|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Óbudai Egyetem** | | | | | | | | | | | | | | | | | | | | | | | |
| Rejtő Sándor Könnyűipari és Környezetmérnöki | | | | | | | | | Kar | Környezetmérnöki és Természettudományi | | | | | | | | | | | | Intézet | |
| Tantárgy neve: | | | | Környezeti Management | | | | | | | | | | | | Neptun kód: | | | | RKXKZ1ABNE | | | |
| Tantárgy neve angolul: | | | | Environmental Management | | | | | | | | | | | | Kredit: | | | | 4 | | | |
| Jelleg (kötelező/ választható:) | | | | | | kötelező | | Tagozat: | | nappali | | | Félév a mintatantervben: | | | | | | | | 5 | | |
| Szakok melyeken a tárgyat oktatják: | | | | | | | Környezetmérnök alapszak | | | | | | | | | | | | | | | | |
| Tantárgyfelelős: | | Dr. Zsarnóczai J. Sándor | | | | | | | | | | *Előadó:* | | Dr. Zsarnóczai J. Sándor | | | | | | | | | |
| Előtanulmányi feltételek (kóddal is): | | | | | | | nincs | | | | | | | | | | | | | | | | |
| Heti óraszámok: | | Előadás: | | | 2 | | Tantermi gyakorlat: | | | | 0 | Laborgyakorlat: | | | *0* | | *Össz. óraszám:* | | | | | | *28* |
| Számonkérés módja (s; v; f): | | | | | é | | A képzés nyelve: | | | | Angol | | | | | | |  |  | | | | |
| **A tananyag** | | | | | | | | | | | | | | | | | | | | | | | |
| Oktatási cél: | | | | | | | | | | | | | | | | | | | | | | | |
| Environmental management and economic analysis focus on such influences of human activities on natural environment, as the increase in the GHG (greenhouse gas) emission, which led to climate change and the global warming by increasing the pollutions in the air and water resources and decreasing the biodiversity. This study focuses on the *connections among the global warming, water management and water resource allocation.* Some important problems were raised for both *irrigation dams and energy-producing dams*. The dam-users should clean the water against the sediments, which could disrupt the works of turbines producing the electric energy.  The environmental management and economic analyses became very actual, because of the negative influences of the human activities and the performances of the economies of the world economy including the EU-28 member states on the nature. The salinization process can be considered almost on 3,8 million ha areas of Europe. Also, the soil contaminations included heavy metal and mineral oil widely extended in 3 million sites of Europe.  The EU has a considerable problem concerning the *Generation of waste by economic activity* from point of view of the environmental conservation strategy. The EU should considerably decrease either Generation of waste and *Municipal waste* accompanying with decreasing GHG emission. The Water management, renewable freshwater resource issues should be developed in the EU, because this water management is very costly with very considerable waste and pollution around water resources. | | | | | | | | | | | | | | | | | | | | | | | |
| **Félévközi követelmények** | | | | | | | | | | | | | | | | | | | | | | | |
| Foglalkozásokon való részvétel: | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation in occupational (due to the exceeding the clearance of the TVSZ is disabled), the administration of the thesis to be administered and a 20-minute presentation of students from the deadline. EKHT Rating: "did not meet / meet / appropriately comply". The subject of the written exam is to be injected. The deadline for mid-term responses is possible with the payment obligation under the TTSZ, with the printed verification of the performance. The "Excellent" interim task gives the opportunity - exceptionally, in the border, to round the result of the written exam, to obtain a better interim remark. If the student cannot fulfil the requirements of the interim remark during the term of the extension, on the first 10 working days of the exam period, a new attempt may take another attempt at the remuneration under TTSZ. | | | | | | | | | | | | | | | | | | | | | | | |
| Zárthelyik, jegyzőkönyvek, beszámolók, stb. (száma, időpontja) | | | | | | | | | | | | | | | | | | | | | | | |
|  | 2 writing exams, 2 oral exams, 3 presentations from Given material, Study region and Case study. | | | | | | | | | | | | | | | | | | | | | | |
|  | **The replacement-closed site is the exam duration TVSz. prescribed for the period prescribed.** | | | | | | | | | | | | | | | | | | | | | | |
| Az aláírás megszerzésének/**félévközi jegy** kialakításának módszere: | | | | | | | | | | | | | | | | | | | | | | | |
| Results and remarks of 2 writing exams, 2 oral exams | | | | | | | | | | | | | | | | | | | | | | | |
| A vizsga módja (írásbeli, szóbeli, teszt, stb.) és értékelési módszere: | | | | | | | | | | | | | | | | | | | | | | | |
| The examination method (written, to be administered) and evaluation method: a study to be administered and performed in 20 minutes. During the written exam, the students must answer two or two explicit questions. The questions will be made from the curricula marked in the table of contents of the university note. For the case study to be administered, a maximum of 10-page material should be compiled, the subject of which is related to an environmental investment, which may be for any economic branch, extractive industry, processing industry, energy sector, agriculture, transport, tourism, services, innovation developments. The subject may be linked to projects of priority or international relations at national level, for an EU-supported investment. There may be a theme related to the UN specialized organizations' decisions (world, international currency base, UNCTAD, WHO, ILO). The highlighted aspects are environmental protection and the hedges. The subject to be administered may be the work of the student's possible degree or scientific student conference work. Parallelism is possible. Structure to be administered Party: Summary and 5-10 keywords; Half page Introduction, half page methodological description, a page call list, references to the text are also indicated; half side of the summary experiences. In 6 or 7 pages, the circumstances, costs, purpose, essential and operational mechanism, usefulness and results of the investment are to be explained. The study must be administered in word as a presentation as a student of 12 to 15 slides in 20-20 minutes. The recommended literature is to assist in the preparation of work and further work. | | | | | | | | | | | | | | | | | | | | | | | |
| **Irodalom** | | | | | | | | | | | | | | | | | | | | | | | |
| Kötelező: | | | Előadás anyagai (Moodle rendszer).   * Zsarnóczai, J. Sándor(edited by, 2021): ENVIRONMENTAL MANAGEMENT. Notebook. ÓBUDA University, Rejtő Sándor Faculty of Light Industrial and Environmental Engineering, Environmental Engineering Institute. * Tim Everett, Mallika Ishwaran, Gian Paolo Ansaloni and Alex Rubin March (2010): Economic Growth and the Environment. Evidence and Analysis Series Paper 2. DEFRA (Development for Environment Food and Rural Affairs) PB13390, UK, March 2010, p. 52. [Economic growth and the environment - GOV.UK, https://assets.publishing.service.gov.uk ›](Economic%20growth%20and%20the%20environment%20-%20GOV.UK,%20https://assets.publishing.service.gov.uk ›%20) PDF | | | | | | | | | | | | | | | | | | | | |
| Ajánlott: | | | * Zsarnóczai, J. Sándor and Editing Board (edited by, 2010): Economics of Sustainable Agriculture (Fenntartható mezőgazdaság közgazdaságtana) Gödöllő, p. 151, ISBN 978 963 269 145 9 * Zsarnóczai, Sándor(edited by, 2021): ENVIRONMENTAL IMPACT ASSESMENT. Notebook. ÓBUDA University, Rejtő Sándor Faculty of Light Industrial and Environmental Engineering, Environmental Engineering Institute. * Federica Cimato and Michael Mullan (2010): Adapting to Climate Change: Analysing the Role of Government, Paper 1, UK, January 2010, DEFRA (Development for Environment Food and Rural Affairs) | | | | | | | | | | | | | | | | | | | | |
| Egyéb segédletek: | | |  | | | | | | | | | | | | | | | | | | | | |
| **A tárgy minőségbiztosítási módszerei:** | | | | | | | | | | | | | | | | | | | | | | | |
| **As a yearly, an educational review is carried out per year, in which we take into account the effectiveness of knowledge transfer and information from the evaluation of the opinions given by the students and graduates. On the basis of the evaluation, the development promotions can be started, whose areas - the methodology of knowledge transfer, - the contents of the curriculum, - lectures and practices were built on each other. We perform a yearly evaluation of the changes and their results; we make a note about this and the proven items are scheduled by the professional program to be part of the subject program.**  **The other materials of the subject:**  The study provided proof in cases of 21 selected countries in 2010-2018 that the *FDI net inflow* has such influences on the *investment in value added agriculture* and *share of gross fixed capital formation of agricultural sector in total gross fixed capital formation*. But this correlation of the FDI net inflow is not strong with these other two economic variances. Solution is to *strengthen cooperation* to stimulate FDI net inflow among countries to develop investment in agricultural sector and increase high-technology exports.  This case study compares the selected economies in fields of employment15-24, over 25-year age, unemployment15-24 over 25-year age, real GDP per employed person and employment – population ratio, which are the main variances of three components in the SPSS (Special Program for Social Science) between 2006.-2014. This study is important because these analyses the economic development conditions of countries by the employment issue, and over this one the Real GDP per employed person and employment-population ratio.  The EU-12 in Central and Middle Europe has achieved *more increase* in *productivity of input*, output value of agricultural industry, agricultural gross valued added, also per agricultural annual working unit than average results of EU-28 for 2010-2016. | | | | | | | | | | | | | | | | | | | | | | | |

Budapest, 2021. szeptember 3.

Összeállította: Dr. Zsarnóczai J. Sándor Jóváhagyta: Bodáné Dr. Kendrovics Rita

oktató intézetigazgató