meenakshi Upadhyay, Objective English for Competitive Examinations, McGraw Hill Education.
- Norman Lewis, Word Power Made Easy New Revised and Expanded Edition, Goyal publication, 2011
- Raymond Murphy, Intermediate English Grammar, Cambridge University Press, 2007

<b>CAC18601</b>	<b>COMMUNICATION SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

## **COURSE OBJECTIVE**

To inculcate professional ethics and improve employability skills

## **INSTRUCTIONAL OBJECTIVES**

- To actively participate in formal discussions and manifest professional skills such as working in team, empathy, communicating appropriately and assertiveness
- To foster problem solving and decision making skills through case studies on work ethics, decision making, organizational behavior etc.,
- To build confidence to face audience and overcome stage fear with necessary training in public speaking and presentation skills
- To develop written business communication skills

## **UNIT –I**

Etiquettes- social, professional, communication, dining and grooming etiquettes

## **UNIT –II**

Interpersonal skills- Empathy, Managing conflicts, Effective decision making

## **UNIT-III**

Team work- Role of leader and effective leadership, Role of team members and team ethics, Case study analysis (in teams) to understand team dynamics

## **UNIT-IV**

Professional writing- Report, Letter, Summary and e-mail

## **UNIT-V**

Presentation skills- Importance of verbal and non-verbal communication, Body language, Use of appropriate language

## **REFERENCES**

- 'How to deliver a presentation' By Paul Newton; e-book
- 'A-Z of Presentation' By Eric Garner; e-book
- 'Emotional Intelligence' By Daniel Coleman



<b>CAC18101</b>	
Class Room Activities	20 marks
Communication Activities	50 marks
LMS	20 marks
Participation	10 marks
<b>Total</b>	<b>100 marks</b>

<b>CAC18201/CAC18301/CAC18401</b>	
Assignment 1	20 marks
Assignment 2	20 marks
Surprise Test 1	25 marks
Surprise Test 2	25 marks
Attendance	10 marks
<b>Total</b>	<b>100 marks</b>

<b>CAC18601</b>	
E mail drafting	20 marks
Case study analysis	25 marks
Presentation	25 marks
Professional writing	20 marks
Participation	10 marks
<b>Total</b>	<b>100 marks</b>

**ASSESSMENT SCHEME CAC COURSES OFFERED TO FSH**

YEAR	SEMESTER	CODE	ACTIVITIES	MARKS	TOTAL
I	1	CAC18101	Class Room Activities	20 marks	100 marks
			Communication Activities	50 marks	
			LMS	20 marks	
			Participation	10 marks	
	2	CAC18201	Assignment 1	20 marks	100 marks
			Assignment 2	20 marks	
			Surprise Test 1	25 marks	
			Surprise Test 2	25 marks	
			Participation	10 marks	
	II	3	CAC18301	Assignment 1	20 marks
Assignment 2				20 marks	
Surprise Test 1				25 marks	
Surprise Test 2				25 marks	
Participation				10 marks	
4		CAC18401	Assignment 1	20 marks	100 marks
			Assignment 2	20 marks	
			Surprise Test 1	25 marks	
			Surprise Test 2	25 marks	
			Participation	10 marks	
III	6	CAC18601	E mail drafting	20 marks	100 marks
			Case study analysis	25 marks	
			Presentation	25 marks	
			Professional writing	20 marks	

			Participation	10 marks	
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