

<b>INSTITUTE</b>	<b>FACULTY OF TECHNOLOGY</b>
<b>PROGRAM</b>	<b>MASTER OF TECHNOLOGY in CHEMICAL ENGINEERING</b>
<b>SEMESTER</b>	<b>2</b>
<b>COURSE TITLE</b>	<b>SEMINAR</b>
<b>COURSE CODE</b>	<b>01CM0216</b>
<b>COURSE CREDITS</b>	<b>2</b>

**Objective:**

- 1 This course involves the presentation skill and literature survey in any particular field of chemical or environmental engineering.

**Course Outcomes:** After completion of this course, student will be able to:

- 1 Understand fundamental chemical engineering principles and their applications
- 2 Develop the ability to conduct independent research, critically analyze data, and synthesize information from various sources.
- 3 Develop both written and oral communication skills, essential for documenting and presenting research findings.
- 4 Improve their problem-solving skills by applying engineering principles to real-world scenarios.

**Pre-requisite of course:** Basic Communication and Presentation skills.

**Teaching and Examination Scheme**

<b>Theory Hours</b>	<b>Tutorial Hours</b>	<b>Practical Hours</b>	<b>ESE</b>	<b>IA</b>	<b>CSE</b>	<b>Viva</b>	<b>Term Work</b>
0	0	4	0	0	0	50	50
<b>Contents : Unit</b>	<b>Topics</b>						<b>Contact Hours</b>
<b>Total Hours</b>							

### Suggested List of Experiments:

Contents : Unit	Topics	Contact Hours
1	<b>Seminar-1</b> Student will select a topic for seminar in consultation with the various faculty members. The student will have to do literature survey and make a presentation., At the end of the semester he/she will have to give seminar. The student will present his/her topic in front of experts and staff., His/her performance will be assessed on the basis of his/her topic selected and presentation skills.	20
<b>Total Hours</b>		<b>20</b>

### Textbook :

- 1 Why the first-year seminar matters: Helping students choose and stay on a career path. , Harrington, C., & Orosz, T. , Rowman & Littlefield., 2018

### References:

- 1 How to run seminars and workshops: presentation skills for consultants, trainers, teachers, and salespeople., How to run seminars and workshops: presentation skills for consultants, trainers, teachers, and salespeople., John Wiley & Sons., John Wiley & Sons., 2017

### Suggested Theory Distribution:

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

Distribution of Theory for course delivery and evaluation					
Remember / Knowledge	Understand	Apply	Analyze	Evaluate	Higher order Thinking / Creative
10.00	20.00	30.00	30.00	10.00	0.00

### Instructional Method:

- 1 The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by white board, may also use any of tools such as collaborative learning, demonstration, roleplay, Quiz, brainstorming, MOOCs, Active Learning Assignments etc.
- 2 The internal evaluation will be done on the basis of continuous evaluation of students in the laboratory and class-room.
- 3 Practical examination will be conducted at the end of semester for evaluation of performance of students in laboratory.
- 4 Students will use supplementary resources such as online videos, Virtual Laboratory NPTEL videos, e-courses.

### Supplementary Resources:

- 1 <https://archive.nptel.ac.in/noc/courses/103/>