

1.3.1

**List and description of courses which address Professional Ethics, Gender, Human Values, Environment and sustainability**

Description	Paper
Professional Ethics	<p>FUNENG 136- <i>English in on the job training</i>- This paper guides the students and prepares them for the job market they will enter after graduation according to their aptitude and interest, while also training them on the values and ethics of profession in particular and life in general.</p> <p>Political Science -601- <i>Public Administration</i>. This paper deals with the basic elements of Public Administration and the core professional ethics that defines moral conduct, integrity and accountability in the work place. While still in college, the students are taught and prepared to face the challenges of working within a code of ethics and carry out their task to inspire and use their authority in a professional and equitable manner</p> <p>BC-601 – <i>Business Communication</i> This is a a compulsory paper for the commerce students. This paper deals with the basic elements of communication and writing skills that students needs to inculcate in their profession.</p>
Gender	<p>Sociology- 501 -<i>Marriage, Family and Kinship</i> Unit-V ‘Kinship System with reference to North East’- this paper gives awareness to the existence of Patrilineal and Matrilineal system and also educate the students on the gender issues, ways of resolving problems within the traditional framework of society</p> <p>Sociology-502- <i>Rural Sociology</i> Unit-V-‘Changing Trends’- this unit emphasize on the changing role of women in the present society, indicating how women have immensely expanded their roles in the various spheres of society. At the same time, critically assess their assumption of duties and responsibilities in the present day.</p> <p>Education-302- <i>Trends and Issues of Contemporary Indian Education</i> Unit III- ‘Education of women’- the focus of this unit is to understand the need to prioritize education for women and girls, promoting gender equity identify the different Govt. schemes in India for promoting girls education.</p>
Human values	<p>Sociology -601- <i>Indian Society</i> – In this paper the students will be able to understand the various aspects of the multi socio-cultural and religions of the country.</p>

	<p>Unit-II- This unit gives a comprehensive understanding of both the rural and urban society and throws light on the minority section of the country and the weaker sections trying to draw attention to the problems and the diverse welfare measures adopted.</p> <p>Sociology-605- <i>Sociology of Culture and Mass Media</i></p> <p>Unit II '<i>Culture</i>' &amp; Unit IV- '<i>Abuse of Mass Media</i>' talks about the difference between different forms of culture and the importance of culture down the generations. Unit IV talks about the importance of indigenous culture and the effects of Mass Media while preserving one's culture in terms of food, attire language that gives identity to them.</p> <p>Education 302- <i>Trends and Issues of Contemporary Indian Education</i></p> <p>Unit iv- '<i>Value education</i>'- This topic aims to enable students to understand the concept of values and its importance This topic aims to enable students to understand the concept of values and its significance, Modern &amp; Traditional Values, role of education in inculcation of values and Programs/methods for development of value. It aims to teach the values of the culture and society, to enable them to distinguish between right and wrong, to form the conscience of youngsters, to continue the traditions of the society, to make meaningful the practices and beliefs and to connect to every human being in the right way.</p> <p>Education-401- <i>Philosophical Foundation of Education</i></p> <p>Unit iv - '<i>Development of Values</i>' - The students learn the meaning and importance of value. They also gain insights on the classification of values and how values can be inculcated through co-curricular activities in schools and colleges. To impress upon the students that values are guiding principles that shape our world outlook, attitudes and conduct.</p>
<p>Environment and sustainability</p>	<p><i>Environment Studies 501 &amp; 601</i> – This is a compulsory paper taught in the 5<sup>th</sup> and 6<sup>th</sup> semester, which exposes the students to the total environment and it's allied problems and seeks to help students acquire a set of values and feelings of concern for environment, to be actively involved at all levels in working towards the resolution of environmental problems.</p> <p>Economics –602- <i>Economics of Environment</i>- students are introduced to the use of economic techniques to analyse environmental problems and to assess environmental policies. They will be able to comprehend the impact of economic growth on the environment and make policy suggestions to address environmental challenge.</p> <p>Political Science 502- <i>Issues in world politics</i>- this paper intends to understand the contemporary international issues such as</p>

	environmental problems , besides terrorism, human rights violation, neo-colonialism and how these issues are affecting the international system.
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# NAGALAND UNIVERSITY SYLLABUS

## ECONOMICS-ECO-602



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**SEMESTER VI  
(Honours)  
ECO-602: ECONOMICS OF ENVIRONMENT**

**Total Marks: 100  
Credit: 4**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Environment and Ecology:</b> Meaning and elements of ecology, the environment and economic linkages; entropy laws, population environment linkage; environment as a public good; market failure for environmental goods.	<b>14</b>	<b>20</b>
Unit II	<b>Basic Concepts:</b> Pareto optimality and competitive equilibrium; fundamental theories of welfare economics, renewable and non renewable resources, common property resources, social cost-benefit analysis.	<b>12</b>	<b>20</b>
Unit III	<b>The Common problems:</b> Property right approach to environmental problems; concepts and indicators of sustainable development; international trade and the environment. Common property resources.	<b>12</b>	<b>20</b>
Unit IV	<b>Valuation of Environmental Goods:</b> Total economic valuation of environmental goods, valuation of environmental damages/ benefits (willingness to pay and accept), indirect methods (Household production theory) and direct methods (contingent valuation theory)	<b>15</b>	<b>20</b>
Unit V	<b>Environment Regulation Instruments:</b> Prevention, control and abatement of pollution; command and control; market based instruments; Evaluation of environment legislation and institutions in India.	<b>15</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Bhattacharya, R.N (Ed) (2001), Environmental Economics: An Indian Perspective, Oxford University Press.
- Kolstad, C.D.(2000),Environmental Economics, Oxford University Press, Oxford
- Sengupta, R.P. (Ed.) (2001), Ecology and economics: An Approach to sustainable development, Oxford University Press, New Delhi.
- Woodhall, M,(1992),Cost-Benefit analysis in Educational Planning, UNESCO, Paris.
- Nick Hanley, Jason F, Shogren and Ben White, Environmental Economics in Theory and Practice, Macmillan India Ltd.
- Pearce, D.W and R.K. Turner, (1991), Ecology and Economics: An Approach to Sustainable Development, Oxford University Press.
- Shankar, U, (2001), Environmental Economics, Oxford University Press, New Delhi.

NAGALAND UNIVERSITY SYLLABUS

EDUCATION- BA/ EDU -302

BA /EDU- 401



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**COURSE CODE-BA/EDU-302**  
**SEMESTER-III**

**TRENDS & ISSUES OF CONTEMPORARY INDIAN EDUCATION**

**Course Objectives**

1. To develop understanding of significant trends and issues in contemporary education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

**Course Contents**

**UNIT I Continuing Education**

- a. Concept of Adult, Continuing and Lifelong Education
- b. Efforts on Adult Education/Literacy- NAEP, NLM & Sakshar Bharat
- c. General/ Liberal Education through open learning system
- d. Technical/Vocational Education

**UNIT II Population Education**

- a. Significance, need & objectives of Population Education
- b. Problems of Population Education
- c. Relation between Population Education & Sex Education
- d. National Population Policy 2000

**UNIT III Education of Women and Girls**

- a. Concept and need of prioritizing education for women & girls
- b. Promoting gender equality
- c. Schemes of the Government of India for promoting girls' education
- d. Problems and remedial measures

**UNIT IV Value Education**

- a. Meaning & significance of Value Education
- b. Modern & Traditional Values
- c. Role of education in inculcation of values
- d. Programs/methods for development of value

**UNIT V Open & Distance Education**

- a. Concept, need and scope of distance education
- b. Modes of DE – correspondence education & open learning system
- c. Merits & limitations of Open & Distance Education

**Suggested Readings**

1. S.K Kochhar. Pivotal Issues in Indian Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.P. Pathak. History, Development & Contemporary Problems of Indian Education.

**COURSE CODE-BA/EDU-401  
SEMESTER-IV**

**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**Course Objectives**

1. To understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint with the philosophical foundations of education.

**Course Contents**

**UNIT-I Introduction**

- a. Meaning of Educational Philosophy
- b. Relationship between Philosophy and Education
- c. Aims of education: Individual, Social, Vocational

**UNIT-II Functions of Education**

- a. Self-actualization
- b. Human Resource Development
- c. National integration and International understanding

**UNIT-III Some Major Schools of Philosophy**

- a. Idealism, Naturalism and Pragmatism
- b. Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

**UNIT-IV Development of Values**

- a. Meaning of values
- b. Classification of values (Social, Moral and Aesthetic)
- c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

**UNIT-V Freedom and Discipline**

- a. Meaning of Freedom and Discipline
- b. Types of discipline
- c. Importance of discipline in social life

**Suggested Readings**

1. B.N Dash- Principles of Education and Education in the Emerging Indian Society. Ajanta Prakashan, 2768, Gali Samaj Bazar Sita Ram, Delhi-110006.
2. V. R Taneja. Educational Thought & Practices.
3. A.S Thakur. The Philosophical Foundations of Education.



# NAGALAND UNIVERSITY SYLLABUS

## FUNCTIONAL ENGLISH- FUNENG 604



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**SEMESTER SIX FUNENG 604: FUNCTIONAL ENGLISH PAPER VI**

**English in on the job Training**

**4 credits**

**Entirely practical for full Mark of 100**

- a) **Objective:** To prepare the students for entering job markets according to their aptitude and interest
- b) In Unit I, II, III, and IV each student will be placed to work in one occupational job area under an established firm/ business establishment where English language is used/applied.
- c) The specific job may be to perform as one of the following: Tourist guide, Receptionist, Telephone attendant, Teacher, Programme/function Host/ Anchoring, Radio Announcer, Organising and presenting Talk Shows, Sports Commentator, Reporting etc.)
- d) This on the job training project will be carried out under the supervision of a teacher assigned by the Authority of concerned Institution.
- e) Each student is to submit a Report of the on the Job training so performed.
- f) The *Project Report* should be supported by authentication certificate from the concerned firm.
- g) If an appropriate firm cannot be found for a student to work in, the teacher-supervisor concerned will assign a suitable work for the student in question where the allotted credit hours will be wholly used.
- h) Under each unit a differed job should be assigned to each student.
- i) In Unit V each student will be required to write a Project Report in not less than 2000 words on a proposed occupation he/she would like/ plan to carry out after graduation. This report should contain, among other things, a proper discussion of rationale of the project, procedure for implementation, how the learning and training obtained in Vocational subject of Functional English is to be applied and how he/ she is to make an earning out of it.
- j) The Teacher-supervisor of each student will maintain a log book where the progress, participation and other comments on the performance of the student will be recorded.
- k) Examination/Evaluation: 70% of the marks is reserved for internal assessment and 30% for the Project Reports sent to University for external evaluation. The Pass mark for both the evaluations (internal & external will be 40% i.e. 28 for internal and 12 for the external
- l) Students will have to obtain pass marks in both internal and external assessment to pass the course.

# NAGALAND UNIVERSITY SYLLABUS

SOCIOLOGY- SOC 501

-SOC 502

-SOC 601

-SOC 605



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## **COURSE NO SOC 501: MARRIAGE, FAMILY AND KINSHIP**

### **Objectives:**

This course is prepared to acquaint student with the basic concepts in family and kinship studies and to demonstrate structural principles used by societies in a consistent logical way to organize groups and categorize and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized.

### **Course Outline:**

#### **UNIT I: MARRIAGE**

- a. Rules
- b. Transactions
- c. Challenges

#### **UNIT II: FAMILY**

- a. Developmental cycle
- b. Changing trends

#### **UNIT III: PERSPECTIVES ON THE FAMILY**

- a. Inter-actionist
- b. Functionalist
- c. Conflict

#### **UNIT IV: KINSHIP**

- a. Terminologies
- b. Genealogical Methods

#### **UNIT V: KINSHIP SYSTEMS WITH REFERENCE TO NORTH EAST**

- a. Patrilineal
- b. Matrilineal

### **Essential Readings:**

1. Ahmad, Imtiaz (ed.): 1976; *Family, Kinship and Marriage among Muslims in India*; New Delhi: Manohar.
  2. Dube, Leela; 1974; *Sociology of Kinship: An Analytical Survey of Literature*; Bombay; Popular Prakashan.
  3. Dube, Leela; 1997; *Women and Kinship: Comparative Perspectives on Gender in South and South -East Asia*; New Delhi; Sage Publications.
  4. Fox, Robin; 1967; *Kinship and Marriage: An anthropological Perspective*; Harmondsworth; Penguin Books.
  5. Karve, Iravati; 1968; *Kinship Organization in India*; Bombay; Asia Publishing House.
  6. Madan, T.N; 1989; *Family and Kinship: A Study of Pandits of Rural Kashmir*. Delhi; Oxford University Press.
  7. Shah, A.M; 1998; *The Family in India: Critical Essays*; New Delhi; Orient Longman.
  8. Tali, N and A. Lanunungsang Ao; 2005; *Naga Society and Culture*; Nagaland University; Tribal Research Centre; Hqrs: Lumami.
  9. Trautman, T.R; 1981; *Dravidian Kinship*; Cambridge, Cambridge University Press.
  10. Uberoi, Patricia (ed.); 1993; *Family, Kinship and Marriage in India*; New Delhi; Oxford University Press.
  11. Weston, K; 1991; *Families we choose: Lesbians, Gays, Kinship*; New York; Columbia University Press.
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## **COURSE NO SOC 502: RURAL SOCIOLOGY**

### **Objectives:**

The course provides sociological understanding of rural social structure, change and development in India. It also aims to impart sociological skills to reconstruct rural institution and rural development programmes, to plan, monitor and evaluate rural development programmes.

### **Course Outline:**

#### **UNIT I: INTRODUCTORY CONCEPTS**

- a. Origin and Development
- b. Nature and Scope

#### **UNIT II: APPROACHES**

- a. Community
- b. Regional

#### **UNIT III: RURAL SOCIAL STRUCTURE**

- a. Features of Rural Society
- b. Occupational Structure

#### **UNIT IV: LOCAL GOVERNANCE SYSTEM**

- a. Panchayati Raj
- b. Village Council System with Special Reference to Nagaland.

#### **UNIT V: CHANGING TRENDS**

- a. Role of Women
- b. Impact of Science and Technology

### **Essential Readings:**

1. Berch, Berberogoe (ed.); 1992; *Class, State and Development in India*; New Delhi; Sage Publication.
2. Beteille, Andre; 1974; *Six Essays in Comparative Sociology*; New Delhi; Oxford University Press.
3. Desai, A.R; 1977; *Rural Sociology in India*; Bombay; Popular Prakashan.
4. Dhanagare, D.D; 1988; *Peasant Movements in India*; New Delhi; Oxford University Press.
5. Mencher, J.P; 1983; *Social Anthropology of Peasantry - Part III*; Oxford; Oxford University Press.
6. Mukherjee, Ramkrishna; 1979; *Sociology of Indian Sociology*; Bombay; Allied Publications.
7. Nandy, Ashish; 1999; *Ambiguous Journey to the City*; New Delhi; Oxford University Press.
8. Radhakrishana. P; 1989; *Peasant Struggles: Land Reforms Social change in Malabar 1836-1892*; Delhi; Sage Publications.
9. Singh, Yogendra; 2000; *Culture Change in India: Identity and Globalisation*; Jaipur; Rawat Publications.
10. Thorner, Daniel and Alice Thorner; 1962; *Land and Labour in India*; Bombay; Asia Publications.

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**COURSE NO SOC 601: INDIAN SOCIETY**

**Objectives:**

This paper intends to present a comprehensive and integrated profile of Indian society.

**Course Outline:**

**UNIT I: NATURE AND CHARACTERISTICS**

- a. Unity in Diversity
- b. Caste Hierarchy

**UNIT II: THE COMPOSITION OF INDIAN SOCIETY**

- a. Rural and Urban
- b. Minorities and Weaker Sections

**UNIT III: SOCIO-ECONOMIC SYSTEM**

- a. Economy-Agrarian economy and mixed economy
- b. Religion-Pluralism, multiculturalism, secularism.

**UNIT IV: CHALLENGES OF NATION BUILDING**

- a. Poverty, Unemployment
- b. Communalism

**UNIT V: CHANGE AND CONTINUITY**

- a. Tradition and Modernity
- b. Globalization

**Essential Readings:**

1. Ahuja, Ram; 1999; *Society in India*; Jaipur; Rawat Publications.
2. Bose, N.K; 1967; *Culture and Society in India*; New Delhi; Asia Publishing House.
3. Bose, N.K; 1975; *Structure of Hindu Society*; New Delhi; Asia Publishing House.
4. Dube, S.C; 1958; *India's Changing Villages*; London; Routledge and Kegan Paul.
5. Dube, S.C; 1990; *Indian Society*; New Delhi; National Book Trust of India.
6. Dube, S.C; 1995; *Indian Village*; London; Routledge.
7. Ghurye, G.S; 1969; *Caste and Race in India*; Bombay; Popular Prakashan.
8. Kumar, Anand (ed.); 2000; *Nation Building in India*; New Delhi; Radiant.
9. Mandelbaum, D.G; 1970; *Society in India*; Bombay; Popular Prakashan.
10. Singh, Yogendra; 1973; *Modernization of Indian Tradition*; New Delhi; Thomson Press.
11. Srinivas, M.N; 1963; *Social Change in India*; Berkeley; University of California Press.

## **COURSE NO SOC 605: SOCIOLOGY OF CULTURE AND MASS MEDIA**

### **Objectives:**

This course intends to impart to the students the role of media in connecting an individual to the outside world. Media can break down barriers and can also create barriers among different cultures. Hence, the study of mass media and its impact on culture should be helpful for students in getting awareness about the world around them.

### **Course Outline:**

#### **UNIT I: CONCEPTS**

- a. Meaning and Types
- b. Agencies of Mass Communication

#### **UNIT II: CULTURE**

- a. Folk culture
- b. Popular culture
- c. Mass culture

#### **UNIT III: MASS MEDIA**

- a. Print Media
- b. Electronic Media

#### **UNIT IV: ABUSE OF MEDIA**

- a. Cyber Crimes
- b. Effect on Indigenous Culture

#### **UNIT V: IMPACT OF MASS MEDIA**

- a. Fashion
- b. Global Culture
- c. Social Networking

### **Essential Readings:**

1. Curran, J and M. Gurevitch (eds.); 1991; *Mass Media and Society*; London; Edward Arnold.
2. Featherstone, M; 1995; *Undoing Culture: Globalisation, Post-Modernism and Identity*; London; Sage Publications.
3. Fiske, J; 1989; *Understanding Popular Culture*; Boston; Unwin and Hyman.
4. Golding, P; 1974; *The Mass Media*; London; Orient Longman.
5. Leach, E; 1976; *Culture and Communication*; Cambridge; Cambridge University Press.
6. McLuhan, M; 1994; *Understanding Media: The Extension of Man*; London; Routledge.
7. McQuail, Dennis; 1994; *Mass Communication Theory*; London; Sage Publications.
8. Mowlana, Hamid; 1997; *Global Information and World Communication*; London; Sage Publications.
9. Robertson, R; 1992; *Globalisation, Social Theory and Global Culture*; London; Sage Publications.
10. Stevenson, N; 1996; *Understanding Media Cultures*; New Delhi; Sage Publications.

NAGALAND UNIVERSITY SYLLABUS  
POLITICAL SCIENCE-POL/HONS 502  
-POL/HONS 601



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**POL/HONS-502 – ISSUES IN WORLD POLITICS**

**Course Rationale:**

The course offers a brief survey of the contemporary international issues in the context of the changing global political environment.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	TERRORISM: MEANING, NATURE, ORIGIN AND IMPACT	14	20
UNIT-II	HUMAN RIGHTS: MEANING, ORIGIN AND DIMENSIONS	12	20
UNIT-III	ENVIRONMENTAL ISSUES: GLOBAL WARMING AND CLIMATE CHANGE	14	20
UNIT-IV	NEO-COLONIALISM: MEANING, NATURE, SOURCES AND IMPACT.	12	20
UNIT-V	BIPOLAR, UNIPOLAR AND MULTIPOLAR WORLD ORDER	16	20
	Total	68	100

**References**

1. Ackerly, Brooke A., *Universal Human Rights in a World of Difference*, Cambridge, U.K. ; New York : Cambridge University Press, 2008.
2. Baylis John and Smith Steve, *The Globalization of World Politics: An Introduction to World Politics*, Oxford University Press, 1994.
3. Chris Brown , *Understanding International Relations*, Palgrave 2009.
4. Coloumbis, *Introduction to International Relations*, Longman,1990
5. Fareed Zakaria, *The Post-American World*, W. W. Norton & Company; 1 edition ,April 17, 2008.
6. Francis Fukuyama,*The End of History and the Last Man*, Harper Perennial ,February 1, 1993.
7. Gearty, C.A., *Essays on Human Rights and Terrorism :Comparative Approaches to Civil Liberties in Asia, the EU and North America* , London : Cameron May, 2008.
8. Goldstein & Pevehouse, *Principles of International Relations*,Longman, 2009
9. Goldstein Joshua, *International Relations*,New York: Harper Collins College Publications, 1994.
10. Michael Nicholson,*International Relations: A concise introduction (2edt)*, Palgrave Macmillan 2005.
11. Motilal, Shashi., *Human Rights, Gender, and Environment*, New Delhi : Allied Publishers, 2009.

## **POL/EL-601 PUBLIC ADMINISTRATION**

**Course Rationale:** The course provides an introduction to the discipline of public administration. It is intended to cater to the needs of students in understanding the basic elements of administration. The paper covers Public Administration in its historical context. It seeks to embody a detailed discussion on Organization and Personnel Administration. The importance of administrative, legislative, executive and judicial control over administration is also highlighted

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, NATURE, SCOPE & SIGNIFICANCE	12	20
UNIT-II	EVOLUTION OF PUBLIC ADMINISTRATION, PUBLIC AND PRIVATE ADMINISTRATION	12	20
UNIT-III	PRINCIPLES OF ORGANISATION	12	20
UNIT-IV	PERSONNEL ADMINISTRATION: RECRUITMENT, TRAINING, PROMOTION, ROLE OF PUBLIC SERVICE COMMISSION (UPSC) AND STATE PUBLIC SERVICE COMMISSION	16	20
UNIT-V	CONTROL OVER ADMINISTRATION: ADMINISTRATIVE, LEGISLATIVE, EXECUTIVE AND JUDICIAL	16	20
	Total	68	100

### **References**

1. A.R Tyagi AND Atma ram *Public Administration*, Company, New Delhi, 2002.
2. Avasthi and Maheshwari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
4. Bidyut Chakrabarty and Mohit Bhattacharya, *Public Administration: A Reader*, Oxford University Press, 2003
5. Bidyut Chakravarthy and Mohit Bhattacharya, *Advanced Public Administration*, The World Press, Calcutta, 2007.
6. C.L. Baghel and Y. Kumar, *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
7. C.P. Bhambri, *Public Administration*, Sterling Publishers Pvt. Ltd, New Delhi, 1990.
8. L.D White, *Introduction to the study of Public Administration*, Mac Millian, New York, 1998.
9. M.P. Sharma & B. L. Sadana, *Public Administration Theory and Practice*, Kitab Mahal, Allahabad, 1999.

NAGALAND UNIVERSITY SYLLABUS  
ENVIRONMENTAL SCIENCE- EVS I  
- EVS II



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## EVS –I (COMPULSORY)

**Maximum marks: 100**

**Time: 3 hours**

**External marks: 70**

**Internal marks: 30**

**UNIT I: Ecosystem and the Environment**

**Max. Lecture = 06**

- a. Definition, Scope and importance of Environmental studies, Need for Public awareness.
- b. Concepts of an Ecosystem, Structure and functions of an Ecosystem.
- c. Producers, Consumers and Decomposers in an Ecosystem.

**UNIT II: Natural Resources**

**Max. Lecture = 06**

- a. Renewable and non-renewable resources, Role of individual in conservation of natural resources for sustainable life styles.
- b. Use and over exploitation of Forest resources, Deforestation, Timber extraction, Mining, Dams and their effects on forest and tribal people.
- c. Use and over exploitation of surface and ground water resources, Floods, Drought, Conflicts over water, Dams- benefits and problems.

**UNIT III: Biodiversity and its Conservation**

**Max. Lecture = 04**

- a. Definition, Genetic, Species and Ecosystem diversity, Bio-geographical classification of India.
- b. Value of biodiversity: Consumptive use, Productive use, Social, Ethical, Aesthetic and option values.

**UNIT IV: Environmental pollution**

**Max. Lecture = 04**

- a. Definition, Causes, effects and control measures of Air pollution. Water pollution and Soil pollution.
- b. Causes, effects and control measures of Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards.

**UNIT V: Population issues and the Environment**

**Max. Lecture = 04**

- a. Population growth, Variation among nations, Population explosion- Family welfare programmes, Environment and Human health, Human rights, Value education, HIV/AIDS.
- b. Woman and Child welfare, Role of information technology in environment and human health, Case studies.

**Field work and Assignment**

**Internal Marks: 30**

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
  - Assignment /seminar /debate etc. **Marks: 10**
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EVS –II (Optional CBCS)

Maximum marks: 100

Time: 3 hours

External marks: 70

Internal marks: 30

**UNIT I: Ecosystem Functions**

**Max. Lecture = 04**

- a. Energy flow in an Ecosystem, Food chains and Food webs, Ecological pyramids, Ecological succession
- b. Types, characteristics and functions of Forest, Grassland, Desert and Aquatic (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries) ecosystems.

**UNIT II: Natural Resources**

**Max. Lecture = 04**

- a. Use and exploitation of Mineral resources, Environmental effects of using mineral resources, World food problems, Changes caused by Agriculture and over grazing, Effects of modern agriculture, Fertilizer- Pesticide problems, Water logging and Salinity.
- b. Growing energy needs, renewable and non-renewable energy resources, use of alternate energy resources, Land resources, Land degradation, Man-induced landslides, Soil erosion and Desertification.

**UNIT III: Biodiversity and its Conservation**

**Max. Lecture = 06**

- a. Biodiversity at Global, National and Local levels, India as a mega-diversity nation, Hotspots of biodiversity.
- b. Threats to biodiversity: Habitat loss, Poaching of wild life, Man-Wildlife conflicts.

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- c. Endangered and Endemic species of India, *In-situ* and *Ex-situ* conservation of biodiversity.

**UNIT IV: Environmental pollution**

**Max. Lecture = 04**

- a. Solid waste management and control measures of Urban and Industrial wastes.
- b. Role of individual in prevention of pollution, Pollution case studies.
- c. Disaster management: Floods, Earthquakes, Cyclones and Landslide management.

**UNIT V: Social issues and the Environment**

**Max. Lecture = 06**

- a. Urban problems related to energy, Water conservation, Rainwater harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concern, Case studies.
- b. Wasteland reclamation, Consumerism and waste products, Climate change, Global warming, Acid rain. Ozone layer depletion, Nuclear accidents and holocaust.
- c. Environmental protection Act: Air and Water prevention and control of pollution Act, Wildlife protection Act, Forest conservation Act, Issues involved in enforcing of environmental legislation.

**Field work and Assignment**

**Internal Marks: 30**

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
  - Assignment /seminar /debate etc. **Marks: 10**
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# NAGALAND UNIVERSITY SYLLABUS

COMMERCE- BC-601



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## **BC-601 Business Communication**

### **Objective:**

The objective Of this course is to develop effective business communication skills among the students.

### **Unit 1**

Introducing Business Communication; Basic forms of Communicating; Communication models and processes; Effective communication; Theories of communication; Audience analysis.

### **Unit II**

Corporate Communication: Formal and informal communication networks; Grapevine; Miscommunication(barriers);improving communication. Practices in business communication; group discussion; Mock interviews; seminars; effective listening exercises; individual and group presentations and reports writing.

### **Unit III**

Writing skills: Planning business messages; Rewriting and editing; the first draft; Reconstructing the final draft; business letters and memo formats; Appearance request letters; Persuasive letters; sales letters; collection letters; office memorandum.

### **Unit IV**

Report Writing: Introduction to a proposal, short report and formal report. Report preparation.

Oral Presentation: Principles of oral presentation ,factors affecting presentation, sales presentation, training presentation, conducting surveys, speeches to motivate, effective presentation skills.

### **Unit V**

Modern Forms of communicating: Fax; E-mail; Video conferencing; International communication; cultural sensitiveness and cultural context; writing and presenting in international situations; inter-cultural factors in interactions; Adapting to global business.

### **Suggested readings: -**

1. Bovee and Thil: Business Communication Today; Tata McGraw Hill, New Delhi.
2. Ronald E. Dulek and John S. Fielder: Principles of Business Communication; Macmillan Publishing Company.
3. Kaul: Business Communication; Prextince Hall, New Delhi
4. Balasubramanyam: Business Communication; Vikas Publishing House, Delhi.