

**MASTERS OF TOURISM & TRAVEL MANAGEMENT (MTTM)**  
**2 YEARS PG PROGRAMME UNDER**  
**SCHOOL OF SOCIAL SCIENCES, NAGALAND UNIVERSITY**

SEM	COURSE	Course Title	Internal/ Practical	Ext	Total	Credit
1 SEM	TTM 1	Foundations of Tourism and Travel Management	40	60	100	4
	TTM 2	Human Resource Development	40	60	100	4
	TTM 3	Food Tourism- Naga Traditional Cuisine: (Angami, Ao, Chakhesang)	40	60	100	4
	TTM 4	Soft Skills	40	60	100	4
	TTM 5	Tourism Planning and Development	40	60	100	4
2 SEM	TTM 6	Travel Ticketing and Reservation Systems	40	60	100	4
	TTM 7	Social Research Methods	40	60	100	4
	TTM 8	Food Tourism- Naga Traditional Cuisine: (Chang, Khiamniungan, Konyak, Lotha)	40	60	100	4
	TTM 9	Dissertation- Internal: Viva Voce & External: Thesis Writing	40	60	100	4
3 SEM	TTM 10	Entrepreneurship: Naga Street Food Inventory	40	60	100	4
	TTM 11	Internship in Tourism & Travel Management	40	60	100	4
	TTM 12	Multimedia in Tourism & Travel Management– Internal (Practical) & External (Project)	40	60	100	4
	TTM 13	Entrepreneurship in Tourism	40	60	100	4
4 SEM	TTM 14	Food Tourism- Naga Traditional Cuisine: (Phom, Pochury, Rengma, Sangtam)	40	60	100	4
	TTM 15	Food Tourism- Naga Traditional Cuisine: (Sumi, Tikhir, Yimkhiung, Zeliang)	40	60	100	4
	TTM 16	Cultural Tourism and Emerging Trends	40	60	100	4

**SEMESTER I**  
**FOUNDATIONS OF TOURISM AND TRAVEL MANAGEMENT**  
**Course Code: TTM-1**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE**

To provide students with an in-depth understanding of the core principles, theories, systems, and practices in tourism and travel management. The course lays the theoretical and analytical foundation necessary for advanced studies and professional practice in tourism, travel, and related sectors.

**LEARNING OUTCOMES**

By the end of this course, students will be able to:

1. Understand and explain key tourism concepts, definitions, and classifications.
2. Analyze tourism systems and models from a managerial and strategic perspective.
3. Examine the components and stakeholders of the tourism industry.
4. Evaluate tourism development policies, planning, and sustainable practices.
5. Apply critical thinking to contemporary tourism issues and trends.

**COURSE STRUCTURE**

**UNIT I: FOUNDATIONS OF TOURISM AND TRAVEL MANAGEMENT**

- a. Definitions, characteristics, and types of tourism
- b. Evolution, growth, and interdisciplinary nature of tourism
- c. Components of tourism: attractions, transport, accommodation, etc.
- d. Scope, importance, and UNWTO classification of tourism

**UNIT II: THEORETICAL MODELS AND TOURISM SYSTEMS**

- a. Tourism system models: Leiper's model, Butler's TALC
- b. Motivation theories: Push & Pull, Maslow's Hierarchy
- c. Tourist typologies: Cohen's and Plog's models
- d. Doxey's Irridex and systemic approaches to tourism

**UNIT III: Key Sectors and Structures in Tourism**

- a. Core sectors: accommodation, transport, attractions, travel agencies, tours
- b. Ancillary services: insurance, F&B, currency exchange, etc.
- c. Role of government, NGOs, and Public-Private Partnerships (PPP)
- d. Tourism value chain, supply-demand, and distribution channels

**UNIT IV: TOURISM PLANNING, POLICY, AND SUSTAINABILITY**

- a. Introduction to tourism policy, planning, and stakeholders
- b. Principles of sustainable tourism (economic, social, environmental)
- c. Concepts: Community-Based Tourism (CBT), ecotourism, responsible tourism
- d. Carrying capacity, Limits of Acceptable Change (LAC)

**UNIT V: CONTEMPORARY ISSUES AND EMERGING TRENDS**

- a. Globalization, over tourism, and urban tourism challenges
- b. Technological advancements: e-tourism, smart tourism, virtual tours
- c. Tourism and crises: pandemics, climate change, sustainability
- d. Emerging niches: wellness, adventure, solo travel, DEI, slow tourism

***Suggested Readings:***

1. Goeldner, C. R., & Ritchie, J. R. B. (2011). *Tourism: Principles, Practices, Philosophies*. Wiley
2. Cooper, C. et al. (2008). *Tourism: Principles and Practice*. Pearson Education
3. Hall, C. M., & Page, S. J. (2014). *The Geography of Tourism and Recreation*. Routledge
4. Smith, M. K., & Robinson, M. (2006). *Cultural Tourism in a Changing World*. Channel View Publications
5. Holloway, J. C. & Humphreys, C. (2016). *The Business of Tourism*. Pearson
6. Page, S. J. (2019). *Tourism Management*. Routledge
7. Weaver, D., & Lawton, L. (2010). *Tourism Management*. Wiley
8. Inskip, E. (1991). *Tourism Planning: An Integrated and Sustainable Development Approach*. Van Nostrand Reinhold
9. Buhalis, D., & Costa, C. (2006). *Tourism Management Dynamics*. Elsevier
10. UNWTO Reports – [www.unwto.org](http://www.unwto.org)

***Supplementary Resources***

1. World Travel & Tourism Council (WTTC) Reports
2. Government of India – Ministry of Tourism Annual Reports
3. Journals: *Annals of Tourism Research*, *Journal of Sustainable Tourism*, *Tourism Management*

**SEMESTER I**  
**HUMAN RESOURCE DEVELOPMENT**  
**Course Code: TTM-2**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE**

This course aims to facilitate an understanding of the concepts, methods and strategies for Human Resource Development (HRD).

**COURSE OBJECTIVE**

By the end of this course, students will be able to understand the fundamentals of Human Resource Development (HRD), apply key HRD processes such as training, performance appraisal, and competency mapping, and design effective development programs. They will also gain insights into the role of HRD across different organizational settings and use digital tools and emerging practices to enhance employee growth and organizational effectiveness.

**COURSE STRUCTURE**

**UNIT I: CONCEPT AND CLIMATE OF HRD**

- a. Definition, scope, and objectives of Human Resource Development
- b. Importance of HRD in organizational growth and employee development
- c. Approaches to HRD: Systematic, strategic, and competency-based models
- d. HRD climate: Meaning, components, and organizational significance

**UNIT II: HRD PROCESS AND MECHANISMS**

- a. Key steps in the HRD process: Need assessment, design, delivery, and evaluation
- b. Feedback systems and their role in continuous HRD improvement
- c. Coaching, mentoring, and job rotation as developmental mechanisms
- d. Performance and potential appraisal tools for talent identification

**UNIT III: APPLICATIONS OF HRD**

- a. Role analysis and competency mapping for HR functions
- b. Performance appraisal systems: Methods and purpose
- c. Assessment centres and performance management practices
- d. Talent management and use of digital tools in HRD applications

**UNIT IV: TRAINING AND DEVELOPMENT**

- a. Training: Objectives, methods, and designing effective programmes
- b. Evaluation of training effectiveness and impact on performance
- c. Management development: Strategies and techniques
- d. Career planning, succession planning, and talent development

**UNIT V: HRD IN PRACTICE**

- e. HRD practices in large organizations and SMEs
- f. Sector-specific HRD in tourism, hospitality, and service industries
- g. Measuring HRD effectiveness and return on investment (ROI)
- h. Integration of knowledge management and digital platforms in HRD

***Suggested Readings:***

1. David Mankin: Human Resource Development: Oxford Univ Press
2. P.C.Tripati: Human Resource Development: Sultan Chand & sons
3. T.V.Rao: Human Resource Development: Sage, New Delhi
4. Ram Kumar Balyan & Suman Balyan: Human Resource Development: HPH
5. Dipak Kumar Bhattacharya: Training and Development-Theories and applications:  
Sage texts

**SEMESTER I**  
**FOOD TOURISM-NAGA TRADITIONAL CUISINE: ANGAMI, AO, CHAKHESANG**  
**Course Code: TTM-3**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** The course aims to acquaint learners with a brief profile of Nagaland and focus attention to cuisines as important marker of cultural identity. The paper will explore the Naga Angami, Ao and Chakhesang Traditional Cuisines.

**COURSE OUTCOME:** On completion of the course, the learner will be fluent with the importance and identification of specified tribe's cuisines, and will also have hands on experience learning and master the art of cooking significant recipes of Angami, Ao and Chakhesang Cuisine.

**COURSE STRUCTURE**

**UNIT I: INTRODUCTION TO CUISINES AND CULTURE CONNECT**

- a. Cuisines and Cultural Identity
- b. Significance of Cuisines in understanding Human Societies and Civilizations
- c. Food Security and Nutritional Rights
- d. India's Nutritional Concerns

**UNIT II: NAGA INDIGENOUS TRADITIONAL CUISINE, ENVIRONMENT AND SUSTAINABILITY**

- a. A State Profile of Nagaland and its Indigenous Tribes
- b. Cuisine Map of Nagaland
- c. Naga Traditional Cuisine and Environment
- d. Naga Traditional Food Sourcing and Sustainability

**UNIT III: ANGAMI TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Angami Tribe
- b. The Angami Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Angami Tribe
- d. 3 Festival Recipes with cultural notes: Angami Tribe

**UNIT IV: AO TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Ao Tribe
- b. The Ao Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Ao tribe
- d. 3 Festival Recipes with cultural notes: Ao Tribe

**UNIT V: CHAKHESANG TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Chakhesang Tribe
- b. The Chakhesang Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Chakhesang Tribe
- d. 3 Festival Recipes with cultural notes: Chakhesang Tribe

NB: Books & References Combined in Bibliography.

**SEMESTER I**  
**SOFT SKILLS**  
**Course Code: TTM-4**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE**

The course aims to enhance and develop effective communication, interpersonal skills, build rapport, navigate social situations with professionalism and inculcate team work abilities, equipping individuals with the necessary skills for professional success.

**COURSE OUTCOME**

1. It acquaints the students with basic skills for effective communication and navigate through different social situations.
2. It provides skills on etiquettes and team work abilities.
3. The students get a thorough understanding of interpersonal skills in both theory and practice.

**PRACTICAL**

- a. Foundation in Hindi (Swayam)
- b. Basic conversational skills in English

**COURSE STRUCTURE**

**UNIT I: PRINCIPLES OF COMMUNICATION SKILLS**

- a. Definitions of Communication
- b. Types of Communication
- c. Barriers and strategies of communication
- d. Effective Communication

**UNIT II: PERSONALITY DEVELOPMENT**

- a. Types of personality
- b. Tips for enhancing one's personality
- c. Interpersonal Communication
- d. Positive Thinking

**UNIT III: ETIQUETTES & INTERVIEW SKILLS**

- a. Ethics and Etiquettes
- b. Types of Etiquettes
- c. Importance of work ethics
- d. Preparatory steps for job interviews

**UNIT IV: TEAM WORK & STRESS MANAGEMENT**

- a. Definition and types
- b. Team attributes
- c. Team conflicts and resolutions
- d. Understanding and Managing Stress

## **UNIT V: GOAL SETTING AND FUTURE PROSPECT**

- a. Steps for effective goal setting
- b. Priority management
- c. Barriers and strategies in target orientation
- d. Making the goal attainable

### ***Suggested Readings:***

1. Soft Skills: an integrated Approach to Maximise Personality, Gajendra S Chauhan, Sangeeta Sharma, Wiley India
2. Brilliant Stress management, Mike Clayton
3. Communication Skills, Leena Sen
4. Personality Development and Soft Skills, Barun K Mitra and Basundhara Mitra

**SEMESTER II**  
**TOURISM PLANNING AND DEVELOPMENT**  
**Course Code: TTM-5**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**OBJECTIVE:** The course aims to provide an understanding on the tourism planning and development issues in the present tourism scenario.

**OUTCOME:** By the end of this course, students will be able to understand the principles and processes of tourism planning, evaluate key environmental, socio-cultural, economic, and political considerations, and apply planning techniques to develop sustainable tourism plans at various levels—local, regional, national, and global. They will also be able to analyze strategic approaches to tourism development and contribute to effective policy and destination planning.

**COURSE STRUCTURE**

**UNIT I: TOURISM PLANNING – CONCEPTS AND APPROACHES**

- a. Meaning, definition, and scope of tourism planning
- b. Importance and objectives of planning in tourism development
- c. Evolution of tourism planning practices over time
- d. Major approaches to tourism planning (comprehensive, sectoral, integrated)

**UNIT II: CONSIDERATIONS IN TOURISM PLANNING**

- a. Core elements and stages of the tourism planning process
- b. Environmental considerations: sustainability, resource use, impact control
- c. Socio-cultural and economic considerations in destination planning
- d. Political and regulatory factors influencing tourism policy and planning

**UNIT III: TOURISM DEVELOPMENT PLANS**

- a. Main components of a tourism development plan
- b. Planning techniques, surveys, and area analysis methods
- c. Planning tourist attractions: natural, cultural, and niche tourism
- d. Implementation, monitoring, and evaluation of development plans

**UNIT IV: STRATEGIC AND TACTICAL PERSPECTIVES**

- a. Strategic management in tourism: meaning and relevance
- b. Strategy formulation and key planning features
- c. Strategic vs conventional planning: differences and advantages
- d. Corporate-level strategic planning in tourism businesses and DMOs

**UNIT V: MULTI-LEVEL TOURISM PLANNING**

- a. Global tourism planning: frameworks and UNWTO guidelines
- b. National tourism planning: roles of government and policy design
- c. Regional and local planning: coordination and community involvement
- d. Key challenges, approaches, and requirements at each planning level

***Suggested Readings:***

1. Bhatia, A. K. Tourism Development: Principles & Practices, Sterling Publishers Pvt. Ltd.
2. Inskip, E. Tourism Planning: An Integrated and Sustainable Development Approach, John Wiley & Sons.
3. Clare A. G, & Turgut Var., Tourism Planning: Basics, Concepts, Cases, Psychology Press.
4. Sharma J. K. Tourism Planning and Development: A New Perspective, Kanishka Publishers & Distributors

**SEMESTER II**  
**TRAVEL TICKETING AND RESERVATION SYSTEMS**  
**Course Code: TTM-6**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OVERVIEW**

This course teaches how travel bookings work across air, rail, bus, cruise, and hotels. It covers systems like Amadeus and IRCTC, fare rules, ticketing processes, and how to handle customer needs, including changes and cancellations.

**COURSE OUTCOMES**

By the end of the course, you'll be able to:

- Book travel and accommodation using different systems
- Understand how fares are calculated
- Use global reservation systems (GDS)
- Meet customer needs for all travel types
- Handle travel documents, cancellations, and rules

**COURSE STRUCTURE**

**UNIT I: INTRODUCTION**

- a. History of travel bookings (manual to digital)
- b. What GDS are (Amadeus, Sabre, Galileo)
- c. Travel industry codes (airlines, hotels, etc.)
- d. What's in a booking (PNR, itinerary)

**UNIT II: AIRFARE & TICKETING**

- a. Types of air tickets (One-way, Round trip, etc.)
- b. Fare classes and ticket rules
- c. Airline codes, baggage rules, taxes
- d. E-tickets and ticket sharing between airlines

**UNIT III: HOTEL, RAIL, BUS & CRUISE BOOKINGS**

- a. Types of hotels and rooms
- b. Booking systems for hotels, trains, buses, cruises
- c. Tools like IRCTC, RedBus, Expedia
- d. Categorizations of cabins, beds, rooms and add on facilities.

**UNIT IV: BOOKING IN PRACTICE**

- a. Making, changing, and cancelling bookings
- b. Group and special fare types
- c. Common booking errors and how to fix them
- d. Planning full itineraries across travel types

**UNIT V: TRAVEL RULES & CUSTOMER CARE**

- a. Visa/passport basics
- b. Refunds, cancellations, and customer rights
- c. Legal issues and professional behavior
- d. Dealing with emergencies and complaints

***Suggested Readings:***

1. *Airline Ticketing and Fare Construction* – P.S. Senguttuvan
2. *Professional Travel Agency Management* – Chuck Y. Gee
3. *Global Distribution Systems* – Dennis Foster
4. *Hospitality Today* – Rocco Angelo & Andrew Vladimir

**Practice Tools**

1. Amadeus, Galileo, Sabre manuals
2. IRCTC, MakeMyTrip, RedBus, Expedia dashboards
3. GDS and CRS simulators (if available)

**SEMESTER II**  
**SOCIAL RESEARCH METHODS**  
**Course Code: TTM-7**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:**

The course is an introductory course on how social research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

**COURSE OUTCOME:**

On completion of the Social Research Method Course, the learner will be field ready.

**COURSE STRUCTURE**

**UNIT 1. THE LOGIC OF SOCIAL RESEARCH**

- a. Science and Logic
- b. Characteristics of Scientific Research
- c. Objectivity in Social Science
- b. Value-neutrality

**UNIT 2. TECHNIQUES OF DATA COLLECTION**

- a. Observation
- c. Questionnaire and Interview schedule
- d. Survey
- e. Case study

**UNIT 3. ETHICAL ISSUES**

- a. Ethics in Social Research
- b. Plagiarism and the emerging trends
- c. Ethical Code of conduct in encounter and experiences in field work.
- d. Validity and truth

**UNIT 4: RESEARCH QUESTIONS & SAMPLING TECHNIQUES**

- a. Sources of Selecting Research Topics
- b. Operationalising Concepts
- c. Formulating Research Questions
- d. Sampling Techniques

**UNIT 5. DATA PROCESSING AND INTERPRETATION**

- a. Methods of Data Processing
- b. Analysis of Data
- c. Interpretation of Data
- e. Techniques of Report Writing

***Suggested Readings:***

1. Ahuja Ram (2011) Research Methods, Rawat Publication, New Delhi
2. Bailey, K. (1994). Interview Studies in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
3. Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
4. Bailey, K. (1994). Survey Sampling in Methods of social research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.
5. Bailey, K. (1994). The Research Process in Methods of social research. Simon and Schuster, 4 th ed. The Free Press, New York NY 10020.
6. Berg, B.L (1998). Qualitative Research Methods , 2nd ed, Allyn and Bacon, USA
7. Bêteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: Oxford University Press.
8. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge.
9. Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press.
10. Geertz, Clifford. 1973. Interpretation of Cultures, New York: Basic Books.
11. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation.
12. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
13. Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press.
14. Guthrie, G (2010), Basic Research Methods: An Entry to Social Research, Sage Publication India Pvt.Ltd, New Delhi
15. Merton, R. K. 1972, Social Theory and Social Structure, Delhi: Arvind Publishing House.
16. Mills, C. W. 1959, The Sociological Imagination, London: Oxford UniversityPress.
17. Radcliffe-Brown, A. R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation.
18. Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction
19. Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press,

**SEMESTER II**  
**FOOD TOURISM -NAGA TRADITIONAL CUISINE: CHANG, KHIAMNIUNGAN,**  
**KONYAK, LOTH**  
**Course Code: TTM-8**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** The paper will explore the Naga Chang, Khamniungan, Konyak and Lotha Traditional Cuisines. Role of women in the process of Food Security will be studied.

**COURSE OUTCOME:** On completion of the course, the learner will be fluent with the importance and identification of specified tribe's cuisines, and will also have hands on experience learning and master the art of cooking significant recipes of Naga Chang, Khamniungan, Konyak and Lotha Traditional Cuisines. Learners will be sensitized on the significant role of Naga women in ensuring food security.

**COURSE STRUCTURE**

**UNIT I: CHANG TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Chang Tribe
- b. The Chang Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Chang tribe
- d. 3 Festival Recipes with cultural notes: Chang Tribe

**UNIT II: KHIAMNIUNGAN TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Khamniungan Tribe
- b. The Khamniungan Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Khamniungan tribe
- d. 3 Festival Recipes with cultural notes: Khamniungan Tribe

**UNIT III: KONYAK TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Konyak Tribe
- b. The Konyak Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Konyak tribe
- d. 3 Festival Recipes with cultural notes: Konyak Tribe

**UNIT IV: LOTH**

- a. Identification of Traditional Cuisine of Lotha Tribe
- b. The Lotha Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Lotha tribe
- d. 3 Festival Recipes with cultural notes: Lotha Tribe

**UNIT V: ROLE OF NAGA WOMEN AND FOOD SECURITY**

- a. Role of women in food security and sustainability
- b. Women's role in sustaining indigenous seed varieties
- c. Role of women in Community Seed Banks
- d. Role of women in Food Preservation and Sustainability

NB: Books & References Combined in Bibliography.

**SEMESTER III**  
**DISSERTATION – INTERNAL: VIVA VOCE & EXTERNAL: THESIS WRITING**  
**Course Code: TTM-9**

**Credits: 4**

**Internal: 40 Marks & External: 60 Marks**

Students who has to prepare a dissertation in the given format and submit it as per the instructions. The format of the dissertation is mentioned below.

Cover page  
Declaration Certificate of the Guide  
Acknowledgement  
Preface  
Content  
Introduction  
Review of Literature  
Statement of the problem  
Objective of the study  
Research Questions  
Methodology  
Significance of the study  
Limitation of the study  
Chapters  
Bibliography  
Appendices

The dissertation should contain a minimum of 40 pages and it should be typewritten and properly binded. The thesis will be internally evaluated based on the Supervisor's remark and the methodology followed, which match with the findings of the study

Distribution of marks for this paper is For Dissertation: 60 and for Viva voce: 40

**SEMESTER III**  
**ENTREPRENEURSHIP: NAGA STREET FOOD INVENTORY**  
**Course Code: TTM-10**  
**Course Type: Practical (Field-based)**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE DESCRIPTION:**

This course explores the vibrant and diverse street food culture of Nagaland by documenting, analysing, and transforming indigenous culinary knowledge into entrepreneurial opportunities. Through immersive fieldwork across the 15 Indigenous Naga tribes, students will create a working inventory of tribal street foods and develop entrepreneurial prototypes for sustainable, culturally-rooted food ventures.

**COURSE OBJECTIVES:**

- To document indigenous street food practices from the 15 indigenous Naga tribes.
- To engage students in practical, field-based culinary research and ethnographic work.
- To analyze food preparation, presentation, and selling practices in tribal contexts.
- To assess the potential of Naga Street food in modern entrepreneurial ventures.
- To create a Naga Street Food Inventory as a resource for cultural preservation and innovation.

**COURSE STRUCTURE**

**UNIT 1: NAGA TRADITIONAL CUISINE STREET FOOD INVENTORY**

- a. Street Food Inventory of Ao, Angami and Chakhesang Tribes.
- b. Street Food Inventory of Khiamniungan, Konyak and Lotha Tribes.
- c. Street Food Inventory of Phom, Pochury, Rengma and Sangtam Tribes
- d. Street Food Inventory of Sumi, Tikhir, Yimkhiung and Zeliang Tribes.

**UNIT 2: POPULAR NAGA FOOD INVENTORY**

- a. Chizami Pork
- b. Fish with Banana Flower
- c. Phodukhaan (Duck Lotha Style)
- d. Smoked Pork in Esu (Dried Bamboo Shoot)

**UNIT 3: POPULAR NAGA FOOD INVENTORY**

- a. Rüsüp
- b. Dried Shrimp Chutney
- c. Naga Mushroom Chutney
- d. Pumpkin Seed Chutney

**UNIT 4: POPULAR NAGA FOOD INVENTORY**

- a. Gakhro Tea (Rozelle flower)
- b. Sticky Rice Cake
- c. Raw Bambooshoot Salad
- d. Azungken Lon (White Naga Dal Chutney)

## **UNIT 5: POPULAR NAGA FOOD INVENTORY**

- a. Toasted Silkworm
- b. Sumac Tea
- c. Millet and Cream Dessert
- d. Buff Barbeque

NB: Books & References Combined in Bibliography.

**SEMESTER III**  
**INTERNSHIP IN TOURISM & TRAVEL MANAGEMENT**  
**Course Code: TTM-11**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE**

Internship experiences is basically to provide industry exposure, application of classroom knowledge, development of communication skills, customer handling, professional networking, understanding tourism workings, challenges and also to research an observed tourism avenue for future expansions.

**LEARNING OUTCOME**

After completion of MTTM internship, students will confidently explore real-work tasks in relation to tourism and travel management. Students will have better communication skills and will be job ready with documentation skills, problem-solving ability and clear career goals.

<b>Activity</b>	<b>Internal Marks 40 marks</b>	<b>External Marks 60 marks</b>
Continuous Evaluation/students regularity	20 marks	
Timely completion of work	20 marks	
Presentation/Viva-Voce of the internship report		20 marks
Internship Report Writing		20 marks
Feedback from the Organization/Employer		20 marks
<b>Total Marks =</b>	<b>100 Marks</b>	

**SEMESTER III**  
**MULTIMEDIA IN TOURISM & TRAVEL MANAGEMENT**  
**Course Code: TTM-12**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVES**

1. Equip students with practical skills in multimedia content creation for tourism.
2. Introduce modern tools and techniques used in digital tourism communication.
3. Teach visual design principles and digital storytelling specific to the travel industry.
4. Familiarize students with emerging technologies like AI, AR/VR, and 360° media in tourism promotion.
5. Enable students to independently plan and execute multimedia projects for real-world tourism contexts.

**COURSE OUTCOMES**

Upon completion of this course, students will be able to:

- Design multimedia content (video, audio, visual, interactive) for tourism purposes.
- Apply design principles to build tourism campaigns and promotional materials.
- Use AI tools and multimedia platforms to automate and enhance content production.
- Create destination videos, virtual tours, and social media content for tourism brands.
- Handle live multimedia projects including editing, publishing, and performance evaluation.

**SYLLABUS STRUCTURE**

*(Practice-oriented with tool-based labs and project assignments)*

**UNIT I: INTRODUCTION TO MULTIMEDIA IN TOURISM**

- a. Types and formats of multimedia: text, images, video, audio, animation
- b. Role of multimedia in tourism branding, promotion, and storytelling
- c. Case analysis: Multimedia strategies in successful tourism campaigns
- d. Practical Task: Critically analyze 3 destination media campaigns (video + write-up)

**UNIT II: MULTIMEDIA TOOLS & DESIGN FOUNDATIONS**

- a. Graphic and visual tools: Canva, Adobe Photoshop, Figma basics
- b. Video and audio editing: CapCut, Filmora, Audacity, AI voice-over tools
- c. Basic design principles: color theory, layout, typography, brand identity
- d. Practical Task: Create a logo, flyer, and digital brochure for a fictional tourism brand

**UNIT III: CONTENT CREATION FOR TRAVEL MARKETING**

- a. Storyboarding and scripting for travel videos and social content
- b. Destination video creation: hotels, tours, itineraries (reels/shorts)
- c. Writing travel captions, microblogs, and social posts
- d. Practical Task: Produce a 1-minute promotional travel video using original or stock content

#### **UNIT IV: AI AND EMERGING MULTIMEDIA TECHNOLOGIES**

- a. Role of AI in multimedia content creation for tourism marketing
- b. Tools exploration: Lumen5, Runway ML, Pictory, Midjourney, D-ID
- c. Basics of AR/VR and 360° content in tourism
- d. Practical Task: Develop an AI-assisted visual ad campaign for a destination

#### **UNIT V: INTEGRATION, PUBLISHING & MULTIMEDIA ETHICS**

- a. Creating and scheduling multimedia campaigns: Meta Suite, Buffer
- b. Embedding multimedia in websites, presentations, and digital brochures
- c. Content performance evaluation: views, reach, engagement, analytics tools
- d. Capstone Project: Design and present a full multimedia campaign for a tourism product or destination (logo, video, brochure, social post plan)

#### **EVALUATION PATTERN (Fully Practical – 100 Marks)**

<b>Component</b>	<b>Marks</b>
Internal	40
Thematic Projects (Units I–IV)	30
Final Multimedia Campaign	30
<b>Total</b>	<b>100</b>

#### ***Suggested Readings:***

1. *Multimedia: Making It Work* – Tay Vaughan
2. *Tourism Marketing* – Philip Kotler, John T. Bowen
3. *The Content Fuel Framework* – Melanie Deziel
4. *AI for Creatives* – Nina Schick

#### ***Practice Tools & Platforms:***

- Canva, Adobe Express, CapCut, Filmora, Figma (for UI concepts)
- Lumen5, Pictory, Runway ML, ChatGPT, ElevenLabs
- YouTube Creator Academy, Instagram for Business
- Google Earth Studio, ThingLink, Meta Business Suite

**SEMESTER IV**  
**ENTREPRENEURSHIP IN TOURISM**  
**Course Code: TTM-13**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** This course aims to equip students with foundational knowledge and practical understanding of entrepreneurship within the context of travel and tourism. It explores key concepts of entrepreneurship, creativity, and innovation; identifies opportunities for new tourism ventures; and guides students through business planning, feasibility analysis, and financing. The course also emphasizes the role of government and institutional support in promoting sustainable entrepreneurial development in the tourism sector.

**LEARNING OUTCOME**

By the end of this course, students will be able to:

1. Understand the fundamentals of entrepreneurship explain the concept, characteristics, and importance of entrepreneurship, particularly in the context of the tourism industry.
2. Apply creativity and innovation in entrepreneurial practice Demonstrate the ability to generate innovative business ideas and apply creative problem-solving techniques relevant to tourism entrepreneurship.
3. Analyze the role of entrepreneurship in tourism development Evaluate the impact of entrepreneurial ventures on tourism development, sustainability, and local community engagement.
4. Explore funding options and business planning Identify and assess various sources of funding for tourism start-ups and prepare basic business plans suitable for small and medium tourism enterprises.

**COURSE STRUCTURE**

**UNIT I: INTRODUCTION TO ENTREPRENEURSHIP.**

- a. Definitions types of entrepreneurship
- b. Role of entrepreneurship in economic development
- c. Entrepreneurial traits- entrepreneurial function
- d. Factors affecting entrepreneurial growth

**UNIT II: CREATIVITY & INNOVATION IN ENTREPRENEURSHIP.**

- a. Process of creativity- Roadblocks for creativity
- b. Invitations- types of innovations
- c. Role of creativity and innovations in travel and tourism Business
- d. Contemporary trends in travel and tourism business

**UNIT III: ENTREPRENEURSHIP IN TOURISM.**

- a. Opportunity Identifications- sources of ideas
- b. New Product development
- c. Bookkeeping basics in MTTM
- d. Feasibility report- Technical feasibility vs Economic viability

**UNIT IV: FUNDING OPTIONS.**

- a. Sources of finance in Tourism Enterprises, subsidies and incentives
- b. Promotion and development of tourism; Institutional framework, venture creation
- c. Forms of organization
- d. Role of government in promoting entrepreneurship

**UNIT V: SCOPE OF ENTREPRENEURSHIP AND TOURISM IN NAGALAND.**

- a. Tourism landscape of Nagaland
- b. Entrepreneurial Opportunities in Nagaland's Tourism Sector
- c. Case studies
- d. Challenges and way-forward.

***Suggested Readings:***

1. Bezbaruah, M.P (2000), Beyond the Millennium, Gyan Pub House, New Delhi.
2. Rahanas, V.K and Pillai ,B.V.(2020) Tourism entrepreneurship in unorganised sector

**SEMESTER IV**  
**FOOD TOURISM- NAGA TRADITIONAL CUISINE: PHOM, POCHURY, RENGMA,**  
**SANGTAM**  
**Course Code: TTM-14**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** The paper will acquaint learners with Naga Indigenous Food Taboos and Sustainability. The paper will also explore the Naga Naga Phom, Pochury, Rengma, Sangtam Traditional Cuisines.

**COURSE OUTCOME:** On completion of the course, the learner will be apprised with Naga indigenous tribes' food taboos and ideas of sustainability. Learners will also have hands on experience learning and master the art of cooking significant recipes of Naga Phom, Pochury, Rengma, Sangtam Traditional Cuisines.

**COURSE STRUCTURE**

**UNIT I: NAGA INDIGENEOUS TRIBES' FOOD TABOOS**

- a. Food Taboos of Ao, Angami and Chakhesang Tribes.
- b. Food Taboos of Chang, Khamniungan, Konyak and Lotha Tribes.
- c. Food Taboos of Phom, Pochury, Rengma and Sangtam Tribes
- d. Food Taboos of Sumi, Tikhir, Yimkhiung and Zeliang Tribes.

**UNIT II: PHOM TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Phom Tribe
- b. The Phom Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Phom tribe
- d. 3 Festival Recipes with cultural notes: Phom Tribe

**UNIT III: POCHURY TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Pochury Tribe
- b. The Pochury Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Pochury tribe
- d. 3 Festival Recipes with cultural notes: Pochury Tribe

**UNIT IV: RENGMA TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Rengma Tribe
- b. The Rengma Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Rengma tribe
- d. 3 Festival Recipes with cultural notes: Rengma Tribe

**UNIT V: SANGTAM TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Sangtam Tribe
- b. The Sangtam Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Sangtam tribe
- d. 3 Festival Recipes with cultural notes: Sangtam Tribe

NB: Books & References Combined in Bibliography.

**SEMESTER IV**  
**FOOD TOURISM - NAGA TRADITIONAL CUISINE: SUMI, TIKHIR,**  
**YIMKHIUNG, ZELIANG**  
**Course Code: TTM-15**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** The paper will highlight various tribe's food items and preservation methods. The paper will explore the Naga Sumi, Tikhir, Yimkhiung and Zeliang Traditional Cuisines.

**COURSE OUTCOME:** On completion of the course, the learner will be apprised with Naga indigenous tribes' food items and preservation methods. Learners will also have hands on experience learning and master the art of cooking significant recipes of Sumi, Tikhir, Yimkhiung and Zeliang Traditional Cuisines.

**COURSE STRUCTURE**

**UNIT I: NAGA INDIGENEOUS TRIBES AND TRADITIONAL PRESERVATION METHODS**

- a. Food Preservation Methods of Ao, Angami and Chakhesang Tribes.
- b. Food Preservation Methods of Chang, Khamniungan, Konyak and Lotha Tribes.
- c. Food Preservation Methods of Phom, Pochury, Rengma and Sangtam Tribes
- d. Food Preservation Methods of Sumi, Tikhir, Yimkhiung and Zeliang Tribes.

**UNIT II: SUMI TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Sumi Tribe
- b. The Sumi Diet, Health Benefits and Precautions
- b. Construction of a 7 Course Meal: Sumi tribe
- c. 3 Festival Recipes with cultural notes: Sumi Tribe

**UNIT III: TIKHIR TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Tikhir Tribe
- b. The Tikhir Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Tikhir tribe
- d. 3 Festival Recipes with cultural notes: Tikhir Tribe

**UNIT IV: YIMKHIUNG TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Yimkhiung Tribe
- b. The Yimkhiung Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Yimkhiung tribe
- d. 3 Festival Recipes with cultural notes: Yimkhiung Tribe

**UNIT V: ZELIANG TRADITIONAL CUISINE**

- a. Identification of Traditional Cuisine of Zeliang Tribe
- b. The Zeliang Diet, Health Benefits and Precautions
- c. Construction of a 7 Course Meal: Zeliang tribe
- d. 3 Festival Recipes with cultural notes: Zeliang Tribe

NB: Books & References Combined in Bibliography.

**SEMESTER IV**  
**CULTURAL TOURISM AND EMERGING TRENDS**  
**Course Code: TTM-16**

**Credits:** 4

**Internal:** 40 Marks & **External:** 60 Marks

**COURSE OBJECTIVE:** This module introduces the emerging trends in tourism industry and the area of SIT – Special Interest Tourism.

**COURSE OUTCOME:** On completion of the course, the learner will be equipped with cultural sensitive and responsible tourism. Emerging trends in the tourism sector can be explored even in Cultural tourism.

**COURSE STRUCTURE**

**UNIT I: CULTURAL TOURISM**

- a. Definition and scope of cultural tourism
- b. Tangible and intangible cultural heritage
- c. Tourist motivations for cultural travel
- d. Typologies: Cultural festivals, traditions, taboos

**UNIT II: HOSPITALITY IN CULTURAL TOURISM CONTEXT**

- a. Hospitality in food and lodging in different cultures
- b. Traditional and contemporary accommodation types
- c. Role of local communities and indigenous hospitality
- d. Cultural etiquette and guest-host relationships

**UNIT III: SUSTAINABLE TOURISM**

- a. Concepts and principles of sustainable tourism.
- b. Issues and challenges in sustainable tourism.
- c. Techniques for promoting sustainable tourism.
- d. Environmental Issues and a select case study of ecotourism.

**UNIT IV: VILLAGE TOURISM**

- a. Homestays.
- b. Village walks and Nature Adventure.
- c. Folk Songs and Folktales.
- d. Tangible Cultural Tourism.

**UNIT V SUSTAINABILITY, ETHICS, AND FUTURE TRENDS**

- a. Principles of sustainable cultural tourism
- b. Ethical issues and challenges in cultural tourism.
- c. Usage of Technology and innovation in sustaining cultural tourism.
- d. Emerging trends: Creative tourism.

### ***Suggested Readings:***

1. Timothy, D.J. (2011). *Cultural Heritage and Tourism: An Introduction*. Channel View Publications.
2. Richards, G. (Ed.) (2007). *Cultural Tourism: Global and Local Perspectives*. Routledge.
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5. Smith, M. K. (2009). *Issues in Cultural Tourism Studies*. Routledge.
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7. Dr. S. P. Bansal., Sushma, Sonia & Chander Mohan: Tourism in the New Millenium.
8. Erlet Cater & Gwen Lowman: Ecotourism
9. Foster, D. S.: The Business of Travel Agency Operation and Administration
10. Local Agenda 21, U.N-World Tourism Organisation
11. Negi, J. : Adventure Tourism Adventure Tourism and Sports – Part- I & II
12. Inskip, Edward: Tourism Planning, An Integrated and Sustainable Development Approach (1991)
13. New Som, D., Moore, S.A., Dowling, R.K.: Natural Area Tourism
14. P. K. Rao: Sustainable Development
15. Pond K. L.: The Professional Guide: Dynamics of tour guiding
16. Robinet Jacob: Ayurvedic Tourism in Kerala
17. Salah Vahab & John J. Pigram: Tourism Development and Growth
18. Victor T. C. Middleton & Rebecca Hawkins: Sustainable Tourism

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8. Smith, M., and Richards, G. (Eds). (2013). *The routledge handbook of cultural tourism*. Routledge.
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12. Ambler-Edwards, Susan et al. (2009) *Food Futures: Rethinking UK Strategy*. London: Chatham House.
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17. Devi, KshBeliyaLuxmiet al. (2019) “Prevalence of Type 2 Diabetes in NorthEast India.” *International Journal of Current Research*, Vol 10, no. 9, pp. 73370–73375.

18. Dixon, J and DH. Broom. (2007) *The Seven Deadly Sins of Obesity: How the Modern World is Making us Fat*. Sydney: UNSW Press.
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28. Government of Nagaland. (2011). *Gender Budgeting Manual*. Kohima: Government of Nagaland
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