

## INTER/MILTIDISCIPLINARY COURSE

### INTER/MULTIDISCIPLINARY COURSES (3 Credit Each)

Inter/multidisciplinary course

Semester	course no.	Title of the paper	Total Credit	Proposed by Department
Second Semester	EC1. ID1	Elementary Microeconomics **	3	Economics
Third Semester	EC3.ID2	Elementary Macroeconomics **	3	Economics

*\*\*Students have the option to choose SEC from the common pool of courses across disciplines.*

**Semester – 2**  
**Elementary Microeconomics**  
**(Interdisciplinary – 1)**

**Course code: EC2.ID1**  
**Credit:3**

**Course outline**

This course is designed to expose the students to the basic principles of micro economic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations. The demand and supply behaviours in the market will be imparted to the learners.

**Unit – I: Nature and scope of Economics**

Definition of Economics; Methodology of economics; Basic economics problems; Science of economics; economic systems.

**Unit - II. Demand and supply**

Law of demand and supply; determinants of individual demand and supply; shift in the demand and supply curves. Elasticity and its application

**Unit – III: Market structure**

Concept and features of perfect and imperfect competition; Equilibrium of a firm and industry under perfect competition – short-run and long-run.

**Reading list:**

Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8<sup>th</sup> Edition, 2007.

N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, Cengage Learning India Private Limited, 4<sup>th</sup> edition, 2007.

Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4<sup>th</sup> Edition, 2007.

**Semester – 3**  
**Elementary Macroeconomics**  
**(Interdisciplinary-2)**

**Course code: EC3.ID2**  
**Credit: 3**

**Course outline**

This course introduces the students to the basic concepts of Macroeconomics which deals with the aggregate economy. This Course discusses the preliminary concepts associated with the determination and measurement of aggregate Macroeconomics variables like savings, investment, money, inflation etc.

**Unit- I: Introduction to macroeconomics**

Meaning, nature and scope of Macroeconomics; National Income – concepts and importance; circular flow of income and expenditure – open and closed economy

**Unit - II: Money and Banking**

Definitions and functions of money; meaning and functions of commercial banks and central bank; credit creation and its limitation

**Unit - III: Inflation**

Meaning, Types, causes and effects of Inflation; Demand-pull and Cost-push inflation; Deflation – causes and effects

**Reading List**

Dornbusch, Fischer and Startz, *Macroeconomics*, Mc Graw Hill, 11<sup>th</sup> edition, 2010.

N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7<sup>th</sup> edition, 2010.

Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5<sup>th</sup> edition, 2009.

Charles I. Jones, *Introduction to Economic Growth*, W.W. Norton & Company, 2<sup>nd</sup> edition, 2002.

Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7<sup>th</sup> edition, 2011.

Errol. D'Souza, *Macroeconomics*, Pearson Education, 2009.

Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

**INTERDISCIPLINARY PAPER**  
**SUBJECT - EDUCATION**  
**2<sup>nd</sup> SEMESTER**  
Title of the Paper - **History of Indian Education**

**Course Objectives**

**Credit - 3**

- To understand the historical development of education in India
- To understand the salient features of Ancient & Medieval education
- To acquaint with the genesis of the Modern Indian education

**Course Contents**

**Unit - I Ancient India**

- Vedic Education : Salient features
- Buddhist Education : Salient features

**Unit - II Medieval India**

- Islamic Education : Salient features, Objectives and Curriculum
- State Patronage in Education

**Unit - III Education in British India**

- Contribution of Christian Missionaries for the development of education in India
- Significance of Charter Act of 1813

**Unit - IV Growth of Modern system of Education**

- Wood's Despatch, 1854
- Hunter Commission, 1882

**Unit - V Movement for compulsory Education in India**

- Gokhale's Bill, 1910
- Hartog Committee Report, 1929

**Suggested Readings**

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash publishing House, Pvt. Ltd.
2. Altekar, A.S. (2001). Education in Ancient India. New Delhi: Isha Book, B-9, New Gupta Colony
3. Chaube, S.P. and A. Chaube. (1999). Education in Ancient and Medieval India. New Delhi: S. Chand
4. Nurullah, S. and Naik, J.P. (2016). A student's History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
5. Purkait, B. R. (2012). Milestone in Modern Indian Education. New Delhi: New Central Book Agency (P) Ltd.

## UNDERSTANDING HERITAGE

- Unit: I**      **Defining Heritage**  
Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'
- Unit: II**      **Evolution of Heritage Legislation and the Institutional Framework:** Conventions and Acts— national and international. Heritage-related government departments, museums, regulatory bodies etc.
- Unit: III**      **Challenges facing Tangible and Intangible Heritage:** Conservation Initiatives, Development, antiquity smuggling, conflict (to be examined through specific case studies)
- Unit: IV**      **Heritage and Travel**  
Viewing Heritage Sites: The relationship between cultural heritage, landscape and travel recent trend

### ESSENTIAL READINGS:

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
- Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
- Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

### SUGGESTED READINGS:

- Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))
- Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006
- Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

## **INTER/MULTI-DISCIPLINARY COURSES**

### **Speech Disorder and Therapy**

Unit I. Definition, types of disorders: acquired and developmental

Unit II. Speech therapy: role, types, importance

Unit III: Case studies; fieldwork: sampling

Suggested readings:

Caplan, D. (1987) *Neurolinguistics and Linguistic Aphasiology*. Cambridge University Press.

Lahey, M. (1988). *Language Disorder and Language Development*. Macmillan: New York.

### **Naga Folklore**

Unit I: Definition; types of folklores

Unit II: Role of folklore in Naga society; myths and mythologies

Unit III: Relevance of folklore in global context, Tribal folklore

Suggested readings:

Gomme, George Laurence.(1890). *The Handbook of Folklore*. David Nutt. *Fables from the Misty Mountains: Folklore of the Nagas*. (2009). Government of Nagaland, Department of Art and Culture.

Encyclopedia Britannica

## INTERDISCIPLINARY/MULTIDISCIPLINARY PAPERS (COMMON POOL)

**Course Title: Critical Thinking and Decision Making**

**Credit: 2**

**Objectives:** This course aims to acquaint the students with the dynamics and skills involved in the process of Critical Thinking and Decision Making.

UNIT	TOPICS
UNIT I	Critical Thinking and its Components: 1. Critical Thinking: A Second-Order Activity. 2. Identification and Analysis of the Problem. 3. Organizing the Data and Identifying the Errors.
UNIT II	Problem Analysis, Decision Making and Wrapping up for Solution: 1. Evaluating the Argument: Validity, Soundness and Strength, Reflecting upon the issue with Sensitivity and Fairness. 2. Evaluating Decision Options from Multiple Perspectives. 3. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

### **Suggested Readings:**

1. Hurley, Patrick J. (2007) *Introduction to Logic*, Wadsworth, Cengage learning.
2. Kam Chun Aik, and Stephen Edmonds, *Critical Thinking*, Longman
3. Dewey, John. (1933) *How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Revised edition. Boston: Heath
4. Noisich, Gerald M. (2002) *Learning to Think things through: A Guide to Critical Thinking*, Prentice Hall.
5. Case Studies.

**Course Title: Environmental Ethics****Credit: 3**

**Objectives:** This course aims to help the students imbibe the critical understanding of ethical issues concerning man and environment.

UNIT	TOPICS
UNIT I	Defining Environment, Nature, Ecology and Ecosophy. Relationship between Applied Ethics and Environmental Ethics
UNIT II	Man and Nature Relationship: Indian Philosophical Perspective - Classical Indian attitude to environment, Upanisadic world view Religious Perspective - Christianity, Tribal Religion
UNIT III	Environment and Social Issues: Resources Depletion and Sustainable Development
UNIT IV	Some Challenges for Environmental Philosophy: Overcoming Anthropocentrism, Defining Moral Status
UNIT V	Human Responsibility towards Environment: Moral Dilemma – Present versus future generation conflict Emerging Global Trends: Nuclear Hazards, Climate Emergency, Man and Animal Conflict

**Suggested Readings:**

1. Environment and Environmental Philosophy in India *George Alfred James*.
2. Sarkar, "Environmental philosophy: from theory to practice," Wiley-Blackwell, Chichester, West Sussex. 2012
3. Weston, 1999. "An Invitation to Environmental Philosophy," Oxford University Press, New York.
4. Drengson, Inoue, 1995. "The Deep Ecology Movement," North Atlantic Books, Berkeley, California.
5. Armstrong, Susan, Richard Botzler. *Environmental Ethics: Divergence and Convergence*, McGraw-Hill, Inc., New York.
6. Benson, John, *Environmental Ethics: An Introduction with Readings*, Psychology Press. 2000.
7. Devall, W. and G. Sessions. *Deep Ecology: Living As if Nature Mattered*, Salt Lake City: Gibbs M. Smith, Inc. 1985.
8. Foltz, Bruce V., Robert Frodeman. 2004. *Rethinking Nature*, Indiana University Press, 601 North Morton Street, Bloomington, IN 47404-3797
9. Keulartz, Jozef, 1999. *The Struggle for Nature: A Critique of Environmental Philosophy*, Routledge.
10. Næss, A. 1989. *Ecology, Community and Lifestyle: Outline of an Ecosophy*, Translated by D. Rothenberg. Cambridge: Cambridge University Press.
11. Pojman, Louis P., Paul Pojman. *Environmental Ethics*, Thomson-Wadsworth, United States.



**INTERDISCIPLINARY/MULTIDISCIPLINARY  
PAPERS FOR FYUGP (POLITICAL SCIENCE)**

**UNDERGRADUATE PROGRAMME  
(Honours/Honours with Research)**

**NAGALAND UNIVERSITY**

**2023**

**Approved by 37<sup>th</sup> AC on 12/12/2023**

<b>Course No: POL/H/Interdisciplinary/Multiplinary-1</b>	
<b>Course Title: Peace and Conflict Resolution</b>	
<b>Course Objective:</b> This course provides an overview of Peace and Conflict Studies, with few key concepts. The course is designed to familiarize students with a background of various peace movements, and to analyze principles used to resolve conflict. The course would also cover extensive understanding of current research and development within the field of Peace and Conflict Studies.	
<b>Total Credits = 3</b>	
<b>Total Marks = 100</b>	
<b>SL.NO</b>	<b>COURSE CONTENT</b>
<b>Unit I</b>	Understanding Peace and Conflict Causes of Conflict: Political, Economic and Socio-Cultural
<b>Unit II</b>	Models of Conflict Resolution Johan Galtung, Joseph Montville and Morton Deutsch, Herman Schmed
<b>Unit III</b>	Towards Peace and Conflict Resolution Grass-Roots' Perspective and Gandhian Approach

**Reading List:**

1. International and Domestic Issues and Trends Kriesberg, Louis, Constructive Conflicts: From Escalation to Resolution, Rowman & Littlefield, Maryland, 1998, pp. 58-150
2. Starkey, Boyer, and Wilkenfield, Negotiating a Complex World. Rowman & Littlefield, Maryland, 1999, pp. 1-74
3. Zartman, William (ed.), Collapsed States: The Disintegration and Restoration of Legitimate Authority, Reiner, Boulder, 1995, pp. 1-14 and 267-273 Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP, 1996, pp. 445-461
4. Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29
5. Zartman, William (ed.), Collapsed States: The Disintegration and Restoration of Legitimate Authority, Reiner, Boulder, 1995, pp. 1-14 and 267-273 Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., Managing Global Chaos, USIP, 1996, pp. 445-461.
6. International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, 1995, pp. 3-24
7. Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
8. Carr, Edward H., "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
9. Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster, 1994.
10. Hampson, Fen Osler, Nurturing Peace, USIP, 1996, pp. 3-25

11. Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205
12. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114
13. Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149
14. Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74
15. Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606
16. Galtung, Johan, "The Basic Need Approach", in *Human Needs: a Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126
17. Saunders, Harold H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York, 1999, pp. 1-80
18. Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205
19. Galtung, Johan, "The Basic Need Approach", in *Human Needs: a Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126
20. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114
21. Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149
22. Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973, pp. 1-123
23. Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114
24. Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29
25. Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74

<b>Course No: POL/H/Interdisciplinary/Multidisciplinary-2</b>	
<b>Course Title: Feminism: Theory and Practice</b>	
<b>Course Objective:</b> The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course covers history and origins of feminism in the west, socialist societies and in anti-colonial struggles. It also focuses on a gendered analysis of Indian society and economy with a view to understanding the structures of gender inequalities.	
<b>Total Credits = 3</b>	
<b>Total Marks = 100</b>	
<b>SL.NO</b>	<b>COURSE CONTENT</b>
<b>Unit I</b>	<b>Introduction</b> a) Understanding Feminism – origins and history b) Phases of Feminism c) Feminist’s struggles in Pre/Post-colonial India d) Theories of Feminism: Liberal, Socialist and Radical
<b>Unit II</b>	<b>Basic Concepts</b> a) Patriarchy b) Sex/gender, c) Private/public d) Masculinity/femineity
<b>Unit III</b>	<b>Family &amp; Woman’s Work/Labour in India</b> a) Patrilineal and matrilineal practices b) Gender Relations in the Family c) Property Rights d) Sexual Division of Labour e) Women’s Work: Unpaid (reproductive and care), Underpaid and Casual work,

**Reading List:**

1. Geetha, V. (2002) Gender. Calcutta: Stree. Geetha, V. (2007) Patriarchy. Calcutta: Stree. Jagger, Alison. (1983) Feminist Politics and Human Nature. U.K.: Harvester Press, pp. 25-350.
1. Ray, Suranjita. Understanding Patriarchy. Available at: [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf) Lerner, Gerda. (1986) The Creation of Patriarchy. New York: Oxford University Press.
2. History of Feminism Rowbotham, Shiela. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
3. Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
4. Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press, pp. 1-150.
5. Eisentein, Zillah. (1979) Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, pp. 271-353.
6. Funk, Nanette & Mueller, Magda. (1993) Gender, Politics and Post-Communism. New York and London: Routledge, Introduction and Chapter 28.

7. Chaudhuri, Maiyatri. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
8. Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.
9. Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.
10. Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.
11. Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
12. Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
13. Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present*. Vol. I. New York: Feminist Press.
14. Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

## **BBA ID/MD2 – Mental Health & Stress Management**

**Credit: 3**

**Max Marks: 50**

### **Course Objective/Course Description**

Stress has become a global issue which is affecting people in all aspects of life. The intention of this course is to explore definitions of stress and approaches to managing it. The course is designed to foster coping mechanisms and reduction techniques. It is also to provide a clear understanding of how a variety of factors interact and affect in the dynamic process of creating a healthy environment.

### **Course Outcome:**

CO1: Demonstrate a personal approach to stress management by applying techniques learned in class

CO2: Describe physiological responses to stress and how they can be affected by stress reduction techniques

CO3: Students will be proficient at how stress affects their personal health, and will know how to better manage their own stress

### **Course Content:**

#### **Unit 1: Introduction to Stress**

Introduction to stress: Meaning, Definition, Eustress, Distress, - Types of stress: Acute stress, Episodic Acute stress and chronic stress, signs and Symptoms

#### **Unit 2: Sources of Stress & Response**

Psychological, Social, Environmental, Academic, Family and Work stress - 'Fight or Flight' Response, Stress warning signals

#### **Unit 3: Impact of Stress**

Physiological Impact of stress: Autonomic Nervous System Changes, Changes in Brain, General adaptive syndrome (GAD), Quality of sleep, Diet and Health effects - Psychological Impact of stress - Impaired Mental functions, Poor memory - Social Impact of stress: Stressful Life Events, Social support and health

#### **Unit 4: Stress and Coping and Stress Reduction Technique**

Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused

Reduction Technique: Autogenic Training, Biofeedback, Relaxation & Yoga and Meditation

#### **Unit 5: Mental Care**

Care of the Self: Nutrition and Other Lifestyle Issues: Time management; Exercise; Relaxation techniques; yoga; meditation.

### **Suggested Readings:**

1. Greenberg J.S (2008), Comprehensive Stress Management, McGraw Hill, USA
2. Stress Management by Heena T. Bhagtani, Himlaya Publishing House, 2018

3. Batra ,P., (1997): Simple Ways To Manage Stress. Think Inc. New Delhi
4. Pestonjee, D.M., (1 992): Stress and Coping - The Indian Experience. Sage Publications, New Delhi.
5. Lazarus, R.S., & Folkman., (1984): Stieess, Appraisal And Coping. Springer, New York

**BBA ID/MD3: Tourism Management**

**Credit: 2**

**Max Marks: 50**

**Course Objective/Course Description:**

This course has been introduced to highlight the prospects of Tourism industry in India. The intent of the course is to familiarise the students with tourism in India. It is also to develop students with inputs to adapt to the requirements of the changing tourism industry and analyse the various components of this industry.

- To understand the various components of tourism
- To grasp the various forms and types of tourism
- To be acquainted with the tourism business.
- To identify the emerging trends in tourism industry

**Course Outcome:**

CO1: Interpret and evaluate tourism as a phenomenon and as a business system.

CO2: Contextualise tourism within broader dimensions of society

CO3: Identify and assess the impact and the emerging trend in tourism industry

**Course Content:**

**Unit 1: History of Tourism**

Meaning and Definition, Objectives, Historical development of Tourism, Nature and Significance of Tourism Industry

**Unit 2: Concepts of Tourism**

Concept of Tourist/ Visitor/ Traveller/ Excursionist - Forms and types of Tourism - Five A's Framework of Tourism

**Unit 3: Tourism Business in India**

Nature of Tourism business, segments of Tourism business, factors contributing growth of Tourism business, Push and Pull factors of tourism,

**Unit 4: Future of Tourism in India**

New issues and challenges in Tourism business, steps taken by Indian Government, Future of Tourism business in India - Incredible India Campaign - Latest tourism policies (National and State)

**Unit 5: Impact of Tourism**

Positive and Negative Impacts of Tourism industry - Economic impacts, Environmental impacts, Socio Cultural impacts, Political Impacts - Emerging trends in Tourism industry, the role of Technology in Tourism industry.

**Suggested Reading:**

1. Goeldner, C., & Ritchie, J.R. (2011). Tourism, Principles, Practices, Philosophies. New Jersey: John Wiley.



2. Gee, Chuck Y., James C. Makens, and Dexter J.L. Choy. (1997). *The Travel Industry*, Van Nostrand Reinhold, New York.
3. Roday. S, Biwal. A & Joshi. V. (2009). *Tourism Operations and Management*, Oxford University Press, New Delhi.
4. Andrews, S. (2007). *Introduction to tourism and hospitality industry*. Tata McGraw-Hill.

**B. Com: Semester - II**  
**Paper – IDC2: BASIC MATHEMATICS**

**Objectives:** The objective of this paper is to familiarize the students with the basic mathematical tools, with an emphasis on applications to business and economic situations.

**Unit 1: Matrices and Determinants**

Algebra of matrices, inverse of a matrix, matrix Operation – business application, Solution of system of linear equations (having unique solution and involving not more than three variables) using matrix inversion method and Cramer's Rule.

**Unit 2: Calculus**

Concept and rules of differentiation; Partial Differentiation: partial derivatives up to second order; Total differentials, Differentiation of implicit functions with the help of total differentials; Maxima and Minima: Cases of two variables involving not more than one constraint including the use of the Lagrangian multiplier; Integration: standard forms, methods of integration – by substitution, by parts, and by use of partial fractions, definite integration, finding areas in simple cases, application of integration to marginal analysis. Consumer's and Producer's Surplus.

**Unit 3: Mathematics of Finance**

Compounding and discounting of a sum using different types of rates; Types of annuities, like ordinary, due, deferred, continuous, perpetual, and their future and present values using different types of rates of interest; Depreciation of Assets.

**Suggested Readings:**

1. Mizrahi and Sullivan. *Mathematics for Business and Social Sciences*. Wiley and Sons.
2. Budnick, P. *Applied Mathematics*. McGraw Hill Education.
3. R.G.D. Allen, *Mathematical Analysis for Economists*
4. Ayres, Frank Jr. *Schaum's Outlines Series: Theory and Problems of Mathematics of Finance*. McGraw Hill Education.
5. Dowling, E.T., *Mathematics for Economics*, Schaum's Outlines Series. McGraw Hill Education.
6. Wikes, F.M., *Mathematics for Business, Finance and Economics*. Thomson Learning.
7. Thukral, J.K., *Mathematics for Business Studies*.
8. Vohra, N.D., *Quantitative Techniques in Management*. McGraw Hill Education.
9. Soni, R.S., *Business Mathematics*. Ane Books, New Delhi.
10. Singh J. K., *Business Mathematics*. Himalaya Publishing House.

## **B. Com: Semester - IV**

### **Paper – IDC3: PUBLIC ADMINISTRATION**

**Objective:** The objective of this paper is to familiarize the students with the nitty-gritty of Indian public administration.

#### **Unit 1: Introduction**

Meaning, Scope and significance of public administration, Evolution of public administration as a field of study, public administration-Chief executive, types of chief executives; politics and administration, theories of administration. Independent regulatory Commissions-Boards and Commissions - Field vs Head Quarters.

#### **Unit 2: Control over public administration:**

Legislative, executive, and judicial control, professional ethics, Lokpal and Lokayukta, Civil Services in developed and developing countries, Recruitment - methods of recruitment, and agencies, training, promotion, service conditions.

#### **Unit 3: Financial administration:**

Concept of budget, formulation and execution of budget, Budget as tool of administration, accounts and audit.

#### **Suggested Readings:**

1. Thagi. A.R: Principles of Public Administration.
2. A.Avasthi and S.R.Maheswari: Public Administration, Agra, Lakshmi, Narayan.
3. M.P.Sharma and B L Sadana: Public Administration Theory and Practice.Kitab Mahal.
4. LD.White: Introduction to the study of Publication
5. Bhattacharya, Mohit: Public Administration, Kolkata, World Press.
6. Vishnoo Bhagwan and Vidya Bhushan: A Text Book of Public Administration, New Delhi, S.Chand.

**CURRICULUM AND CREDIT FRAMEWORK FOR  
UNDERGRADUATE PROGRAMMES**

**Syllabus for**

**Department of Environmental Science  
Nagaland University**

**2023**

**MULTIDISCIPLINARY COURSES**

Course Code	Title of the Course	Credit	Semester
MD-1	Environmental Science	3	1

## **MULTIDISCIPLINARY COURSE: ENVIRONMENTAL SCIENCE**

### **Unit1: Ecosystem and the Environment**

Definition, Scope and importance of Environmental science; Concept, Structure and functions of an Ecosystem; Bio-geographical classification of India; Value of biodiversity; Need for Public awareness towards conservation.

### **Unit 2: Natural Resources**

Renewable and non-renewable resources; Use and over exploitation of natural resources; Role of individual in conservation of natural resources.

Population growth; Impact of human population growth on natural resources and environment; Sustainable development.

### **Unit 3: Environmental Pollution, Laws & Management**

- a. Definition, Causes, Effects and Control/Preventive measures of Air, Water, Soil and Noise pollution.
- b. Legal, administrative and constitutional provisions for environmental protection in India; Evolution and development of International Environmental laws and treaties; Concept and scope of environmental Management; Solid waste management; Waste-to-wealth technologies.

### **Unit 4: Environmental hazards**

Definition - Hazard, vulnerability and risk; Strategies for mitigation - warning system, forecasting, emergency preparedness; Education and Training Activities, planning for Rescue and Relief works.

### **Suggested Readings:**

1. Bharucha Erach (ed) Text Book of Environmental Studies., University Press (India) Pvt. Ltd.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013,
3. India Santra S.C, (ed), Environmental Science, New Central Agency Pvt Ltd. Kolkata, India.
4. Kaushik, Anubha & Kaushik, C.P. 2006. Perspectives in Environmental Studies, New Age International (P) Ltd. Publisher, New Delhi.
5. Singh Savindra 2003. Environmental Geography, Prayag Pustak Bhawan, Allahabad

# Multidisciplinary/Interdisciplinary Courses

CourseName: **Climate Change Vulnerability and Adaptation**

**TotalCredits:3**

## Courseoutcomes

- Understandthe foundationalconceptsofclimatechange anditsimpacts.
- Assessthehumanandenvironmentalvulnerabilitytoclimatechange.
- Learnthevariousadaptationandmitigationforreducing theimpactsofclimatechangeandnational action plan.

## Theory

**Credits 3**

1. ClimateChange:UnderstandingClimateChange;GreenhouseGasesandGlobalWarming; Global Climatic Assessment-IPCC
2. ClimateChangeandVulnerability:PhysicalVulnerability;EconomicVulnerability;Social Vulnerability
3. ImpactofClimateChange:AgricultureandWater;FloraandFauna;HumanHealth
4. AdaptationandMitigation:Global Initiativeswith ParticularReferenceto SouthAsia.
5. NationalActionPlanonClimateChange;LocalInstitutions(UrbanLocalBodies,Panchayat s)

## References:

1. IPCC(2014):ClimateChange2014:Impacts,Adaptation,andVulnerability.PartA:Globala ndSectoralAspects.ContributionofWorkingGroupIItotheFifthAssessment Report of the Intergovernmental Panel on Climate Change CambridgeUniversityPress, Cambridge,United Kingdom andNew York, NY, USA.
2. IPCC(2007):ClimateChange2007:Impacts,AdaptationandVulnerability.Contributionof WorkingGroupIItotheFourthAssessmentReportoftheIntergovernmentalPanelon ClimateChange.
3. OECD (2008): Climate Change Mitigation: “What do we do?”(Organisation andEconomicCo-operation and Development).
4. Sen, Roy, S., and Singh, R.B., (2002): Climate Variability, Extreme Events andAgriculturalProductivityin MountainRegions, Oxford& IBHPub., New Delhi.
5. Joseph,G.(2005): FundamentalsofRemoteSensing,UnitedPressIndia.
6. Kumar,Dilip,Singh,R.B.andKaur,Ranjeet(2019):SpatialInformationTechnologyfor SustainableDevelopment Goals,Springer.
7. Nag,P.and Kudra,M., (1998):DigitalRemoteSensing,Concept, NewDelhi.
8. Sarkar,A.(2015):Practicalgeography:Asystemicapproach.OrientBlackSwanPrivate Ltd., New Delhi
9. Singh,R.B.andMurai,S.,(1998):Space-informaticsforSustainableDevelopment,OxfordandIBH Pub

## **Introduction to Poetry in English**

### **Interdisciplinary Course (IDP) — 1**

#### **Four-Year Undergraduate Programme**

**Credits: 3**

**Marks: 50**

### **Course Learning Outcomes**

**Some of the expected outcomes from learners after the completion of the course include:**

- to be able to understand the nature and creative use of the English language by identifying literary terms and techniques.
- to be able to identify, analyse, interpret and describe critical ideas, values and themes that appear in literary and cultural texts.
- to be able to understand how these values, ideas and themes inform and impact culture and society then and thus broaden their worldview.
- to develop a spirit of enquiry and independent thinking.

#### **Unit I:**

- Types of Poetry: Ballad, Dramatic Monologue, Ode and Sonnet

#### **Unit II:**

- “Three Years She Grew in Sun and Shower”: William Wordsworth

#### **Unit III:**

- “Pied Beauty”: G.M. Hopkins
- “The Darkling Thrush”: Thomas Hardy

#### **Unit IV:**

- “Dover Beach”: Matthew Arnold

#### **Unit V:**

- “Journey of the Magi”: T.S.Eliot



## Suggested Readings

B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan. 2000.

E. Albert. *History of English Literature*. OUP.

M.H. Abrams, Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Wadsworth Publishing Co Inc; 11<sup>th</sup> Edition, 2014.

*Wings of Poesy: NU Anthology of Poetry*, Trinity 2012.

## **Introduction to Fiction in English**

**Interdisciplinary Course (IDP) — 3**

**Four-Year Undergraduate Programme**

**Credits: 3**

**Marks: 50**

### **Course Learning Outcomes**

**Some of the expected outcomes from learners after the completion of the course include:**

- to be able to understand the nature and creative use of the English language by identifying literary terms and techniques.
- to be able to identify, analyse, interpret and describe critical ideas, values and themes that appear in literary and cultural texts.
- to be able to understand how these values, ideas and themes inform and impact culture and society then and thus broaden their worldview.
- to develop a spirit of enquiry and independent thinking.

#### **Unit I:**

- Key elements of fiction; novels and short stories

#### **Unit II:**

- “The Thief”: Ruskin Bond

#### **Unit III:**

- “Marriage is a Private Affair”: Chinua Achebe

#### **Unit IV:**

- “The Verger”: Somerset Maugham

#### **Unit V:**

- “The Last Leaf” : O. Henry

## Suggested Readings

B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan. 2000.

E. Albert. *History of English Literature*. OUP.

M.H. Abrams, Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Wadsworth Publishing Co Inc; 11<sup>th</sup> Edition, 2014.

*Prosaic Musings: NU Anthology of Prose, Short Stories and Developing Writing Skills*, Trinity, 2012.

**INTERDISCIPLINARY PAPER**

**SUBJECT – EDUCATION**

**3<sup>RD</sup> SEMESTER**

**Title of the Paper – GUIDANCE AND COUNSELLING**

**Course Objectives:**

**Credit - 3**

- To help in understanding the meaning and importance of guidance and counselling.
- To develop the ability to interpret various records for assessing the student's strength and weakness.
- To acquaint the students to various approaches in organizing vocational guidance.

**Course Contents:**

**UNIT – 1 Introduction to Guidance.**

- Meaning, Nature and Scope.
- Principles of Guidance.

**UNIT -2 Educational Guidance.**

- Meaning, Need and importance
- Basic data necessary for educational guidance: Pupils abilities, aptitude, personality, interest and attitudes.

**UNIT -3 Concept of Counselling.**

- Meaning, Nature and Scope of counselling
- Various steps and techniques of counselling

**UNIT -4 Vocational Guidance.**

- Meaning and Objective.
- Vocational Guidance at secondary stage.

**UNIT -5 Career Counselling.**

- Meaning and Importance.
- Career Counselling with college students

**Suggested Readings.**

1. Sitaram Jaiswal, Principles of Guidance and Counselling.
2. JC Aggarwal, Doaba. Educational Vocational Guidance and Counselling.
3. Rashmi Agarwal, Educational Vocational Guidance and Counselling: Principles, Techniques, Programmes .