

**Program Name** : Diploma in Civil Engineering/ Computer Engineering / Information Technology /Automobile Engineering/ Fashion & Clothing Technology / Electrical Engineering Group / Electronics Engineering Group / Diploma in Artificial Intelligence and Machine Learning / Diploma in Computer Hardware & Maintenance / Diploma in Electronics and Computer Engineering

**Program Code** : CE/CR/CS/CO/CM/CW/IF/AE/DC/EE/EP/EU/DE/EJ/ET/EN/EX/EQ/IE/IS/IC/AN/HA/TE

**Semester** : Fifth

**Course Title** : Environmental Studies

**Course Code** : 22447

### 1. RATIONALE

The world today is facing the biggest challenge of survival. Degradation of ecosystem, depletion of natural resources, increasing levels of pollution pose major threat to the survival of mankind. The need of the hour, therefore, is to concentrate on the area of environmental aspects, which shall provide an insight into various environment related issues. Environmental studies are an interdisciplinary academic field that integrates physical, chemical and biological sciences, with the study of the environment. It provides an integrated, quantitative, and interdisciplinary approach to the study of environmental system & gives an insight into solutions of environmental problems.

### 2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- Diagnose and manage environment related issues

### 3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following industry oriented COs associated with the above mentioned competency:

- Develop Public awareness about environment
- Select alternative energy resources for Engineering Practice
- Conserve Ecosystem and Biodiversity
- Apply techniques to reduce Environmental Pollution
- Manage social issues and Environmental Ethics as lifelong learning

### 4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme												
L	T	P		Theory						Practical						
				Paper Hrs.	ESE		PA		Total		ESE		PA		Total	
					Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
3	-	-	3	90 Min	70*#	28	30*	00	100	40	--	--	--	--	--	--

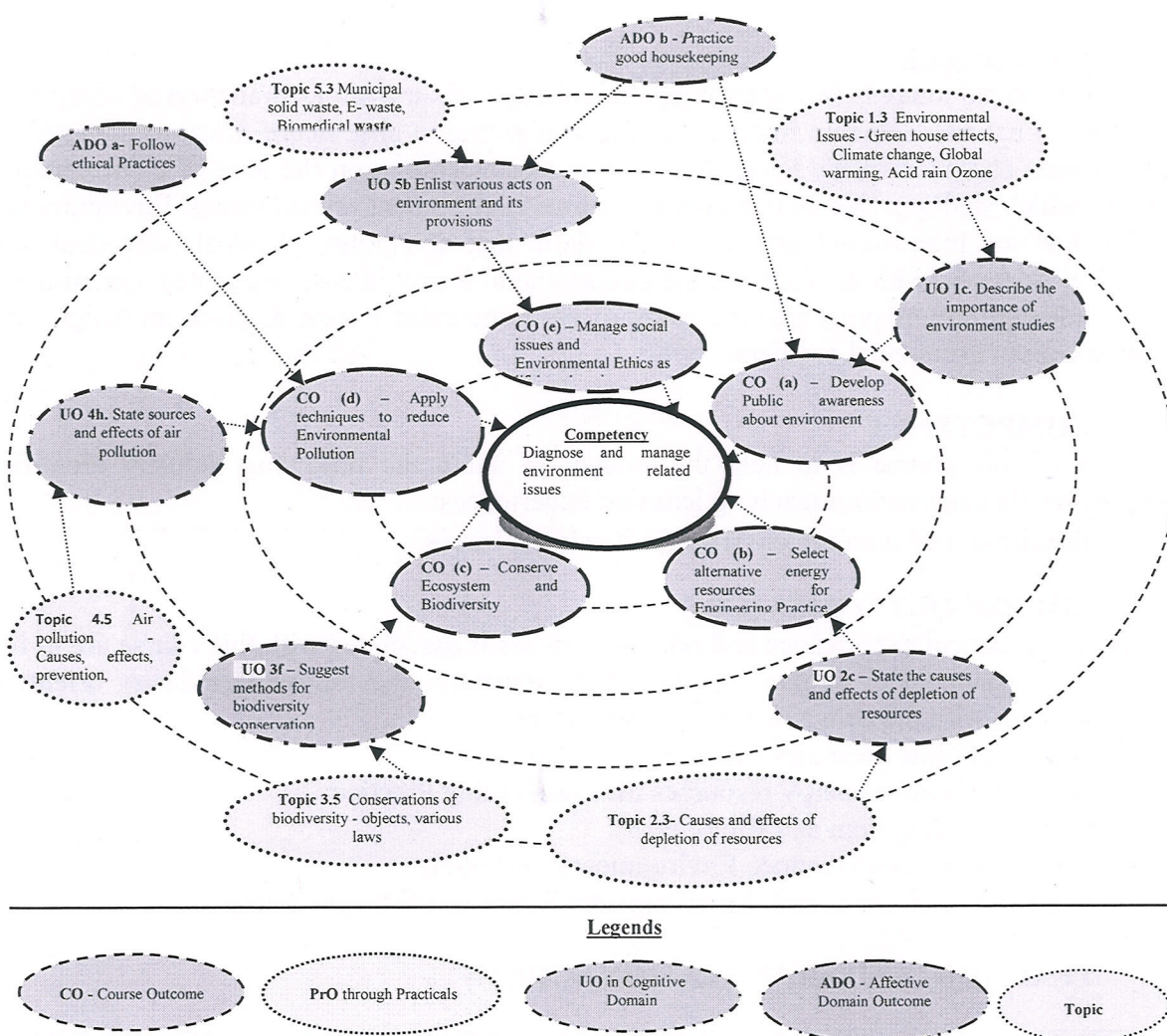
### (#) Online Theory Examination.

(\*): Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the cognitive domain UOs required for the attainment of the COs.

**Legends:** L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

### 5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

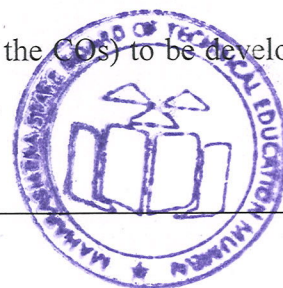
This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.



**Figure 1 - Course Map**

### 6. SUGGESTED EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency:





S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
1	NIL		
	<b>Total</b>		

**Note**

- A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '\*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

S. No.	Performance Indicators	Weightage in %
1	NIL	
	<b>Total</b>	

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- Follow safety practices.
- Practice good housekeeping.
- Practice energy conservation.
- Demonstrate working as a leader/a team member.
- Maintain tools and equipment.
- Follow ethical Practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

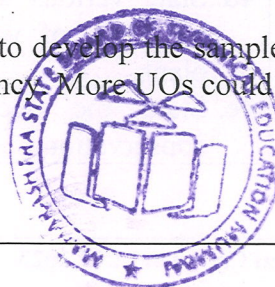
- 'Valuing Level' in 1<sup>st</sup> year
- 'Organising Level' in 2<sup>nd</sup> year
- 'Characterising Level' in 3<sup>rd</sup> year.

**7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED**

S. No.	Equipment Name with Broad Specifications	PrO. No.
1	NIL	-

**8. UNDERPINNING THEORY COMPONENTS**

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.





Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
<b>Unit – I Environment</b>	1a. Discuss the scope of Environment. 1b. Describe various types of environment 1c. Describe the importance of environment studies. 1d. Discuss about the need of public awareness about environment. 1e. Describe various environmental issues.	1.1 Definitions, need of environmental studies. 1.2 Segments of environment- Atmosphere, Hydrosphere, Lithosphere, Biosphere. 1.3 Environmental Issues - Green house effects, Climate change, Global warming, Acid rain Ozone layer depletion, Nuclear accidents. 1.4 Concept of 4R (Reduce, Reuse, Recycle and Recover), 1.5 Public awareness about environment.
<b>Unit- II Energy Resources</b>	2a. List various natural resources. 2b. Describe Renewable, Nonrenewable and Cyclic resources. 2c. State the causes and effects of depletion of resources. 2d. State advantages and disadvantages of forms of energy. 2e. Select appropriate solutions of efficient use of energy. 2f. State the impacts of overuse of natural resources.	2.1 Natural Resources - Forest Resources, Water Resources, Energy Resources, Land resources, Mineral resources. 2.2 Renewable, Non-renewable and Cyclic Resources. 2.3 Causes and effects of depletion of resources. 2.4 Energy forms (Conventional and non-conventional). 2.5 Present global energy use and future demands. 2.6 Energy conservation. 2.7 Over use of natural resources and its impacts on environment.
<b>Unit- III Ecosystem and Biodiversity</b>	3a. State the aspects and division of ecosystem. 3b. State the general characteristics and function of ecosystem. 3c. List levels of biodiversity. 3d. Enlist the endangered species. 3e. Describe value of biodiversity. 3f. Suggest methods for biodiversity conservation.	3.1 Ecosystem - Definition, Aspects of ecosystem, Division of ecosystem, General characteristics of ecosystem, Functions of ecosystem. 3.2 Biodiversity - Definitions, Levels, Value and loss of biodiversity. 3.3 Biodiversity assessment initiatives in India. 3.4 Threats and Hotspots of biodiversity. 3.5 Conservations of biodiversity - objects, various laws.
<b>Unit- IV Environmental Pollution</b>	4a. Define pollution. 4b. State the sources of pollution. 4c. State the effects of land pollution on environment and lives. 4d. State various units and their functions of water treatment plant. 4e. State the needs of water conservation.	4.1 Definition of pollution, types- Natural & Artificial (Man- made). 4.2 Soil / Land Pollution – Causes and effects on environment and lives, preventive measures. 4.3 Water Pollution - Sources of water (surface and sub surface), sources of water pollution, effects on environment and lives, preventive measures, BIS water quality



Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
	4f. State the impacts of sewage. 4g. State various units and their functions of sewage treatment plant. 4h. State sources and effects of air pollution. 4i. Describe various methods to prevent air pollution. 4j. State sources and effects of noise pollution. 4k. Describe preventive measures for noise pollution. 4l. State characteristics of solid waste. 4m. State the impacts of solid waste. 4n. Describe incineration, RDF and sanitary landfilling. 4o. State the standards limiting/controlling values of various types of pollution.	standards, flow diagram of water treatment plant, Water conservation. 4.4 Wastewater - Generation(domestic and industrial), Impacts, flow diagram of sewage treatment plant, CPCB norms of sewage discharge. 4.5 Air pollution - Causes, effects, prevention, Ambient air quality standards. 4.6 Noise pollution - Sources, effects, prevention, noise levels at various zones of the city. 4.7 Municipal Solid Waste, Bio-medical waste and E-waste - Sources, generation, characteristics, effects, and methods to manage.
<b>Unit-V Social Issues and Environmental Education</b>	5a. Elaborate article (48-A) and (51-A (g)) 5b. Enlist various acts on environment and its provisions. 5c. State the roles and responsibilities of CPCB. 5d. Define sustainable development, and EIA. 5e. Describe rain water harvesting and groundwater recharge. 5f. Differentiate between formal and non formal education.	5.1 Article (48-A) and (51-A (g)) of Indian Constitution regarding environment, Environmental protection and prevention acts, CPCB and MPCB norms and responsibilities, The role of NGOs. 5.2 Concept of sustainable development, EIA and environmental morality. 5.3 Management Measures - Rain Water harvesting, Ground water recharge, Green Belt Development, Use of Renewable energy, water shed management, interlinking of rivers. 5.4 Role of information technology in environment and human health.

*Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' and above of Bloom's 'Cognitive Domain Taxonomy'*

## 9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Environment	06	4	6	-	10
II	Energy Resources	10	4	8	4	16



Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
III	Ecosystem and Biodiversity	08	4	4	4	12
IV	Environmental Pollution	16	8	8	4	20
V	Social Issues and Environmental Education	08	4	4	4	12
<b>Total</b>		<b>48</b>	<b>24</b>	<b>30</b>	<b>16</b>	<b>70</b>

**Legends:** R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

**Note:** This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

### 10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Plant and adopt a tree in your nearby locality/Polytechnic campus and prepare report about its growth and survival after six months with photos.
- Organize seminar on air pollutants of relevant MIDC area/vehicle
- Organize poster exhibition about global warming and ozone depletion.
- Visit a nearest water purification/effluent treatment plant.

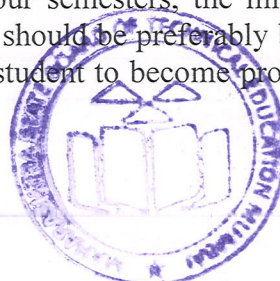
### 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- Guide student(s) in undertaking micro-projects.
- Use proper equivalent analogy to explain different concepts.
- Use Flash/Animations to explain various topics.

### 12. SUGGESTED MICRO-PROJECTS

**Only one micro-project** is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be *individually* undertaken to build up the skill and confidence in every student to become problem solver so





that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should *not exceed three*.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- Prepare a report on visit to PUC Center.
- Visit a near by RO plant and prepare detail technical report.
- Prepare report on Household water filtration unit
- Prepare a list of polluted natural resources which are responsible for pollution and collect information on how to manage them .
- Collection of Data from Hospital:** Collect everyday information on percentage of solid hazardous and toxic waste for two month
- Visit of Municipal Effluent Treatment Plant:** Visit effluent treatment plant and prepare report on waste management.
- Visit of Water Treatment Plant:** Visit water treatment plant and prepare report on various units of water treatment and its management.
- Preparation of report:** Prepare the chart of solid waste management showing effects on environment.
- And any other relevant topic related to course**

### 13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Basic Environmental Sciences	Michael Allaby	Routledge Publication, 2 <sup>nd</sup> Edition, 2000, ISBN: 0-415-21176-X
2	Environmental Science	Y. K. Singh	New Age International Publishers, 2006, ISBN: 81-224-2330-2
3	Environmental Studies	Erach Bharucha	University Grants Commission, New Delhi
4	Environmental Studies	Rajagopalan	Third Edition, Oxford University Press, USA, ISBN: 9780199459759, 0199459754
5	A text book of Environmental Science	Arvind Kumar	APH Publishing New Delhi
6	A text book of Environmental Studies	Shashi Chawla	Tata Mc Graw-Hill New Delhi

### 14. SOFTWARE/LEARNING WEBSITES

- [www.eco-prayer.org](http://www.eco-prayer.org)
- [www.teriin.org](http://www.teriin.org)
- [www.cpcb.nic.in](http://www.cpcb.nic.in)



- d. [www.indiaenvironmentportal.org.in](http://www.indiaenvironmentportal.org.in)
- e. [www.whatis.techtarget.com](http://www.whatis.techtarget.com)
- f. [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
- g. [www.conserve-energy-future.com](http://www.conserve-energy-future.com)

