



## Sample Environment and Sustainability Courses at CMRU

In this category we have provided seven sample courses from our list of all courses. Please find below:

SL. NO.	Course Code: Course Name
1.	7IDSS1011: Environmental Psychology (Interdisciplinary elective)
2.	6BBA305: Disaster Management
3.	5BAL702: Environmental Law
4.	4IDSS1171: Waste Management (Interdisciplinary Elective)
5.	4BHS205/105: Environment and Sustainability
6.	4BHS6A1: Sociology of Globalization and Sustainable Development
7	2BAR56: Sociology & Economics



## Interdisciplinary Courses

<b>7IDSS1011: Environmental Psychology</b>		
<b>A.Course Framework</b>		
<b>Credits: L-T-P-C: 3-0-0-3</b>		<b>Syllabus Version: 1</b>
<b>Contact Hours / Week: 3</b>	<b>Total Contact Hours: 45</b>	<b>Level: 100</b>
<b>Prerequisite(If applicable)</b>	NA	
<b>Course Learning Objectives:</b>		
<b>CLO1:</b> CLO1: To acquire conceptual knowledge of Environmental Psychology <b>CLO2:</b> To know the intricacies of human and environment <b>CLO3:</b> To acquire the knowledge of the urban stressor		
<b>Course Outcomes: On successful completion of the course, Students will be able to,</b>		
<b>CO1:</b> Understand and know about the environment and its effect. (Level 2) <b>CO2:</b> Understand the intricacies of human and environment and its impact on life. (Level 2) <b>CO3:</b> Apply the knowledge of urban stressor and how to effectively deal with them. (Level 4) (Level 2)(Level 2)		
<b>B.Syllabus</b>		
<b>Module:1 History and research methods in Environmental psychology Hours:10</b>		
Nature and Scope of Environmental psychology, Defining the field of environmental psychology. Origins and history. Environmental psychology's links with other disciplines. Key theoretical perspectives in environmental psychology. Research methods in Environmental psychology		
<b>Module:2: Urban Environments Hours: 10</b>		



**Module:3: People and the Nature Hours: 10**

The restorative capacity of natural environments. The New Environmental Paradigm. Connectedness with nature. Environmental change: impacts on human health and well-being. Conservation Psychology.

**Module:4 Environmental Risks and Interventions Hours:10**

Environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: Finding the right balance for the common good.

**Module:5: Laws Hours: 5**

Indian :

- The National Green Tribunal Act, 2010
- The Air (Prevention and Control of Pollution) Act, 1981
- The Water (Prevention and Control of Pollution) Act, 1974
- The Environment Protection Act, 1986
- The Hazardous Waste Management Regulations

**C.References**

1. Research Methods for Environmental Psychology by Robert Gifford
2. Environmental Psychology: An Introduction by Linda Steg
3. Healing Spaces: The Science of Place and Well-Being by Esther M. Sternberg
4. Handbook of Environmental Psychology by Robert B. Bechtell

**D.Mode of Assessment**

IAT / CCE / SEE



## E.Scheme of Evaluation

### Interdisciplinary Courses

#### 1. Continuous Internal Evaluation(CIE): 50 Marks

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

#### 2. Semester End Examination (SEE) Scheme: 100 Marks( Scaled down to 50 marks)

### Interdisciplinary Courses

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	3	2	5	10	L1
B	3	1	10	10	L2
C	3	2	15	30	L3

## 7IDSS1021: Personality Development

### A.Course Framework



<b>Credits: L-T-P-C: 3-0-0-3</b>		<b>Syllabus Version: 1</b>
<b>Contact Hours / Week: 3</b>	<b>Total Contact Hours: 45</b>	<b>Level: 100</b>
<b>Prerequisite(If applicable)</b>	NA	
<b>Course Learning Objectives:</b>		
<p><b>CLO1:</b> To acquire conceptual clarity regarding personality.  <b>CLO2:</b> To understand how the personality of an individual develops.  <b>CLO3:</b> To understand how various aspects of human behaviour contribute to one's personality</p>		
<b>Course Outcomes: On successful completion of the course, Students will be able to,</b>		
<p><b>CO1:</b> Understand how personality of an individual develops (Level 2)  <b>CO2:</b> Apply their knowledge on personality development to make themselves better individuals (Level 4)</p>		

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### School of Management

### Scheme of Teaching and Evaluation

**(STE) Batch 2021-22**

### Disaster Management



### A. Course Framework

<b>Credits: L-T-P: 2 – 0 – 0</b>		<b>Total Credits: 2</b>
<b>Contact Hours/Week: 2</b>	<b>Direct Teaching Hours: 30</b>	<b>Total Contact Hours: 30</b>
<b>Course Learning Objectives:</b> CLO1: To provide basic conceptual understanding of disasters and terminologies used in disaster management. CLO2: To sensitize students on the causes and consequences of various types of disasters. CLO3: To demonstrate the ability to face the challenges posed by disasters and to build skills to respond to disasters. CLO4: To analyse the disaster management plans in India.		
<b>Course Outcomes:</b> <b>On successful completion of the course, students will be able to,</b> CO1: Distinguish the various types of disasters and its impact. (L2) CO2: Examine the causes and effects of various disasters. (L3) CO3: Prepare and analyse plans for disaster mitigation and response. (L3,L4) CO4: Develop self-awareness and skills in evaluating disaster management plans in India. (L4)		

### B. Syllabus

<b>Module – 1: Introduction to Disaster and Disaster Management</b>	<b>6 hours</b>
Concepts and definitions of disaster; The history of Disaster; Characteristics of Disaster, Consequences of Disaster; Relationship between Disaster and development; disaster management and disaster management cycle.	
<b>Module – 2: Types of Disasters and Risk Management</b>	<b>10 hours</b>



Geological disasters: Earthquakes- landslides- tsunami-volcanic-eruptions mining;

Hydro-meteorological disasters: floods-cyclones-lightning-thunder-storms-hailstorms, avalanches droughts- cold and heat waves;

Biological disasters: epidemics- pest attacks- forest fire;

Technological disasters- chemical-industrial- radiological- nuclear;

Manmade disasters: building collapse- rural and urban fire- road –rail - sea and aviation accidents terrorism;

Urban disasters: Cities at risks - Reasons of urban disasters - Impact of urban Disaster

Emerging risks of disasters; Significance of Risk assessment, Risk management and Risk analysis; Risk mapping- Zonation and Micro zonation.

<b>Module – 3: Pre &amp; Post Disaster Management</b>	<b>8 hours</b>
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Pre Disaster Management – Disaster Preparedness: Concept and Nature ; Disaster Preparedness Plan; Mitigation of disasters;

Disaster Risk Reduction - Early warning system - Capacity Building of medical team - Awareness during disaster – Evacuation

Post Disaster Management: Response (search and rescue – emergency operation center – incident command system)– Recovery (Relief, Restore and Rehabilitation) – Development; Damage and needs assessment; Psychological Response and Management (Trauma, Stress, Rumor and Panic) Role of IT in Disaster Preparedness; Role of Engineers on Disaster Management.

**Case study I:** “What the world can learn from Odisha, India’s most disaster-ready state- Super Cyclone 1999” – Pre disaster management

**Case study II:** “International Cooperation in a Post-disaster Scenario: A Case Study from Gujarat, India”



<b>Module – 4: Disaster Management Policy and Institution</b>	<b>6 hours</b>
Disaster profile of India – Mega disasters of India and lessons learnt; Disaster Management Act 2005 – Institutional and financial mechanism; National policy on disaster management, National guidelines and plans on disaster management; Role of government , NGO, National and International agencies for Disaster Management	

### C. Scheme of Evaluation

#### a. Continuous Internal Evaluation (CIE) Scheme: 25 Marks

Components	Average of IATs	CCE	Total Marks
Max. Marks	10	15	25

#### b. Semester End Examination (SEE) Scheme: 50 Marks

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Blooms Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L3,L4
C	3	2	10	20	L4,L5

#### References;

- Sulphery, M.M, Disaster Management, PHI learning private limited.
- Saravana Kumar N, Disaster Management, Himalaya Publishing House.
- Dr. Mrinalini Pandey, Disaster Management, Wiley India Pvt. Ltd.
- Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.





STE : 2020 - 2021

**School of Legal Studies**

**B.A., LL.B. (Hons)**

<b>CourseCode: 5BAL702 Course Title: EnvironmentalLaw</b>		
<b>Course Frame Work:</b>		
<b>Credits: L-T-P: 4-0-0</b>		<b>Total Credits: 4</b>
<b>Contact Hours/Week:5</b>	<b>Direct Teaching Hours:60</b>	<b>Total Contact Hours:60</b>
<b>Prerequisites:</b>		
<p><b>Course Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>· Understanding environmental issues and conceptualise the legal responsibilities towards them.</li> <li>· Awareness of Indian and International Approaches towards environmental law · Incorporation of emerging environmental principles and sustainable development as a goal of environmental law</li> </ul>		
<p><b>Course Outcomes:</b></p> <p>On Successful completion of the course, the students will be able to,</p> <ul style="list-style-type: none"> <li>· Explain the various environmental legislations and legal obligations</li> <li>· Understand and apply the principle of sustainable development</li> <li>· Conceptualize international legal principles of environmental law within the municipal framework</li> <li>· Understand the challenges to environment from an Indian perspective</li> </ul>		
<b>Syllabus:</b>		<b>Hours</b>
<b>Module – 1 Environment and Pollution</b>		<b>5</b>
Environment – Meaning and Scope; Pollution – Air, Water, Environmental - Meaning, Causes and Effects; Dimensions and Magnitude of the Problem of Environmental Degradation; Climate Change		
<b>Module – 2 International Environmental Law</b>		<b>16</b>



U.N. Conference on Human Environment, 1972 – Stockholm Principles, Establishment of Environmental Institutions like UNEP; Ozone Protection – Montreal Protocol for the Protection of Ozone Layer, 1987 as amended; U.N. Conference on Environment and Development, 1992 - Rio Principles; U.N. Convention on Biological Diversity, 1992; Cartagena Protocol on Biosafety, 2000; U.N. Convention on Climate Change 1992, Kyoto Protocol, 1997; Forest Principles; Agenda 21; Aarhus Convention; Johannesburg Conference, 2002; Rio+20-United Nations Conference on Sustainable Development; Paris Agreement

**Module – 3 Constitutional Perspective**

**16**

Fundamental Rights - Article 14 (Right to equality, non-arbitrary and non-discriminatory treatment), Article 19(1)(g) (Freedom to carry on trade or business), Article 21 (Right to life, livelihood and wholesome environment) and Article 32 (Right to Constitutional remedies); Directive Principles of State Policy – Article 47, 48-A; Fundamental Duty – Article 51-A(g); Article 226 (Powers of High Courts); Public Interest Litigation; Locus Standi; Fundamental Principles of Environmental Protection; Development v. Environment; Sustainable Development –Inter-generational and Intergenerational Equity; Precautionary Principle; Polluter Pays Principle; Public Trust Doctrine; Principle of No fault and Absolute Liability



STE : 2020 - 2021

**School of Legal Studies  
B.A., LL.B. (Hons)**

**Module – 4 Environmental Legislation**

**13**

- Water; The Water (Prevention and Control of Pollution) Act, 1974 – Water Pollution – Meaning; Central and State Pollution Control Boards –Constitution, Powers and Functions; Water Pollution Control Areas; The Water Cess (Prevention and Control of Pollution) Act, 1977
- Air; The Air (Prevention and Control of Pollution) Act, 1981- Air Pollution – Meaning, Causes and Effects; Central and State Pollution Control Boards - Functions; Air Pollution Control Area; Consent Requirement; Noise Pollution (Regulation and Control) Rules, 2000; Offences/Penalties; Vehicular pollution
- Environment; The Environment (Protection) Act, 1986 – Aims and Objects; Meaning of “Environment” and “Environmental Pollutant”; Powers and Functions of the Central Government; Environment Authority - Constitution; Delegation Powers; Offences/Penalties; Effectiveness of the Act;
- NGT; The National Green Tribunal Act, 2010; Aims and Objects; Jurisdiction, Establishment of the Tribunal; Powers and Proceedings of the



Tribunal;Penalty					
<b>Module – 5 Protection and Conservation of Forests, Biodiversity and Wildlife</b>					<b>10</b>
<ul style="list-style-type: none"> <li>· The Indian Forest Act, 1927; The Forest (Conservation) Act, 1980; Kinds of Forest Land - Private, Reserved, Village, Protected; Dereservationof Forests - Use of Forest Land for Non- Forest purposes; Rights of Tribals, Forest Dwellers; The Scheduled Tribes and Other Traditional Dwellers (Recognition of Forest Rights) Act, 2006; Use of Forest Land - Mining, Eco-Tourism, MegaProjects.</li> <li>· The Biological Diversity Act, 2002; Regulation of genetically modified organisms; The Manufacture, Use, Import, Export and Storage of Hazardous Micro-Organisms Genetically Engineered Organisms or Cells Rules,1989.</li> <li>· Protection of Wildlife - The Wildlife (Protection) Act, 1972; Sanctuaries and National Parks; Licensing of Zoos andParks.</li> </ul>					
<b>Scheme of Evaluation Continuous Internal Evaluation (CIE)Scheme: 50 Marks</b>					
Components	Average of Internal Assessment Test (IAT)	Sum of Assignments (CCE)	...	Quiz/Seminar	Total Marks
Max.Marks	20	30		-	50

**Semester End Examination (SEE) : 50**

**Marks Question paper pattern:**

- **Section A** - shall have six questions for 10 marks each. The students shall have to answer four questions out of six.(4\*10=40).
- **Section B** - shall have two questions numbered 7 and 8.
- The student shall attempt either question 7 or 8 which will carry 10 marks (2\*5=10)
- Question 7 shall have two short notes enumerated 'a' and 'b'. The student may answer either one of the two.
- Question 8 shall have two problem questions enumerated 'a' and 'b'. The student may answer either one of the two.

... Semester <Programme>

**Semester End Examination, <Month> -**

**<Year>**

**Course Code : ...**

**Course: ...**

**Time:2Hours Total Marks:50 SECTION A**

Answer any **FOUR** of the following Marks:4\*10=40 1.

- 2.
- 3.
- 4.
- 5.
- 6.

**SECTION B**

7. Short Note: 5Marks a)

- O
- R
- b)

8. Problem: 5Marks a)

- O
- R
- b)



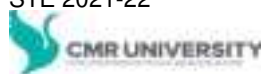
**School of Legal Studies****B.A., LL.B. (Hons)****Text Books:**

10. ShyamDiwan and Armin Rosencranz, Environmental Law and Policy in India – Cases, Materials and Statutes (2nd ed.,2001)
11. P. Leelakrishnan, Environmental Law Case Book (2nd ed.,2006)
12. Gurdip Singh, Environmental Law in India(2005)
13. P. Leelakrishnan, Environmental Law in India (3rd ed.,2008)
14. Stuart Bell & Donald Mc Gillivray, Environmental Law (7 th ed.,2008)

**References:**

8. Singh, R. B., and Suresh Misra. Environmental Law in India. New Delhi: Concept Publishing Co., 1996.
9. Riversz, Richard L., et.al. (eds.) Environmental Law: The Economy and Sustainable Development. Cambridge: CUP,2000.
10. World Commission on Environment and Development. Our Common Future. Oxford.1987
11. The Water (Prevention and Control of Pollution) Act,1974
12. The Air (Prevention and Control of Pollution) Act,1981
13. The Environment (Protection) Act,1986
14. The Public Liability Insurance Act,1991
15. The National Green Tribunal Act,2010
16. The Biological Diversity Act, 2002 (18 of2003)
17. The Wildlife (Protection) Act,1972
18. The Forest (Conservation) Act,1980
19. The Indian Forest Act,1927
20. The Scheduled Tribes and Other Traditional Dwellers (Recognition of Forest Rights) Act,2006.

STE 2021-22

**Interdisciplinary Courses**

50	50	100
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**4IDSS1171:Waste Management****A. Course Framework****Credits: 3-0-0-3****Syllabus Version:1****Contact Hours / Week: 45****Total Contact Hours: 45****Level: 100****Prerequisite: (If applicable)****Course Learning Objectives:** This course enables the student to**CLO1:** Describe the components of solid waste management and the laws governing it. **CLO2:** Discuss the solid waste collection systems, route optimization techniques and processing of solid wastes reduction.**CLO3:** Outline the design, operation, and maintenance of different methods of treatment.**CLO4:** Aware of various responsibilities of Waste Management.**CLO5:** Know various methods to reduce waste in different ways.**Course Outcomes:**

On successful completion of the course, Students will be able to

**CO1:** Define the various components of solid waste management and Its laws. L2 **CO2:** Understand the different methods of waste collection and its reduction. L2**CO3:** Design various waste treatment methods. L3 **CO4:** Understand the various responsibilities of Waste Management. L2 **CO5:** Create various methods to reduce waste in different ways. L4**PO: PO1/PO2/PO3/PO4/PO5/PO7 PSO: PSO1****B. Syllabus****SYLLABUS (THEORY) 45 h****Module:1: Introduction to waste 9 h**

Problem of Wastes, Types of Solid Waste, Categories of solid waste, Effects of Excess Waste Generation, Waste Characterization

**Module:2: Source Reduction 9 h**

Solid Waste Reduction, Waste reduction strategies - How to Start a Waste Reduction Program Guideline, Economic benefits of Waste Reduction, Operation on a daily basis

**Module:3: Waste Analysis and Waste Audit 9 h**

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STE 2021-22



**Interdisciplinary Courses**

Introduction to Terminology of Waste, Waste Analysis, Introduction to Waste Audit, Checklist for performance audit in Waste Collection, Segregation, Transport, Treatment

**Module:4: People's Responsibility of Waste Management 9 h**

Responsibility of Waste Management, Polluter Pays Principle (PPP), Assimilative Capacity and the Precautionary Principle, World Scenario in Scrap Trade Extended Producer Responsibility (EPR), Carrying Capacity, Precautionary Principle

**Module:5: Waste Reduction Towards Zero Waste 9 h**

Sustainable Living, Waste Reduction at Business (Producer) Level, Waste Reduction at Individual Level: Zero Waste Living, Waste Reduction at Community Level.

**C. References**

1. Gitanjali Nain Gill, 2011, *SAGE Publication's Green Technology: An A-Z Guide* whose work for that encyclopaedia formed the basis of her contributions to Britannica.
2. Hester, R. E. and R. M. Harrison, (2002). *Environmental and health impact of solid waste management activities*. Cambridge: The Royal Society of Chemistry.



<p>The syllabus of Environmental sciences provides an integrated, quantitative and interdisciplinary approach to the study of environmental systems. The students of Engineering undergoing this Course would develop a better understanding of human relationships, perceptions and policies towards the environment and focus on design and technology for improving environmental quality. Their exposure to subjects like understanding of earth processes, evaluating alternative energy systems, pollution control and mitigation, natural resource management and the effects of global climate change will help the students bring a systems approach to the analysis of environmental problems.</p>		
CO1	Outline the expected consequences of continuous environment degradation in the society by relevant data analysis.	L2
CO2	Demonstrate a rationale for climate change adaptation and mitigation by proposing appropriate actions in key sectors.	L2
CO3	Explain the key issues under negotiation by summarizing the international climate change legal and policy framework.	L2
CO4	Demonstrate knowledge of environment sustainability by analysing relevant data about industrial impact on environment	L2
CO5	Demonstrate knowledge of social issue and modern environment	L2





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Introduction to environmental studies: Concepts of environmental sciences covering, environment, levels of organizations in environment, structure and functions in an ecosystem, biosphere, its origin and distribution on land, in water and in air, climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture	
Natural resources: Natural resources covering renewable and non-renewable resources, forests (deforestation: causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations), water (use and over-exploitation of surface	
<b>D. Mode of Assessment</b>	
IAT / CCE / Mini Project / SEE	
<b>E. Scheme of Evaluation</b>	

**1. Continuous Internal Evaluation (CIE-Theory) : 50 Marks [scaled down to 25]**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

**2. Semester End Examination (SEE) Scheme (Theory): 100 Marks [scaled down to 50]**  
**Question paper pattern:**

- The question paper shall have FIVE main questions corresponding to the FIVE modules. Internal choices shall be given only in the main questions.
- Each main question will have TWO full questions carrying TWENTY marks each. 3. A full question may have a maximum of FOUR sub questions, covering the topics under the module.
- The students will have to answer all FIVE main questions, selecting ONE full question out of the two full questions from each module.



CIE–Theory	S E E	Total Marks
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<p>and ground water, floods, droughts, conflicts over water), minerals, food and land (land resources and land use change; land degradation, soil erosion and desertification- with example of one case study); energy, energy resources: renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies</p>	
<p>Environmental Pollution: Environmental pollution: types, causes, effects and controls; Environmental Pollution- air, water, soil, marine, noise, thermal, nuclear (Only Introduction). Pollution prevention and Management of pollution. Nuclear hazards and human health risks. Solid waste management: Control measures of urban and industrial waste</p>	
<p>Development and biodiversity: human population and the environment from unsustainable to sustainable development. Humans and sustainability levels of biological diversity: genetic, species and ecosystem diversity, biogeographic zones of India, biodiversity patterns and global biodiversity hot spots India as a mega-biodiversity nation, endangered and endemic species of India. threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity</p>	



Social issues and environment: social issues and environment covering, problems relating to urban environment- population pressure, water scarcity, industrialization; remedial measures; environment, climate change and human health.

Climate change- reasons, effects (global warming, ozone layer depletion, acid rain) with one case study, climate change science. Human role in climate change and global warming. Impact of climate change. climate change mitigation: political context of greenhouse gas emission, emission levels and mitigation targets per country, integration of mitigation into development planning through low emission development strategies

Environment laws: environment protection act; air (prevention & control of pollution) act; water (prevention and control of pollution) act; wildlife protection act; forest conservation act. International agreements: Montreal and kyoto protocols and convention on biological diversity (CBD).

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Scheme of Teaching and Evaluation  
Bachelor of Technology in Computer Science and Engineering

A. –

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Scheme of Teaching and Evaluation  
Bachelor of Technology in Computer Science and Engineering

Max. Marks	20	10	20	50
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B.



1. The question paper shall have FIVE main questions corresponding to the FIVE modules.  
Internal choices shall be given only in the main questions.
2. Each main question will have TWO full questions carrying TEN marks each. 3. A full question may have a maximum of FOUR sub questions, covering the topics under the module.
4. The students will have to answer all FIVE main questions, selecting ONE full question from each module.

CIE–Theory	SEE
0.50	0.50

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[1] Burroughs, William James, *Climate Change: A Multidisciplinary Approach*, Cambridge University Press, 2001, ISBN-13: 9780521870153

[2] Chauhan, B.S. *Environmental Studies*, University Science Press, 2008, ISBN-13: 9780030947629

[3] Cronon, William. *The Carbon War: Global Warming and the End of the Oil Era*, Penguin, 1999, ISBN-13: 9780415931021

[4] Fujikura, Ryo and Tomoyo Toyota, editors, *Climate Change Mitigation and International Development Cooperation*, Routledge, ISBN-13: 9781136340673

[5] Lovins, L Hunter, and Boyd Cohen, *Climate Capitalism: Capitalism in the Age of Climate Change*, Hill and Wang, 2011, ISBN-13: 9780809034734

[6] Maslin, Mark, *Climate Change: A Very Short Introduction*, Oxford University Press, 2014, ISBN-13: 9780198719045

[7] Rogers, Peter P, Kazi F Jalal, and John A. Boyd, *An Introduction to Sustainable Development*, Earthscan, 2006, ISBN-13: 9780415191500

[8] Simon, Christopher A, *Alternative Energy: Political, Economic, and Social Feasibility*, Rowman and Littlefield, 2006, ISBN-13: 9780742549098



Scheme of Teaching and Evaluation  
Bachelor of Technology in Computer Science and Engineering




<p>The course mainly focuses on developing a conceptual foundation regarding process of globalization with special emphasis on sociological processes and sustainable development in the given context. More specifically, the learning objectives include: 1. To understand the concept of Globalization;</p> <ol style="list-style-type: none"> <li>2. To gauge the impact of globalization on society and culture;</li> <li>3. To analyze the effects of inter-play between globalization and social behaviour; and</li> <li>4. To learn technological applications for social and community development.</li> </ol>	
CO1 Demonstrate understanding of globalization process with emphasis on inter-dependence of communities and societies	L1
CO2 Analyze the critical issues in social development in the given context	L2
CO3 Develop technological interventions for social and community development	L3
CO4 Explain the health and hygiene of the community L2 CO5 Develop technological interventions for social and community development	L3



Max. Marks 20 10 20 50 A student shall obtain a minimum of 50% in CIE to be

eligible to appear for SEE.

1. Question paper shall have FIVE main questions corresponding to FIVE modules. Internal choices shall be given only in the main questions.
2. Each main question will have TWO full questions carrying TWENTY marks each. 3. A question may have a maximum of FOUR sub questions, covering the topics under the module.
4. The students will have to answer all FIVE main questions, selecting one full question from each module.

CIE SEE

1.0 0.50



[1]	Ahuja and Ram, <i>Globalization and Consumerism- Social Problems in India</i> , Rawat Publications, Jaipur, 2014, ISBN-13: 978-8131606261
[2]	Turner, S. Bryan, <i>The Routledge International Handbook of Globalization Studies</i> , Routledge, 2010, ISBN-13: 978-0415718813
[3]	Managi, Shunsuke and Surender Kumar, <i>The Economics of Sustainable Development: The Case of India</i> , Springer, 2009, ISBN-13: 978-0387981758

<b>2BAR56: SOCIOLOGY &amp; ECONOMICS</b>		
<b>A. Course Framework</b>		
<b>Credits: L-T-P-C: 2-0-0-2</b>		<b>Syllabus Version: V1.1</b>
<b>Contact Hours / Week: 2</b>	<b>Total Contact Hours: 26</b>	<b>Level: 100</b>
<b>Prerequisite/Corequisite: (If applicable)</b>		
<b>Course Learning Objectives:</b>		
CLO1: To familiarize students with basic concepts of Sociology and Economics and their influence on the built environment.		
<b>Course Outcomes: On successful completion of the course, Students will be able to,</b>		
CO1: Appreciate the role of social and economic theories and issues in the process of designing built environments. CO2: Delve into simple methods of research and writing.		
<b>PO: PO1/PO3/PO6 PSO: PSO2</b>		





**A. Syllabus**

**Module 1:** Nature, scope and utility of Sociology, relation between Sociology and society. Essential elements of society, bio-social and socio-cultural systems.

**Hours: 3**

**Module 2:** Rural and urban communities and their characteristics. Origin, growth and influence of cities. Definition of urbanization – patterns of life and influence of urbanization on rural life, urbanization process in India. Migration and its impact on urbanization, social problems of urbanization – problems relating to public health, public transport and public housing, sociological understanding of slums.

**Hours: 8**

**Module 3:** Social surveys and Social research – principles of social research, scope of research, units of study, choice of research topics, sources of information, literature review – official and unofficial documents, library references, publication etc., Field survey – adoption of suitable techniques in field research viz., Questionnaires, interview, case study etc., analysis and classification of data. New age and technology dependent processes of data collection and social research.

**Hours: 8**

**Module 4:** Definition of Economics, Economic laws, Economic goods, utility, value, price & wealth.

**Hours: 4**

**Module 5:** Economic organization of society. Consumption, wants, their characteristics and laws based upon them. Standard of living, market value, opportunity cost, the laws of diminishing, increasing and constant returns.

**Hours: 8**



**Module 6:** Urban land values, land utilization, factors involved in development of urban land. Cost and cost indices, preliminary for building. Concepts of life cycle costing with reference to buildings. Time value of money present worth and inflation. Sources of finance for buildings

**Hours: 8**

**B. References**

1. Panneerselvam R, Engineering Economics, Prentice Hall India, New Delhi, 2000
2. Bruce, Steve, Sociology : A very short Introduction, Oxford University Press, Oxford,1999

**D. Mode of Assessment**

CIE

**E. Scheme of Evaluation**

**1. Continuous Internal Assessment (CIE)**

Components	Average of IATs		Total Marks
Max. Marks	-	50	50

**2. Semester End Examination (SEE) Scheme: 50 Marks**

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	4	A total of 5 with minimum of 2 from each section	20	Min 40, Max 60	



B	4		20	Min 40, Max 60	
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