**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED-332** |
| Course Title | **Environmental Studies** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counseling Hours | Wednesday: 10am to 2 pm  Friday: 10am to 2 pm |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision.**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

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After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

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| --- | --- | --- | --- |
| PLO # | PLO Title | Description | PLO Domain |
| 1 | Subject matter knowledge | Evaluate the existing content, theories, and practices related to Education in local and global perspective to apply in their context. | Cognitive |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the psychological, social, and moral development of students. | Cognitive |
| 3 | Knowledge of Professional and Ethical Values | Exhibit professional and ethical values in their teaching and character | Affective |
| 4 | Instructional Planning and Strategies | Apply and utilize the educational and learning planning skills in their specialization and content areas | Cognitive |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies appropriate to measure students’ learning, considering curriculum requirement and learning objectives. | Cognitive |
| 6 | Learning Environment | Create the conducive and inclusive learning environment as per educational theories in the context of local and global needs of the students | Cognitive |
| 7 | Effective Use of Information and Communication Technologies- | Integrate ICT and emerging technologies in their teaching and communication | Psychomotor |
| 8 | Collaboration and Partnership | Contribute in teaching-learning activities using locally and globally available platforms as an effective member of the education community. | Affective |
| 9 | Continuous Professional Development and Code of Conduct | Meet high standards of professionalism and academic integrity not only in their academic and administrative duties but also in professional development activities. | Cognitive and Affective |
| 10 | Teaching of English | Teach English effectively in different contexts by using their knowledge of ELT pedagogy | Cognitive |

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

**Course Description**

This course is designed to help participants to build a knowledge base about environmental studies and develop an understanding and disposition towards dealing with different environmental issues locally and globally. The participants intend to study the local environment and develop a strategy to deal with it. They shall also analyze an environmental problem in detail and come with its solution with the help of visuals.

**Course Learning Outcomes:**

Graduates will be able to:

1. Recognize the importance of environmental studies and its issues in Pakistan C1
2. Explain social, physical, and psychological influences of environment in society. C1
3. Understand global perspective on environmental studies C2
4. Identify the solution of current environmental problems. C3

**Teaching Methodology:**

The course will be taught using various techniques, including on-campus lectures, discussions, reading and writing assignments, presentations, group work, field project and research work.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations | 15% |
| Final Exam | 35% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **CLOs** |
| 1. | **Introduction** | Outline | P.K Test |
| 2. | * Introduction to environmental studies * Scope of environmental studies * Importance of environmental studies | Ch.1 | 1 |
| 3. | * Types of environment * Multidisciplinary Approach of environmental studies | Ch.1 | 1 |
| 4. | * Components of environmental studies * Different spheres of environmental studies | Ch.2 | 1 |
| 5. | * Structure of environment * Functions of atmosphere | Ch.2 | 1 |
| 6 | * Hydrosphere * Lithosphere | Ch.2 | 1 |
| 7 | * Biosphere * Classification of environment * Physical environment * Chemical environment * Biological environment | Ch.2 | 1 |
| 8 | **Mid Exams** |  |  |
| 9 | * Components of environment in respect of food and nutrition * Food Chain * Natural Resources | Ch.2 | 1 |
| 10 | * International Scope of SDGs * Environmental Issues of International Importance | Ch.3 | 1,2 |
| 12 | * Environmental Issues, Awareness and Solutions | Topic on Environmental Issues | 2, 3 |
| 13 | * Environmental Issues, Awareness and Solutions | Topic on Environmental Issues | 2, 3 |
| 14 | * Field work on environment problems | Topic on Environmental Issues | 3 |
| 15 | * Field work on environment problems | Topic on Environmental Issues | 3 |
| 16 | **Final Exams** |  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Assignment | Presentation | Class Activity | Project Work on Field | Mid Exam | Final Exam |
| 1 | ✔ | ✔ |  |  |  |  | ✔ |  |
| 2 |  | ✔ |  |  | ✔ |  | ✔ |  |
| 3 |  |  | ✔ |  |  | ✔ | ✔ | ✔ |
| 4 |  |  |  | ✔ |  |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CLO’s/PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** |
| **PLO 1: Subject matter knowledge** | **✔** |  |  | **✔** |
| **PLO 2: Human Growth and Development-** |  | **✔** | **✔** |  |
| **PLO 3: Knowledge of Professional and Ethical Values** | **✔** | **✔** |  |  |
| **PLO 4: Instructional Planning and Strategies** |  | **✔** |  |  |
| **PLO 5: Students’ Assessment-** | **✔** |  |  |  |
| **PLO 6**: **Learning Environment** |  | **✔** | **✔** |  |
| **PLO 7: Effective Use of Information and Communication Technologies** | **✔** | **✔** |  |  |
| **PLO 8: Collaboration and Partnership-** |  | **✔** | **✔** |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |

**Recommended Text Books:**

Bharucha, E. (2005). *Textbook of environmental studies for undergraduate courses*. Universities Press.

Chawla, S. (2013). *A Textbook of Environmental Studies*. McGraw Hill Education (India) Private Limited.

**Recommended Reference Books:**

Basu, M. & Xavier, S. (2018). *Fundamentals of Environmental Studies*. Cambridge University Press

Chiras, D. D. (2009). *Environmental science*. Jones & Bartlett Publishers.

Mallick, S., & Masood, A. (2011). Environment, energy and climate change in Pakistan: Challenges,\ implications and required responses. *Mahbub ul Haq Human Development Centre Working Paper Series*, 1-49.

Miller, G. T., & Spoolman, S. (2015). *Environmental science*. Cengage Learning.

**Internet Resources**

* <https://www.youtube.com/watch?v=gEk6JLJNg0U>
* <https://www.youtube.com/watch?v=gWHE4ug1xpc>
* <https://www.youtube.com/watch?v=pZb1evpfj_g>
* <https://www.youtube.com/watch?v=YuO4WB4SwCg>
* <https://www.youtube.com/watch?v=x_sJzVe9P_8>
* <https://www.youtube.com/watch?v=24wO1G_7fyc>