### OPEN ELECTIVES TO BE OFFERED IN THE CEG CAMPUS

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<th>Sl. No</th>
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**DEPARTMENT OF CHEMISTRY**
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**Module I: Presentation**

- Presentation skills – Characteristics of an effective Oral Presentation – Audience - Context, Content, Speaker Status - Purpose – Modus Operandi – Extempore

**Suggested Activities:**
- Discussion on the formal aspects of a speech
  - Reading texts on the formality aspect of presentation.
  - Speaking activities – Mini Presentation (Connection) and Talks on given topics.

**Suggested Evaluation Methods:**
- Collecting information from the text on speaking skills practice.
  - Quizzes
  - Extempore – Articulation of sounds (Duration 10 – 15 minutes.)
    - Organization of content

**Module II: Pronunciation**

- Emphasis on syllable stress, pronunciation, intonation, pauses, pace - Preparation for a presentation – Avoiding plagiarism – Ample use of Referencing skills – Efficient ways of Collecting and Collating data (due emphasis on important information)

**Suggested Activities:**
- General Reading – Identifying significant trends/patterns in the data
- Cohesion – Knitting information

**Suggested Evaluation Methods:**
- Information gap activities
- Reading comprehension – Questions based on coherence and cohesion
- Assignment – Making a presentation (Oral 12 – 15 minutes)

**Module III:**

- Use of audio-visual tools – Preparation of Power Point slides (Dos & Don’ts) – Styles & Conventions of writing – Rehearsal – Tailoring content (sense of audience and purpose)

**Suggested Activities:**
- Power Point slide preparation
- Note Making – Practice with selected texts/lectures
- Error Correction with positive feedback and insightful suggestions.

**Suggested Evaluation Methods:**
- Power point slide presentation (Individual & Group Presentation) 10 – 15 minutes

**Module IV: Taking/Making Notes**

SUGGESTED ACTIVITIES:
- Group Presentation (Culture sensitive & Gender specific, body language)
- Watching videos on sample presentations, on selected topics

SUGGESTED EVALUATION METHODS:
- Short Presentations (10-15 minutes)
- Preparation of feedback questionnaire-(Performance Appraisal)

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Presentation skills – Guidelines – Group Presentation - Creative approaches to presenting – Technical presentation - Speaking under time constraint – variations in pitch, tone & intonation - Credibility in presentation (Use of authentic data/information) Podium panache – Effective Delivery

SUGGESTED ACTIVITIES:
- Intonation activities – Read Aloud practices
- Timed speaking activity (10-15 minutes )
- Quizzes

SUGGESTED EVALUATION METHODS:
- Group presentations
- Peer Feedback

REFERENCE BOOKS:
## Critical Thinking Skills

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### Module I:

- **What is critical thinking – 21st century skills – collaboration and teamwork discussions – focus on creativity and Imagination – problem solving (oral and written communication activities) - importance of thinking critically- multiple intelligences**

**Suggested Activities:**
- Interpretation of texts from different perspectives (samples to be provided)
- Small Group Work (analysis of the inherent messages in the text)
- Short essays (e.g. Expressing views on the current educational system)

**Suggested Evaluation Methods:**
- Essay Writing (e.g. benefits of collaboration and team work)
- Quizzes

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### Module II:

- **Fostering critical thinking- statement of facts and opinions – inference of assumptions & evidences - logical reasoning – deductive & inductive reasoning – changing perspectives – (choice of appropriate words& expressions, perceived logical linkages, avoidance of irrelevance)**

**Suggested Activities:**
- Think – pair – share activities (with sample reading texts)
- Relevant talks (listening comprehension exercises)

**Suggested Evaluation Methods:**
- Writing short factual essays
- Reading comprehension (focus on diction)

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### Module III:

- **Claims, issues & arguments – (Content analysis)– Ambiguities in argument – jargon, emotional barriers and their influence on reasoning - Semantic disagreements (Vocabulary specific to the linguistic acts of disagreeing & disputing) – Inconsistencies in an argument - Discourse rules in group discussion**

**Suggested Activities:**
- Group Discussion Activities (selected topics)
- Debates (uncontroversial topics)
- (Taboos, hostile audience, physical & technical disabilities, differences in perspective & viewpoint)

**Suggested Evaluation Methods:**
- Group Discussion
- Debate
- Case Study Presentation

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### Module IV:

- **Detecting Fallacies (Hasty Generalizations, Circular argument, Red herring) – Types of Fallacies – Making inferences – Drawing conclusions – Conceptualization of ideas - Analysis & synthesis of ideas - Evaluating information - Scientific reasoning (thinking about many dimensions at the same time)**

**Suggested Activities:**

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- Fallacy check exercises (with suitable reading texts)
- Jigsaw reading

SUGGESTED EVALUATION METHODS:
- Mini presentation on given topics
- Assignment (Analytical Essay writing)
- Quizzes

MODULE V:

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<td>Internet &amp; critical thinking (using the internet as a resource) – Collaborative problem solving – Creative critical thinking (analyzing, synthesizing, reflecting, evaluating) - Media &amp; critical thinking</td>
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SUGGESTED ACTIVITIES:
- Flipped Class room (Performance Appraisal)
- Discussion threads (on an online forum)
- Critical review writing (Stress on the positive side)

SUGGESTED EVALUATION METHODS:
- Quizzes
- Mini projects (SGW)

REFERENCE BOOKS:
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What is an interview? Types of Interviews: (Group, Individual, Stress, Telephonic, Skype, Behavioral)
Different phases of an interview: (Structured & unstructured interviews) - Panel interviews
Preparing for an Interview – Research on Company Profile & Job details (Data collection relevant to company, job and the related fields.) – Developing speaking skills (conversational, brief and succinct styles)

**SUGGESTED ACTIVITIES:**
- Information gap activities based on relevant texts. (Preparing for probable questions on technical content).
- Analytical reading (sample interviews).

**SUGGESTED EVALUATION METHODS:**
- Quizzes on varied purposes of interviews
- Assignments – Essay writing on types of interviews and the necessary preparation for different interviews.

**MODULE II:**

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Importance of Active Listening - Analytical thinking – Interpersonal communication – Intercultural competence – Logical thinking – Stress management – Negotiating skills – Team work (Being assertive) – making short presentations.

**SUGGESTED ACTIVITIES:**
- Listening Practice- Note taking tasks
- Discussion activities (Team Work & Group discussion)
- Role play exercises (Testing Active Listening based on Responses)

**SUGGESTED EVALUATION METHODS:**
- Case study interview analysis
- Group discussion (Performance Evaluation & Feedback)

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Body language – Facial expressions (gestural and postural systems) – Effective speaking skills – self-introduction – Telephone etiquette – Telephone interviews – Skype interview- Behavioral interviews (Highlighting one’s strengths in the interview.)

**SUGGESTED ACTIVITIES:**
- Preparing Power Point slides (Stress on the Accuracy of both Linguistic & Visual components of Body Language)
- Short essay writing on appropriacy and importance of body language
- Error correction exercises

**SUGGESTED EVALUATION METHODS:**
- Essay writing- sample, effective, telephonic conversations
- Short speeches

**MODULE IV:**

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Writing a resume – Customized Job application – Use of appropriate and error-free language in job applications – Opening and closing of an interview —Optimal strategies to be adopted while responding to problem questions – FAQs

**SUGGESTED ACTIVITIES:**
- CV writing (Models to be provided)
- Role play (focus on demeanor and conversational style
- Mock interviews

**SUGGESTED EVALUATION METHODS:**
- Quizzes
- Writing a Job application with an appropriate Resume

**MODULE V:**

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Stress interview – Negotiating salary package – Use of politeness strategies

**SUGGESTED ACTIVITIES:**
- Role-play with a focus on negotiating skills.
- Team activities (attending and winning at stress interviews)

**SUGGESTED EVALUATION METHODS:**
- Mock interviews
- Peer Evaluation & Feed back

**REFERENCE BOOKS:**
OBJECTIVES:

- To the study of nature and the facts about environment.
- To find and implement scientific, technological, economic and political solutions to environmental problems.
- To study the interrelationship between living organism and environment.
- To appreciate the importance of environment by assessing its impact on the human world; envision the surrounding environment, its functions and its value.
- To study the dynamic processes and understand the features of the earth’s interior and surface.
- To study the integrated themes and biodiversity, natural resources, pollution control and waste management.

UNIT I  ENVIRONMENT, ECOSYSTEMS AND BIODIVERSITY  14
  Field Study of Common Plants, Insects, Birds
  Field Study of Simple Ecosystems – Pond, River, Hill Slopes, etc.

UNIT II  ENVIRONMENTAL POLLUTION  8
Definition – Causes, Effects and Control Measures of: (A) Air Pollution (B) Water Pollution (C) Soil Pollution (D) Marine Pollution (E) Noise Pollution (F) Thermal Pollution (G) Nuclear Hazards – Soil Waste Management: Causes, Effects and Control Measures of Municipal Solid Wastes – Role of an Individual in Prevention of Pollution – Pollution Case Studies – Disaster Management: Floods, Earthquake, Cyclone and Landslides.
Field Study of Local Polluted Site – Urban / Rural / Industrial / Agricultural.

UNIT III  NATURAL RESOURCES  10
Field Study of Local Area to Document Environmental Assets – River / Forest / Grassland / Hill / Mountain.
UNIT IV  SOCIAL ISSUES AND THE ENVIRONMENT


UNIT V  HUMAN POPULATION AND THE ENVIRONMENT


TOTAL: 45 PERIODS

OUTCOMES:

Upon successful completion of the course, students will be able to:

Environmental Pollution or problems cannot be solved by mere laws. Public participation is an important aspect which serves the environmental Protection. One will obtain knowledge on the following after completing the course.

- Public awareness of environment at infant stage.
- Ignorance and incomplete knowledge has lead to misconceptions.
- Development and improvement in standard of living has lead to serious environmental disasters.

TEXT BOOKS:


REFERENCES: