

PROPOSAL FOR CREDIT COURSE / BRIDGE COURSE

Career & Employability Strategy

Methodical | Complete | Pragmatic

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Credit
Course



Bridge
Course



Author
Talk

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Proposed Curriculum Outline for 2 Semester

Recommended for Semester III-IV for 4 Semester Programs

OR, For Semester VI-VII for 8 Semester Programs

Part-I

Unit 1 - Defining Employability Skills

1. Various definitions of 'soft-skills'
2. Essentials for good definition for 'soft-skills'
3. Define soft-skills based on essentials of good definition
4. Reasoning for moving to name 'E-skills' for soft-skills
5. Role of personal qualities as component of E-Skill framework

Unit 2 - Emotional Quotient and Soft-skills

1. Appraisal of EQ in general and in context of workplace
2. Can EQ be developed through training?
3. Patterns of low / high EQ in self and others
4. Implications of low / high EQ
5. Steps involved in EQ development
6. Relationship between EQ and employability

Unit 3 - Communication and Employability

1. New dimension of communication
2. 12 Managerial deliverables
3. Essential features for effective communication in prevalent times
4. What drives communication in Knowledge Era
5. Relationship between psychology and communication
6. Comparison between two levels of communication – C1.0 and C 2.0,
7. Root causes for communication gap failure of communication
8. How perceptions control communication
9. Interdependence between business and career (employability) and communication
10. Communication in light of twelve managerial attributes

Unit 4 - A broad discussion on Employability

1. Four kinds of skill-gaps between education and employment
2. Quality of Life
3. Factors on and levels of employability
4. Correlation between skills and the socio-economic factors
5. Macro-level statistics about employability and side-effects of skill-gaps
6. Why is employability subjective
7. Theory of Change for improving employability

Unit 5 - 4Q Framework for Skill Development

1. Features of a framework
2. The 4Q Framework for Skill
3. Steps involved in using the 4Q Framework
4. Three kinds of generic career path
5. The science behind the 4Q Framework
6. CV Building Milestones
7. Using the three types of E-skill listings

Part-II

Unit 1 - Self-training Tools

Tools and techniques for: Managing anxiety, Self-awareness (which is source of self confidence), Taking communication skills to next level, Handling interpersonal connections and personal image, Making more from newspaper reading, Writing effectively, Skills as a member in audience, Handling presentations, Projecting personal energy through voice and delivery, Skills for attending a meeting. *(University/Institution may add more items depending on students' profile)*

Unit 2 - Skills for Clear Thinking

1. Distinction between feeling / thinking / speaking / doing
2. Simple techniques for clear thinking
3. Why clear thinking is essential for a clear approach and for managing business
4. Using question as tool for developing clear thinking

Unit 3 - Basics of Adult Learning

1. Drivers and principles for Adult Learning
2. Academic and Social Learning
3. Dale's Cone of Learning and its utility for personal skill development
4. Explicit and Tacit Knowledge, and its implication for dealing with people

Unit 4 - Detailed discussions about each of 89 E-skills

1. Rational for classification of 89 E-skills
2. How to analyze myself (and assist others) for each of 89 E-skills

Unit 5 - Tools and techniques for Placement Process

1. Various career options with defining keywords
2. Common CV mistakes and fine-tuning it for recruiters
3. Writing Job Applications
4. Taking Personality Profiling Tests
5. Undertaking Role Research
6. Handling mechanics of Group Discussions
7. Handling the common opening question - *Tell us something about yourself*
8. Handling most common job-interview questions
9. Handling post-interview follow-up and job-transitions
10. Considerations for transition from employment to entrepreneurship

Unit 6 – Candidates have to select one of the two options, depending on their interest

1. OPTION 1: Research in area of Employability
2. OPTION 2: Concurrent Global Trends and Opinions in Employment and Skill Sector

TAKING A DECISION

- Credit Course spread over two semesters
- Bridge Course / FDP can be custom designed (2-hours – 24-hours)
- Course book shall be provided.
- Pedagogy: Blended (Online sessions and Assessment facility shall be made available)
- Author Talk can be considered.
- Author can consider to co-guide few doctoral research in area of employability