

SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)



M. A./ M. Sc. in Defence and Strategic Studies

SYLLABUS

(Credit and Semester System)

National Education Policy 2020

(To be implemented from the Academic Year, 2023-24)

Department of Defence and Strategic Studies

Savitribai Phule Pune University

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(India)

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Total No. of Seats: 30

Eligibility: B.A./B.Sc. Defence and Strategic Studies/Military Science/ Military History/National Security

Fees: As per Savitribai Phule Pune University rules.

Duration: Two Years

Objectives of M.A./ M. Sc. Course in Defence and Strategic Studies

The Post-Graduate course in Defence and Strategic Studies is formulated for four semesters to provide wide-ranging perspectives, encourage analytical skills and a understanding for solving crucial problems confronted by the state and society. The structure of the Post-Graduate Course has been designed to ensure that there is core component, which students of Defence and Strategic Studies will have to study as the basic requirement of the subject. The core components revolve around the following major subject areas: -

- (1) International Relations: This is the broad field within which the various actors – Nations, Nations-States and Non-States – interact in the International system. An attempt is made to provide for both, a theoretical understanding of how and why nations behave as they do and also a historical survey of the major trends in world affairs.
- (2) Geo-Politics and Military Geography: Understanding the behavior of Nation-States within the geographical context in which they operate and is critical to assess how and why they behave in a particular way and the choices they make. Students of Defence and Strategic Studies are provided with perspective about Geopolitical thinking and the applications of Geography to elements and concerns of Strategy.
- (3) Strategic Studies: This is one of the core components of the course which provides students with an understanding of various dimensions of warfare in the Conventional and Nuclear context.
- (4) National Security: This is one of the core components of the course that provides students with an understanding of various dimensions of India's security challenges i.e. Internal and External.
- (5) Peace and Conflict Studies: Here the students are introduced to the nature and forms of conflict, approaches to Conflict Management and Conflict Resolution as well as to new concepts like Comprehensive Security and Human Security.
- (6) There are 5 different courses which are India-centric: These include the understanding of India's Military History, Indian Strategic Thought and

Culture, India's Defence Organization and Management, India's Defence Economy and Internal Security issues. These India-centric courses seek to link the broad dimensions of theory, at the International level to the issues at national-level.

- (7) Students of Humanities and Social Sciences are also introduced to topics like Science & Technology and the changes that have taken place since the Industrial Revolution and the impact of these changes on approaches to National Security. This course also focuses on some of the emerging technologies like Electronics, Computers, Material Sciences, Bio-technology, Artificial Intelligence, Cyberspace, Data Analytics, Machine Learning, Internet of Things and the Health Care Systems.
- (8) The elective and the specialized courses offered in the Department are in line with the area of specialization of the faculty. There is a provision for an open course that may be designed, keeping in mind recent developments and new breakthroughs in the field.
- (9) Apart from core courses and elective courses, there are a few add-on courses too.
- (10) Students will be introduced to the Research Methodology during the First Year and will have Internship or On Job Training (OJT) which will help them get exposure for practical skills in the area of their choice.
- (11) Students will undertake Research Project in their Second Year, spreading over two Semesters where they may work in the area of Contemporary Security Issues, War and Conflict Studies or any other area of their choice, following the department's guidelines.

Method of Assessment

- (1) The Post-Graduate course in Defence and Strategic Studies is full time, with English as the medium of instruction. Students are also allowed to write their examination in Marathi.
- (2) It envisages a continuous evaluation system through internal assessment (50%)-assignments, term papers and seminars and a Semester End Examination (50%).
- (3) Regular assignments/ seminars/ workshops on a weekly basis will enhance not only perceptions but also comprehension, writing and analytical skills.
- (4) The Post-Graduate course in Defence and Strategic Studies intends to train students to become reflective and critical thinkers, independent learners, and specially equipped in interdisciplinary skills for social analysis and research

in the field of Security and Strategic Studies. The programme allows in-depth study through each core and optional papers. It will prepare them with a strong foundation for teaching and research opportunities, competitive examinations and employment in Civil Society, Strategic Think Tanks, government and corporate sectors.

Method of Teaching

- (1) The course utilizes a variety of instructional methods, including classroom interaction, tutorials, study of classical texts, debates, field visits, open book method, round table discussion panel, debate, on line learning, problem-based learning, case method, simulation, problem formulation, database searches, comparative studies, preparation of monograph, oral presentation, tutoring, text analysis, problem solving, library work and discussions.
- (2) Special lectures by eminent scholars are envisioned in order to expose students to some of the best minds in the field. This experiential learning adds to their understanding of Security and Strategic Studies.

M. A. / M.Sc. Defence and Strategic Studies

Level	Semester	Credits Related to Major		Research Methodology (RM)	Internship On Job Training (OJT)	Research Project (RP)	Total
		Major Core 10(T)+4(P)	Major Elective 2(T)+2 (T/P) *Select any one of the following papers.	(4 Credits Theory)	0	0	22
6.0	I	DS 1.1 Key Concepts of National Security and Strategic Studies (4 Credits T) DS 1.2 International Relations (4 Credits- T) DS 1.3 Introduction to Geopolitics (2 Credits- T) DS 1.10 Practical Component: Field Trip to Defence Establishment (4 Practical Credits)	DS 1.4 India's Defence and Foreign Policy (4 Credits T/P) DS 1.5 Cyber Security (4 Credits T/P) DS 1.6 Area Studies-I: South Asia (4 Credits T/P) DS 1.7 Area Studies -II: Europe (4 Credits T/P) DS 1.8 Area Studies – III: Africa (4 Credits T/P) DS 1.11 Risk Analysis (4 Credits T/ P)	DS 1.9 Research Methodology (4 Credits T)			

Note:

1. **T:** Theory, **P:** Practical, **RM:** Research Methodology, **OJT:** On Job Training, **RP:** Research Project.
2. Each Semester consists of 22 credits.
3. Students will have to opt for any one of the courses offered by the department under the Major Elective section in each semester.
4. Four credit courses will carry 100 Marks.
5. Two credit courses will carry 50 Marks.

	II	10(T)+4 (P)	2(T)+2 (T/P) *Select any one of the following papers.	0	(OJT) 4 Credits	0	22
		DS 2.1 Defence Economics (4 Credits-T) DS 2.2 Peace and Conflict Studies (4 Credits T) DS 2.3 Military Geography (2 Credits T) DS 2.11 Practical Components: UN Simulation (4 Credits Practical)	DS 2.4 UN System and Global Security (4 Credits T/P) DS 2.5 India's National Security (4 Credits T/P) DS 2.6 Defence Analysis (4 Credits T/P) DS 2.7 Area Studies-I: West Asia (4 Credits T/P) DS 2.8 Area Studies -II: South East Asia (4 Credits T/P) DS 2.9 Area Studies – III: Canada and Latin America (4 Credits T/P) DS 2.12 Combating Radicalism (4 Credits T/P)		DS 2.10 Internship/On Job Training (4 Credits)		
Exit option: Award PG Diploma on completion of 44 credits OR continue with PG Second Year							

	III	10(T)+4 (T/P)	2(T)+2 (T/P) *Select any one of the following papers.	0	0	DS 3.9	22
6.5		DS 3.1 Science, Technology and National Security (4 Credits T) DS 3.2 Ocean and Global Marine Environment (4 Credits T) DS 3.3 Higher Defence Organisation of India (2 Credits T) DS 3.9 Practical Component/ Base, Means and Capability Analysis (4 Credits P)	DS 3.4 Indian Military History (4 Credits T/P) DS 3.5 Peace and Conflict Studies in South Asia (4 Credits T/P) DS 3.6 Contemporary and Critical Security Studies (4 Credits T/P) DS 3.7 CBRN & National Security (4 Credits T/P) DS 3.8 International Political Economy (4 Credits T/P) DS 3.11 Global Citizenship (4 Credits T/P)			DS 3.10 Research Project on Contemporary Security Issues (4 Credits)	

	IV	8 (T)+4 (P)	2(T)+2 (T/P) *Select any one of the following papers.	0	0	6	22
		DS 4.1 Terrorism and Counter-terrorism (4 Credits T) DS 4.2 Maritime Security (4 Credits T) DS 4.3 Dissertation (4 Credits P)	DS 4.4 Disaster Management and National Security (4 Credits T/P) DS 4.5 Strategic Thought (4 Credits T/P) DS 4.6 Indo-Pacific Security Architecture: Challenges and Prospects (4 Credits T/P) DS 4.7 Advanced Political Geography (4 Credits T/P) DS 4.8 China's Strategic Culture (4 Credits T/P) DS 4.10 Inclusive Education (4 Credits T/P)			DS 4.9 Research Project on Case Studies (6 Credits)	
Total 2 Years		54	16	4	4	10	88
2 Years-4 Sem Award PG Degree on completion 88 credits after Three-Year UG Degree or 1 Year-2 Sem PG Degree (44 credits) after Four-Year UG Degree							

Semester-I	Semester-II
<p>Major Core: Credits 10(T)+4 (P) DS 1.1 Key Concepts of National Security and Strategic Studies (4 Credits T) DS 1.2 International Relations (4 Credits T) DS 1.3 Introduction to Geopolitics (2 Credits T) DS 1.10 Practical Component: Field Trip to Defence Establishment (4 Credits)</p>	<p>Major Core: Credits 10 (T)+4 (P) DS 2.1 Defence Economics (4 Credits T) DS 2.2 Peace and Conflict Studies (4 Credits T) DS 2.3 Military Geography (2 Credits T) DS 2.10 Practical Component: Model United Nations Simulation (4 Credits)</p>
<p>Major Elective 2(T)+2 (T/P) *Select any one of the following papers. DS 1.4 India's Defence and Foreign Policy (4 Credits T/P) DS 1.5 Cyber Security (4 Credits T/P) DS 1.6 Area Studies-I: South Asia (4 Credits T/P) DS 1.7 Area Studies -II: Europe (4 Credits T/P) DS 1.8 Area Studies – III: Africa (4 Credits T/P) DS 1.11 Risk Analysis (4 Credits T/P)</p>	<p>Major Elective 2(T)+2 (T/P) *Select any one of the following papers. DS 2.4 UN System and Global Security (4 Credits T/P) DS 2.5 India's National Security (4 Credits T/P) DS 2.6 Defence Analysis (4 Credits T/P) DS 2.7 Area Studies-I: West Asia (4 Credits T/P) DS 2.8 Area Studies -II: South East Asia (4 Credits T/P) DS 2.9 Area Studies – III: Canada and Latin America (4 Credits T/P) DS 2.11 Countering Radicalization (4 Credits T/P)</p>
<p>DS 1.9 Research Methodology (4 Credits)</p>	<p>DS 2.10 Internship/On Job Training (4 Credits)</p>

Semester-III	Semester-IV
<p>Major Core: Credits 10(T)+4 (T/P) DS 3.1 Science, Technology and National Security (4 Credits T) DS 3.2 Ocean and Global Marine Environment (4 Credits T) DS 3.3 Higher Defence Organisation of India (2 Credits T) DS 3.9 Practical Component: Base, Means, and Capability Analysis (4 Credits P)</p>	<p>Major Core: Credits 8 (T)+4 (P) DS 4.1 Terrorism and Counter-terrorism (4 Credits T) DS 4.2 Maritime Security (4 Credits T) DS 4.3 Dissertation (4 Credits P)</p>
<p>Major Elective 2(T)+2 (T/P) *Select any one of the following papers. DS 3.4 Indian Military History (4 Credits T/P) DS 3.5 Peace and Conflict Studies in South Asia (4 Credits T/P) DS 3.6 Contemporary and Critical Security Studies (4 Credits T/P) DS 3.7 CBRN & National Security (4 Credits T / P) DS 3.8 International Political Economy (4 Credits T/P) DS 3.11 Global Citizenship (4 Credits T/P)</p>	<p>Major Elective 2(T)+2 (T/P) *Select any one of the following papers. DS 4.4 Disaster Management and National Security (4 Credits T/P) DS 4.5 Strategic Thought (4 Credits T/P) DS 4.6 Indo-Pacific Security Architecture: Challenges and Prospects (4 Credits T/P) DS 4.7 Advanced Political Geography (4 Credits T/P) DS 4.8 China's Strategic Culture (4 Credits T/P) DS 4.10 Inclusive Education (4 Credits T/P)</p>
DS 3.10 Research Project Contemporary Security Issues (4 Credits)	DS 4.9 Research Project Case Studies (6 Credits)

Research Project can be identified by the department on National Security Issues and Objectives decided by the concerned teacher.

Course Name: KEY CONCEPTS OF NATIONAL SECURITY AND STRATEGIC STUDIES

Course Code: DS 1.1

Course Credits: 4 Credit

Course Objectives:

1. The aim of this course is to introduce fundamental concepts in Security and Strategic Studies
2. The course will introduce basic theories and approaches of Security and Strategic Studies

Course Learning Outcomes:

1. Students will learn about various aspects to understand Security And Strategic Studies
2. Students will learn about evolution of Strategic Studies during Cold War and Post-Cold War period

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, Conferences, and Workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Key Concepts

- 1.1. Nation
- 1.2. State
- 1.3. Nation-State
- 1.4. Nationalism
- 1.5. National Power and
- 1.6. National Interest

Unit 2: Conceptual Understanding of Security

- 2.1 What is Security?
- 2.2 Theories and Concept of Security
- 2.3 Traditional Security and Non-traditional Security
- 2.4 National Security

Unit 3: Strategic Studies: Concept and Scope

- 3.1 Strategic Studies: Concept and Approaches
- 3.2 Strategic Studies and International Relations
- 3.2 Strategic Studies during Cold War

Unit 4: Security and Strategic Issues:

- 4.1 An overview of World War I & II
- 4.2 Cold War
- 4.3 Terrorism
- 4.4 Contemporary Security Challenges

Suggested Readings:

- Ayooob, Mohammed. *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Lynne Rienner Publishers, 1995.
- Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, (2nd Edition) ECPR Press, 2007.
- Caveltly, Myriam and Balzacq, Thierry (Eds) *Routledge Handbook of Security Studies, Conflict and the International System*, London: Lynne Rienner, 1995.
- Collins, A. (Ed.) *Contemporary Security Studies*. Oxford University Press, 2016.
- Creveld, M. *The Rise and Decline of the State*, Cambridge: Cambridge University Press, 2004.
- John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray (Eds), *Strategy in the Contemporary World: An Introduction to Strategic Studies* (New York: Oxford University Press, 2002)
- Ken Booth, *Theory of World Security*, Cambridge Studies in International Relations, Second Edition, Routledge, 2017.
- Khare, Vijay *Defence Studies* (Marathi)(Nirali Prakashan, 2007)

Course Name: INTERNATIONAL RELATIONS

Course Code: DS 1.2

Course Credits: 4 Credit

Course Objectives:

1. This course introduces theories and approaches of International Relations (IR) and acquaints students to the various stages in which IR as a discipline has evolved
2. This course specifically aims to explore the central concept of war in Strategic and Security Studies through the various theoretical lenses in IR

Course Learning Outcomes:

1. Students will learn theories and approaches of IR, and how IR works in International Politics
2. It will provide the ability to critically think and apply theoretical concepts and systems

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in the teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Theories and Approaches to International Relations

1.1 The Classical Approaches:

- a. Realism,
- b. Idealism

1.2. Behavioural Approach

- a. System Approach
- b. Decision making Theories
- c. Game Theory

1.3 Neo Liberalism and Neo Realism

1.4 Marxist and Gramscian IR

1.5 Feminist IR

1.6 International Political Economy

1.7 Transnationalism

Unit 2: War and Peace in the 20th Century

2.1 Concept of war: WWI, WWII, Cold War

2.2 Diplomacy

2.3 Economic Sanctions

- 2.4 Peacekeeping
- 2.5 Arbitration and Negotiation
- 2.6 Soft Power
- 2.7 Major conflicts from 1945 to 1991

Unit 3: The Evolution of Global Governance

- 3.1. International Order
- 3.2. New World Order
- 3.3. International Law
- 3.4. Humanitarian Intervention

Unit 4: Contemporary issues in International Relations

- 4.1. Nuclear Proliferation
- 4.2. Climate Change
- 4.3. Globalization
- 4.4. Regional Integration
- 4.5. Rules Based World Order

Suggested Readings:

- Carr, Edward Hallett. *The twenty years' crisis, 1919-1939: Reissued with a new preface from Michael Cox*. Springer, 2016.
- Christian Reus-Smit, Duncan Snidal (eds), *The Oxford Handbook of International Relations*, Oxford University Press, 2010.
- Griffiths, Martin, *International Relations Theory for the Twenty-First Century*, 2007.
- Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, Red Glob Press, UK, 2012.
- John Baylis, Steve Smith, Patricia Owens (eds), *The Globalization of World Politics: An Introduction to International Relations*, Oxford University Press, 2014.
- Joseph Nye and Robert Keohane, *Power and Interdependence*, Scott, Foresman, 1989.
- Joseph Nye and Robert Keohane. *Power and Interdependence: World Politics in Transition*, Longman Series in Political Science, 1977.
- Kenneth N. Waltz, *Man, the State, and War: A Theoretical Analysis*, Columbia University Press, 2001
- Kenneth Waltz. *Theory of International Politics*, McGraw Hill, 1979
- Morgenthau, Hans. *Politics Among Nations: The Struggle for Power and Peace*, (1973).
- Oliver Daddow, *International Relations Theory*, British Library, 2017.
- Pant, Pushpesh. *International Relations in 21st Century*. 2011.

Course Name: INTRODUCTION TO GEOPOLITICS

Course Code: DS 1.3

Course Credits: 2 Credit

Course Objectives:

1. This course aims to familiarize students to influences of Geography on the conduct of International Relations
2. This course introduces major theories of Geopolitics as well as major issues that have emerged in the field since the end of the Cold War

Course Learning Outcomes:

1. Students will understand how Geography plays an important role in international relations as well as in the study of military warfare/operation
2. This course is also designed to study various Geopolitical Thinkers
3. Students will understand the significant role of Geopolitics which will enable them to critically employ in strategic and security understanding of contemporary issues

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Understanding Geopolitics

- 1.1 Scope and Importance of Geopolitics
- 1.2 Thinkers and Theories of Geopolitics:
 - a. Classical
 - b. Modern Theories of Geopolitics:
 - i. Organic Theory of State
 - ii. Sea Power Theory
 - iii. Land Power Theory
 - iv. Rim Land Theory
 - v. German Geopolitik

Unit 2: Geopolitics and Contemporary Discourse

- 2.1. Cold War relevance of Heartland Theory
- 2.2. Geopolitics in the Post-Cold War Era

- 2.3. Role of Geography in Military
- 2.4. Strategic Geography
- 2.5. Geo-Strategy
- 2.6. Geo-Economics

Suggested Readings:

- Abraham, Itty. *How India became territorial: Foreign policy, diaspora, geopolitics*. Stanford University Press, 2020.
- Agnew, J., *Geopolitics Re-Visioning World Politics*, London: Routledge, 2003.
- Dikshit R. D. *Political Geography: The Discipline and its Dimensions*, New Delhi: Tata Macgraw Hill, 1994.
- Dolman, Everett C. *Astropolitik: Classical Geopolitics in the Space Age*. Routledge, 2005.
- Gray, Colin S., and Geoffrey Sloan. *Geopolitics, Geography and Strategy*. Routledge, 2014.
- Harm j. Di Blij, *Systematic Political Geography*, New York: John Wiley and Sons, 1973.
- Kaplan, Robert D. *The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle Against Fate*. New York: Random House, 2012.
- Mahan A T., *Sea Power*, London: Methuem and Co, 1975.
- McDonald, Eric V., and Thomas Bullard, eds. *Military Geosciences and Desert Warfare*, New York: Springer, 2016.
- Presscot J. R. V, *Political Geography*, London: Methuem and Co, 1972.
- Sukhwal b. L, *Modern Political Geography*, New Delhi: Sage, 1985.
- Taylor P. J, *Political Geography: World Economy, Nation State and Locality*, London: Longman, 1895.
- Toal, Gerard, Gearóid Ó. Tuathail, Simon Dalby, and Paul Routledge, eds. *The Geopolitics Reader*. Psychology Press, 1998.

Course Name: INDIA'S DEFENCE AND FOREIGN POLICY

Course Code: DS 1.4

Course Credits: 4 Credit

Course Objectives:

1. The course aims to understand India's Defence and Strategic Environment and Foreign Policy of India
2. The course describes India's security scenario, strategic interest and foreign affairs

Course Learning Outcomes:

1. Students will learn the objectives of India's Defence, Security Policy and Foreign Relations
2. Students will be able to describe outline of India's interest in the field of defence and foreign relations

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: India's Security Scenario

- 1.1 India's Internal Security
- 1.2 India's External Security
- 1.3 India's Territorial/Border disputes
- 1.4 India's Defence Industry

Unit 2: India's Strategic and Security Environment

- 2.1 India's Nuclear Policy
- 2.2 India's Defence Import and Export Policy
- 2.3 India's Military Exercises

Unit 3: Foreign Relations of India

- 1.1 India's Diplomatic Relations
- 1.2 India and its neighboring countries
- 1.3 India and Regional Organisations

Unit 4: India's Foreign Policy

- 4.1 Evolution of India's Foreign Policy
- 4.2 India's Foreign Policy during Cold War and Post-Cold War

4.3 India's Look/Act East Policy

Suggested Readings:

- Government of India, Annual Reports, Ministry of Defence, New Delhi.
- Harsh V. Pant and Yogesh Joshi, 2018. *Indian Nuclear Policy*, Oxford: Oxford University Press.
- Harsh V. Pant, 2016. *Handbook of Indian Defence Policy: Themes, Structure and Doctrines*, New York: Routledge.
- Khilnani, S. et.al, 2013. *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.
- Malone, David M., C. Raja Mohan and Srinath Raghavan (eds.), 2015. *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Menon, S. 2016. *Choices: Inside The Making of India S Foreign Policy*. Brookings Institution Press.
- Mohan, C. R. 2012. *Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific*. Brookings Institution Press.
- Stephen P. Cohen, 2001. *The Indian Army: Its Contribution to the Development of a Nation*, New Delhi: Oxford University Press.
- Thomas, Raju G.C. 1987, *Indian Security Policy*, Princeton University Press.
- Vappala Balachandran, 2014. *National Security and Intelligence Management: A New Paradigm*, Mumbai: Indus Books Source.
- Vijay Khare, 2022. *Influence of Social Media on India's Foreign Policy Making*, New Delhi: Pentagon Press.

Course Name: CYBER SECURITY

Course Code: DS 1.5

Course Credits: 4 Credit

Course Objectives:

1. This subject would cover the range of cyber incidents and frauds that commonly affect individuals, organizations and nations on a practically daily basis
2. The course aims to elaborate basic vulnerabilities, learning to assess the risks to data

Course Learning Outcomes:

1. Students will be able to understand how cyber security started playing an important role in National Security
2. The course is also designed to study introductory concepts in Cyber Security
3. This course will help students to understand the significant role of Cyber Security

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Understanding Cyber Security

- 1.1. Internet
 - 1.1.1. Information and Communication
 - 1.1.2. Information Technology
- 1.2. Data Mining and Surveillance
- 1.3. Cyber Espionage
- 1.4. Cyber Space

Unit 2: Cyber Crime and Cyber Law

- 2.1. Cyber Crimes and its Classification
- 2.2. Cyber-Crime and Punishment
- 2.3. Cyber Forensic
- 2.4. Indian Law of Cyber crime

Unit 3: Cyber and National Security

- 3.1. Cyber Attack
- 3.2. Defence and Cyber

3.2.1. Cyber Command

3.2.2. Defence Cyber Agency

3.3. Cyber Warfare

Unit 4: Cyber Terrorism

4.1. Terrorism and Media

4.2. Threats and Challenges of Cyber Terrorism

Suggested Readings:

- Bare Acts
 - Information Technology Act, 2000
 - Information Technology Act (Amendment), 2008
 - Information Technology Act (Amendment), 2021
 - The Digital Personal Data Protection Act, 2023
 - Indian Evidence Act 1872
 - Copyright Act 1957
- Singer, P. W. & A Friedman (2014), *Cybersecurity: What everyone needs to know*, Oxford: Oxford University Press.
- Akhgar, B. & B. Brewster (eds.) (2016), *Combating cybercrime and cyberterrorism: challenges, trends and priorities*, Switzerland: Springer.
- Colarik, A. M. (2006), *Cyber terrorism: political and economic implications*, New Zealand: IGI Global.
- Lewis, J. A. (2002), *Assessing the risks of cyber terrorism, cyber war and other cyber threats*, Washington, DC: Center for Strategic & International Studies.

Course Name: AREA STUDIES-I: SOUTH ASIA

Course Code: DS 1.6

Course Credits:4 Credit

Course Objectives:

1. This course explores conflict and peace efforts in South Asian region
2. The current dynamics in terms of complexities of inter-state relations, ethnography, cultural dynamics, international interests and interventions in the South Asia would be analysed and assessed in detail

Course Learning Outcomes:

1. Students will analyse and study the geo-political and security dynamics of South Asia. These will be contextualized and studied in terms of relevance to existing Geo-political theories.
2. Students will study various aspects of peace efforts and conflict in the region. Henceforth, students will be able to understand the political dynamics, ethnics complexity and various other security challenging factors of the region

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Contemporary History of South Asia

- 1.1. Geopolitics of South Asia
- 1.2. Security Challenges in Asia

Unit 2: Security Challenges in South Asia

- 2.1. Terrorism
- 2.2. Migration
- 2.3. Ethnic Conflict
- 2.4. Climate Change
- 2.5. Nuclear Weapons

Unit 3: Major Political developments and Foreign/Security Policy

- 1.1 Colonialism and Nationalism
- 1.2 During Cold War and Post-Cold War
- 1.3 Regional Cooperation:
 - a. SAARC
 - b. BIMSTEC

Unit 4: External Influences in South Asia

- 4.1 United States

4.2 Russia

4.3 China

Suggested Readings

- A Vandana, A C Shukla, Vijay Khare “Socio-Political Dimension of India’s National Security”. in a. Vandana, A.C. Shukla (Eds.), *'Security in South Asia'* (APH Publishing Corporation: New Delhi 2004).
- Mohammed Ayoob, *The Third World Security Predicament: State Making, Regional Conflict, and the International System* (Emerging Global Issues), (Lynne Reiner Publications, 1995).
- Rajesh Basrur, *South Asia’s Cold War: nuclear weapons and Conflict in Comparative Perspective*, (Routledge 2008).
- Shrikant Paranjpe *India and South Asian since 1971* (Radiant, New Delhi 1985)
- Stephen Philip Cohen (ed.), *The Security of South Asia: American and Asian perspectives'*, (New Delhi: Vistaor Publications, 1987).
- Sumit Ganguly, *Deadly Impasse: Kashmir and India-Pakistani Relations at the Dawn of a New Century*, (Cambridge University Press, 2016).
- Sunil Amrith, *Migration and Diaspora in Modern Asia*, (Cambridge University Press, 2012).
- Swarna Rajagopalan, ed., “Security and South Asia: Ideas, Institutions and Initiates”, (New Delhi: Routledge, 2006).

Course Name: AREA STUDIES-II EUROPE

Course Code: DS 1.7

Course Credits: 4 Credit

Course Objectives:

1. This subject aims to introduce Europe as a region for area studies and evolution of European Union
2. Students will learn to identify basic vulnerabilities and assess the risks for maintaining peace and security

Course Learning Outcomes:

1. This course will enable students to understand Europe as a region in international relations
2. This course is also designed to study evolution of European Union
3. This course will help students to understand issues related to peace and security in the region

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, Conferences, and Workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: A glance at Europe:

- 1.1. History
- 1.2. Geography
- 1.3. Wars

Unit 2: Foreign and Security Policy of EU

- 2.1. Common Security and Defence Policy
- 2.2. Determinants of EU Foreign Policy
- 2.3. European Market: Economic Security
- 2.4. European Political Communication: Regional and Global

Unit 3: European Approach to Contemporary World

- 3.1. European Union as an Emerging Superpower
- 3.2. EU engagement with other Regional and International Organizations
- 3.3. EU Approaches to: Resource, Space and Digital Technology

3.4. EU contributions to International, Regional and Local crisis

Unit 4: India and EU

4.1. Economic Relations

4.2. Political Relations

4.3. Social Relations

4.4. Strategic and Security Relations

Suggested Readings:

- Bretherton, Charlotte, and John Vogler. *The European Union as a Global Actor*. Routledge, 2005.
- Davies, N. (2014). *Europe: A History*. Random House.
- Eliassen, K. A. (Ed.). *Foreign and Security Policy in the European Union*. Sage Press. 1998.
- Evans, Richard J. *The pursuit of power: Europe 1815-1914*. Penguin, 2016.
- Gilbert, Mark. *European Integration: A Concise History*. Rowman & Littlefield Publishers, 2011.
- Jain, Rajendra K. "India's relations with the European Union" in *Handbook of India's International Relations*, pp. 223-232. Routledge, 2011.
- Keukeleire, Stephan, and Tom Delreux. *The Foreign Policy of the European Union*. Bloomsbury Publishing, 2022.
- Koutrakos, Panos. *The EU Common Security and Defence Policy*. Oxford University Press, USA, 2013.
- Malici, A. *The Search for a Common European Foreign and Security Policy: Leaders, Cognitions, and Questions of Institutional Viability*, Springer. 2008.
- Murray, P. *Visions of European Unity*. Routledge. 2019.
- Ogilvie, Brian W. *The Science of Describing: Natural History in Renaissance Europe*. University of Chicago Press, 2019.
- Sundaram, G. *India and the European Union*. Allied Publishers. 1997.
- Ungerer, Horst. *A Concise History of European Monetary Integration: from EPU to EMU*. Greenwood publishing group, 1997.

Course Name: AREA STUDIES-III AFRICA

Course Code: DS 1.8

Course Credits: 4 Credit

Course Objectives:

1. This subject aims to introduce Africa as a region for area studies
2. Students will learn the evolution of different conflicts and risks for maintaining peace and security

Course Learning Outcomes:

1. This course will enable students to understand Africa as a region in international relations
2. This course is also designed to study evolution of Africa as an emerging region
3. This course will develop the ability of students to understand issues related to peace and security in the African region

Teaching Methods:

1. Teaching will include classroom lectures accompanied by different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: A glance at Africa

- 1.1. History
- 1.2. Geography
- 1.3. Demography, Society and Culture of the African Countries
- 1.4. Colonization of Africa
- 1.5. Emergence of African States and Boundaries

Unit 2: Contemporary Africa

- 2.1 Society and Culture
- 2.2 Political Systems
- 2.3 Territorial disputes
- 2.4 Environmental issues and the impact of climate change

Unit 3: Economic and Security Challenges

- 3.1. Africa in Global Economy
- 3.2. Economy and Natural Resources

3.3. Ethnic Conflicts and Civil Wars

3.4. Peace efforts in Africa

Unit 4: Africa and India Relations

4.1. Africa and the Indian Ocean

4.2. Africa and India in World Order

4.3. Diplomatic relations of India and African Countries

Suggested Readings:

- Addison, Tony, (ed.) *From Conflict to Recovery in Africa*, Oxford, Oxford University Press, 2003.
- Allen, Philip M., *Security and Nationalism in the Indian Ocean*, Boulder, West view Press, 1987.
- Basil, Davidson, *Africa in Modern History: The Search for a New Society*, London, Allen Lane, 1978.
- Hance, W. A. *The Geography of Modern Africa*, New York, Columbia University Press, 1964.
- Williams, Paul D. *War and Conflict in Africa*. John Wiley & Sons, 2016.
- Richard Reid A History of Modern Africa 2nd edition (Oxford: Wiley Blackwell, 2012)
- Willetts, Peter, *Non-Aligned Movement: The Origin of Third World Alliance*, Bombay, Popular Prakashan, 1978.

Course Name: RESEARCH METHODOLOGY

Course Code: DS 1.9

Course Credits: 4 Credit

Course Objectives:

1. The course aims to orient students for research in Humanities and Social Sciences
2. The course introduces basic concepts and various tools for research in Social Sciences
3. The course aims to introduce students to various forms of academic writing (formal /informal)

Course Learning Outcomes:

1. Students will learn about basic concepts, tools and techniques of research in Social Sciences
2. Students will learn different types of academic research writings
3. Students will gain knowledge about preparing questionnaires, conducting field surveys, data sampling, data interpretation

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn various approaches to research in Social Sciences
2. Students will be given specific assignments and class activities to learn problem formulation, identifying keywords for research, surveying literature from library and online sources
3. Students will learn to maintain research diary or journal
4. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Research in Humanities and Social Science and its scope

- 1.1. Traditional methods of inquiries:
- 1.2. Philosophical
- 1.3. Historical- Legal Institutional
- 1.4. Inductive and Deductive approaches
- 1.5. Empiricism
- 1.6. Positivism
- 1.7. Hempel (deductive model)

Unit 2 : Behavioural Approaches, Systems Analysis, Structural Functional Analysis.

- 2.1. Scientific Method in Research Problem formulation
- 2.2. Hypothesis
- 2.3. Identification of Variables
- 2.4. Concepts and Operationalization of Concepts
- 2.5. Research Designs and Methods
- 2.6. Descriptive
- 2.7. Exploratory
- 2.8. Explanatory
- 2.9. Experimental

Unit 3: Methods of Data Collection and Data Processing:

- 3.1. Library
- 3.2. Observation- Participant and Non-participant
- 3.3. Survey
- 3.4. Questionnaire
- 3.5. Schedule and Interview
- 3.6. Mining Internet Sources
- 3.7. Sampling Techniques: probability and non-probability:
- 3.8. Random, Stratified, Cluster, Multi-Phase, Quota, Convenience and Purposive Sampling
- 3.9. Case Study
- 3.10. Data processing: Establishing Categories and Coding Data
- 3.11. Data Interpretation: Descriptive statistics and inferential statistics
- 3.12. Data Processing and Content Analysis

Unit 4: Academic: Report / Thesis writing

- 4.1. Book Review
- 4.2. Article Review
- 4.3. Commentary
- 4.4. Blog Writing/Review
- 4.5. Report Writing

Suggested Readings:

- John Gerring 2012. *Social Science Methodology a Unified Framework*, Second edition
- Kundu, Abhijit &Nayar, Pramod, K. (2010). *The Humanities: Methodology and Perspectives*, Longman Pearson.

- Nyman, J., & Burke, A. (Eds.). (2016). *Ethical Security Studies: A New Research Agenda*. Routledge.
- Richard C. Rich, Craig Leonard Brians, Jarol B. Manheim, Lars Willnat, 2018. *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, Routledge.
- Salter, M. B., & Mutlu, C. E. (Eds.). (2013). *Research Methods In Critical Security Studies: An Introduction*. Routledge
- Stephen Van Evera. 1997. *Guide to Methods for Students of Political Science*, New York: Cornell University Press.
- Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition. Chicago: University of Chicago Press.

Course Name: Practical: Visit to Defence Establishments and Strategic Places

Course Code: DS 1.10

Course Credits: 4 Credit (Practical)

Course Objectives:

1. This course aims to organize a field visit to places significant from Defence and Strategic Studies perspective
2. This will also include understanding functioning of the defence institutions or analyse strategic significance of a given institution

Course Learning Outcomes:

1. Students will visit different Defence Institutions to understand Indian Armed Forces and its role in the Defence and Security Policy of India
2. Students will learn to analyse functioning of defence institutions and writing a detailed reports on such visits

List of Institutions:

- Southern Command Headquarters, Pune
- Defence Research and Development Organization, Pune
- Military Engineer Services (MES) Pune
- National Defence Academy and other establishments

Evaluation Pattern:

1. Concerned teachers may apply individual internal evaluation methods

Course Name: RISK ANALYSIS

Course Code: DS 1.11

Course Credits: 4 Credit

Course Objectives:

1. This course aims to provide an overview of risk monitoring and control techniques
2. This course aims to teach students how to communicate and report risks effectively
3. It also aims to introduce students to risk governance and compliance framework

Course Learning Outcomes:

1. Students will be able to explain different risk governance and compliance framework
2. Students will be able to analyse case studies in risk analysis

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Risk Analysis

- 1.1. Definition and Types of Risks
- 1.2. Risk Assessment Techniques
- 1.3. Risk Management Framework
- 1.4. Risk Identification and Analysis

Unit 2: Introduction to Risk Analysis

- 2.1. Hazard, Risk, Vulnerability, and Disaster Preparedness: Conceptual Framework
- 2.2. Risk: Assessment & Analysis
- 2.3. Vulnerability: Natural, Social & Economical
- 2.4. Resource Analysis and Mobilization

Unit 3: Disaster Management Planning

- 3.1. Preparation of Disaster Management Plan: City, Institution & Relief Camp
- 3.2. Prevention, Preparedness & Mitigation of Disasters: Natural & Manmade

- 3.3. Disaster Preparedness Plan: National, State, Districts and Community Based Disaster Preparedness Planning; Urban and Rural Preparedness approaches
- 3.4. Risk Assessment and Reduction During Festival and Rallies

Unit 4: Risk Mitigation Strategies

- 4.1. Risk Monitoring and Control
- 4.2. Risk Communication and Reporting
- 4.3. Risk Governance and Compliance
- 4.4. Case Studies in Risk Analysis

Suggested Readings:

- Greenberg, Michael I. (2006), *Encyclopaedia of Terrorist, Natural & Man-Made: Disasters*, United Kingdom: Jones & Bartlett.
- Marathe, P. P. (2006), *Concepts and Practices in Disaster Management*, Pune: Diamond Publications.
- Masellis, Michele, and S. William A. Gunn (Eds.) (2012), *The Management of Burns And Fire Disasters: Perspectives 2000*, Netherland: Springer Science & Business Media.
- Moral, Roger del & Lawrence R. Walker (2007), *Environmental Disasters, Natural Recovery and Human Responses*, UK: Cambridge University Press.
- Parasuraman, S. (2000), *India Disaster Report towards Policy Initiative*, New York: Oxford University Press. Page 6 of 14
- Pelling, Mark (2003), *Vulnerability of Cities: Natural Disasters and Social Resilience*, London: Earth scan.
- Renn, Ortwin. *Risk Governance: Coping with Uncertainty in a Complex World*. Routledge, 2017.
- Shaw, Rajib (Eds.) (2009), *Disaster Management: Global Challenges and Local Solutions*. Universities Press.
- Singh, R. B. (2006), *Natural Hazards And Disaster Management: Vulnerability And Mitigation*, Jaipur: Rawat publications.
- Yoe, Charles. *Principles of Risk Analysis: Decision Making Under Uncertainty*. CRC press, 2019.
- **Websites**
- The National Institute of Disaster Management (NIDM) < <http://nidm.gov.in/default.asp>>
- National Disaster Management Authority (India) < <http://www.ndma.gov.in/en/>>
- United Nations International Strategy for Disaster Reduction < <https://www.unisdr.org>>

SEMESTER II

Course Name: DEFENCE ECONOMICS

Course Code: DS 2.1

Course Credits: 4 Credit

Course Objectives:

1. The subject focuses on the relationship between defence and economics
2. It explores various aspects of understanding the role of economics in defence and vice versa
3. This course introduces students to the elements of defence budget and the working of the defence expenditures

Course Learning Outcomes:

1. Students will learn about the applications of economics and economic theories in the field of defence and national security
2. The analysis of defence expenditure will enable students to examine the contentious debate on defence spending

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: An introduction to the study of Defence Economics

- 1.1 Economic Theories of Defence
- 1.2 Determinants of Defence and Security Expenditure

Unit 2: Critical Analysis of Defence Expenditure

- 2.1 Trends of Defence Expenditure
- 2.2 Rationale of Arms Production
- 2.3 Defence and Development

Unit 3: Economic Instruments of Security Policy

- 3.1 Economic Warfare:
 - a. Economic Sanctions
 - b. Trade War
 - c. Aid

- d. Traditional Tactics of Economic War
- ### 3.2 Economic Diplomacy

Unit 4: India's Defence Expenditure

- 4.1 India's Defence Industry
- 4.2 India's Defence Budget
- 4.3 An analysis of India's Security Expenditure since 1947
- 4.4 An analysis of Indigenization of Defence Production in India

Suggested Readings:

- Hartley, Keith, *The Economics of Defence Policy: A New Perspective*, Routledge, 2011
- Sandler, Todd and Keith Hartley, *Handbook of Defense Economics*, North Holland, 2007.
- Kennedy, Gavin, *The Economics of Defence*, Rowman and Littlefield, 1975
- Jasjit Singh, *India's Defence Spending: Assessing Future Needs*, New Delhi: Knowledge Publishers, 2001.
- V.P. Malik and Vinod Anand, *Defence Planning: Problems and Prospects*. New Delhi: Manas, 2006.
- Dutta, Meena and Jai Narain Sharma, *Defence Economics*, Deep & Deep Publications, 2005.
- Shiffman, Gary M., *Economic Instruments of Security Policy: Influencing Choices of Leaders*, Palgrave Macmillan, 2011.
- Behera, Laxman Kumar, *India's Defence Economy Planning, Budgeting, Industry and Procurement*, Routledge, 2020.
- Annual Reports of the Ministry of Defence, Government of India.
- Stockholm International Peace Research Institute (SIPRI) Yearbook.

Course Name: PEACE AND CONFLICT STUDIES

Course Code: DS 2.2

Course Credits: 4 Credit

Course Objectives:

1. The course aims to conceptualize peace and conflict. The subject explores various norms of violent and non-violent conflict and mechanism to deal with such conflict
2. This course explores the nature and forms of conflict, approaches to conflict management and conflict resolution as well as the new concepts of security

Course Learning Outcomes:

1. Students will learn various aspects of conflict and the methods to deal with it
2. Students will learn about various means such as diplomacy, treaties, legal norms and other conflict resolving and managing tools for achieve peace after conflict

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Understanding Peace and Conflict

- 1.1. Concept of Peace and Conflict
- 1.2. Nature and forms of Conflict
- 1.3. Peace Research and Peace Movements

Unit 2: Conflict Management and Conflict Resolution

- 2.1 Confidence Building Measures
- 2.2 Disarmament and Arms Control
- 2.3 Functional Approaches and Regionalism

Unit 3: UN System of Managing and Resolving Conflict

- 3.1 Pacific Settlement of Disputes
- 3.2 Peacekeeping, Peacemaking and Adjudication

Unit 4: Conflict, Peace and Security

- 4.1 War and its justification
- 4.2 Comprehensive Security and Human Security

Suggested Readings:

- Anatol Rapoport, *Conflict in Manmade Environment* London: 1974.
- Barash, David and Charles Webel. *Peace and Conflict Studies*. Thousand Oaks, CA: Sage, 2002.
- Charles Webel and Johan Galtung (eds), *Handbook of Peace and Conflict Studies*, Routledge, Abingdon, Oxon, 2007.
- Chomsky, Noam, *World Orders: Old & New*, Oxford University Press, 1999.
- David Mitrany, *A Working Peace System* Chicago, 1966.
- Galtung, John, *Peace by Peaceful Means*, Sage, 1996.
- Ho-Won Jeong, *Peace and Conflict Studies: An Introduction*, Routledge, Abingdon, Oxon , 2017.
- J.W.Burton, *Conflict and Communication* London, 1969.
- Lederach, John Paul. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington DC: Unites States Institute of Peace, 1997.
- Lederach, John Paul. *Preparing for Peace: Conflict Transformation Across Cultures*. New York: Syracuse University Press, 1995.
- Matyók, T., Senehi, J. & Byrne, S. *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*. Lanham, MD: Lexington Books, 2011.
- Pruitt, Dean and H.S Kim, *Social Conflict: Escalation, Stalemate, and Settlement*, (3rd edition), Mc-Graw-Hill, 2003, p. 15-36.
- Ramsbotham, O., et al. *Contemporary Conflict Resolution*. Fourth Edition. Cambridge, UK: Polity Press, 2011.
- Reimer, Laura; Schmitz Cathryne; Janke, Emily; Askerov, Ali; Strahl, Barbara, and; Matyók, Thomas, *Transformative Change: An Introduction to Peace and Conflict Studies*. Lanham, MD: Lexington Books, 2015.
- Wallensteen, Peter, *Understanding Conflict Resolution*, Sage, 2002.

Course Name: MILITARY GEOGRAPHY

Course Code: DS 2.3

Course Credits: 2 Credit

Course Objectives:

1. This course aims to introduce students to the role of Geography in military operations and strategic geography
2. This course aims to elaborate the role of Military Geography in conflict zones and natural resources.

Course Learning Outcomes:

1. Students will be able to explain the role of Geography in military operations
2. Students will be able to explain Military Geography of natural resources
3. Students will be able to explain the Geopolitics of Space Warfare and Astropolitik

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Military Geography

- 1.1. Role of Geography in Military
- 1.2. Strategic Geography
- 1.3. Terrain Analysis
- 1.4. Military Geography of Conflict Zones
- 1.5. Military Geography of Natural Resources

Unit 2: Contemporary Issues in Geopolitics

- 2.1. Geopolitics of Space Warfare and Astropolitik
- 2.2. Territoriality, Power and Geography
- 2.3. Terrorism
- 2.4. Economy
- 2.5. Energy
- 2.6. Climate Change

Suggested Readings:

- Dolman, Everett C. *Astropolitik: Classical Geopolitics in the Space Age*. Routledge, 2005.
- Galgano, Francis A., and Eugene J. Palka, eds. *Modern Military Geography*. New York: Routledge, 2011.
- Kaplan, Robert D. *The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle Against Fate*. New York: Random House, 2012.

- Mahan A T., *Sea Power*, London: Methuem and Co, 1975.
- McDonald, Eric V., and Thomas Bullard, eds. *Military Geosciences and Desert Warfare*, New York: Springer, 2016.
- Peltier Louis and G. Etzel Perarcy, *Military Geography* (New Delhi: East West 1981.

Course Name: UN SYSTEM AND GLOBAL SECURITY

Course Code: DS 2.4

Course Credits: 4 Credit

Course Objectives:

1. The course aims to study and understand the structure of the UN and its organs.
2. The course explores various functions of the UN and its contribution to Global Security.

Course Learning Outcomes:

1. Students will learn and understand the functioning of the UN.
2. This course will help students to understand the role of the UN in International Peace and Security.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in the teaching.
3. Seminars, conferences, workshops will be organized.

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: The Structure of the United Nations

- 1.1 General Assembly
- 1.2 Security Council
- 1.3 Economic and Social Council (ECOSOC)
- 1.4 Trusteeship Council
- 1.5 International Court of Justice
- 1.6 Secretariat

Unit 2: UN in Global Peace and Security

- 1.1 Global Security: Concepts and Theories
- 1.2 The UN: Global Peace and Security
- 1.3 Role of United Nations in Global Security
- 1.4 The United Nations and Regional Institutions
- 1.5 Regional Security Arrangements

Unit 3: Reforming the United Nations

- 3.1. General Analysis on UN Reforms
- 3.2. Reforms of the Security Council
- 3.3. Reforms of the General Assembly

3.4. Management and Secretary General Reform

Unit 4: Transnational Civil Society Actors and the Quest for Security

4.1 Global Climate Security

4.2 Global Terrorism and the Role of United Nations

4.3 Women, Peace, and Security Agenda at the United Nations

4.4 Global Weapons Proliferation, Disarmament, and Arms Control

4.5 Global Civil Society, Social Movement Organizations, and Global Politics of Nuclear Security

Suggested Readings:

- Burke, A., Lee-Koo, K., & McDonald, M., *Ethics and global security: A cosmopolitan approach*. London and New York: Routledge, 2014.
- Newman, E., *A Crisis of Global Institutions? Multilateralism and International Security*, London and New York: Routledge, 2007.
- Price, R., & Zacher, M. (eds.) *The United Nations and Global Security*, New York/Houndmills: Palgrave Macmillan, 2004.
- R. Price, M. Zacher (eds), *The United Nations and Global Security* (Paperback), New York: Palgrave Macmillan, 2004.
- Rita Parker Anthony Burke, *The United Nations and Global Security, Global Insecurity*, 2017.
- Weiss, T., *What's Wrong with the United Nations and how to fix it*, Cambridge/New York: Polity, 2009.
- Thakur, Ramesh, *The United Nations, Peace and Security From Collective Security to the Responsibility to Protect*, New York: Cambridge University Press, 2017.

Course Name: INDIA'S NATIONAL SECURITY

Course Code: DS 2.5

Course Credits: 4 Credit

Course Objectives:

1. This course explores various aspects of national security, in order to understand the causes, challenges and threats to India's national security.
2. The aim of this course is to identify India's internal and external security issues.

Course Learning Outcomes:

1. National Security of India is a vast and broad subject. This course will enable students to learn the vital aspects of India's National Security.
2. The course will develop the ability to analyse National Security from a comprehensive perspective.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching.
3. Seminars, conferences, workshops will be organized.

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical.
2. 50 % External- Examination.
3. Concerned teachers may apply individual internal evaluation methods.

Course Units:

Unit 1: Comprehensive Understanding of India's National Security

- 1.1 Understanding the nature of Internal and External Security
- 1.2 Dimensions of the problem: Political, Economic and Socio-Cultural

Unit 2: Challenges and Threats

- 2.1 External interferences
- 2.2 Border Issues
- 2.3 Maritime Security issues
- 2.4 Terrorism
- 2.5 India's External Security Environment and Policy options

Unit 3: Approaches to the problem of Internal Security

- 3.1 Role of Force
- 3.2 Role of Political Institutions
- 3.3 Role of Civil Society
- 3.4 Role of Media

Unit 4: Case Studies in India

- 4.1 Kashmir Problem

4.2 Naxalite Problem

4.3 Agitations in the North Eastern States.

4.4 Agitations over Economic/Developmental Issues (including SEZ)

4.5 Agitations over Religious and Caste Issues

Suggested Readings

- Bhonsle, Rahul K. *India- Security Scope 2006: The New Great Game* (Delhi:Kalpaz Publication, 2006)
- Carpenter, William M. and Wiencek, David G., Ed. *Asian Security Handbook* (New Delhi:Pentagon Press, 2007)
- Kanti P. Bajpai, and Pant, Harsh V. (ed.), *India's National Security: A Reader*. (New Delhi: Oxford University Press, 2013)
- Khare, Vijay, *Challenges to India's National Security* (Marathi) Sumedh Publication, 2006)
- Khare,Vijay, *India in Global Politics*, (Pune: K'sagar Publication, 2008)
- Samaddar, Sujeet, *Defence Development and National Security: Linkages in the Indian Context*. (New Delhi:Gyan Publishing House, 2005)
- Shrikant, Paranjpe (ed.) *India's Internal Security: Issues and Perspectives* (New Delhi: Kalinga,2009)
- Shrikant, Paranjpe, *India's Internal Security: Role of the State* (New Delhi:G.B. Books,2019).
- Singh, Anand K. *Ethnicity and Security of India*. (Allahabad: Anubhav Pub. House, 2008)

Course Name: DEFENCE ANALYSIS

Course Code: DS 2.6

Course Credits: 4 Credit

Course Objectives:

1. This course is designed to understand the role of Journalist and Journalism on the subject of Defence and National Security
2. This course focuses on the Role of Media in the Issues of National Security

Course Learning Outcomes:

1. Students will learn about the role of electronic and print media in reporting various national security issues
2. Students will understand the changing role of mass media in influencing the nation-state
3. Students will get to know the responsibilities of the Defence Analyst

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Print and Electronic Media

- 1.1 History of Print and Electronic Journalism
- 1.2 Role of Media in Modern Governance
- 1.3 Journalism as a profession - Media and Society

Unit 2: Media and Nation

- 2.1. Mass Media and its influence on Nation-State
- 2.2. Characteristics of media writings
- 2.3. Types of writings in media
 - 2.3.1. News
 - 2.3.2. Features
 - 2.3.3. Articles
 - 2.3.4. Editorials
 - 2.3.5. Columns
 - 2.3.6. Letters to editors
 - 2.3.7. Review

2.4. Cultural imperialism, infotainment, media activism, agenda setting and gate keeping

Unit 3: Responsibilities of Defence Analyst

3.1 Definition, Nature and Scope of Defence Analysis

3.2 Revisiting Editorials & Journalistic Writing in context of Defence Analysis

3.3 The role of Defence Analysis in Electronic and Digital Media

Unit 4: Role of Electronic & Print Media for Nation Building

4.1 Code of ethics for media

4.2 Brief introduction to recent trends in mass media

4.3 Citizen Journalism: critical analysis

Suggested Readings

- Ahuja, B. N. (1979). *Theory & Practice of Journalism: Set to Indian Context*. Delhi: Surjeet Publications.
- Annual Reports of the Ministry of Home Affairs, Ministry of Defence and Ministry of External Affairs of India.
- Baylis John, Booth Ken, Garnett John, and Williams Phil, *Contemporary Strategy: Theories and Concepts Vol. I and II* (London: Groom Helm, 1987).
- D.S. Mehta *Mass Communication and Journalism in India*
- Frey, Karsten, *India's Nuclear Bomb and National Security*, Routledge, London
- Kamath, M. V. (2009). *Professional journalism*. Vikas Publishing House.
- Khare, Vijay 2022. *Impact of Social Media on Peace and Security*, New Delhi: Pentagon Press.
- Kirshner, Jonathan Ed. *Globalization and National Security*. Routledge, London.
- M. V. Desai and Seventi Ninan (ed) *Beyond Those Headlines – (Media Foundation, Allied Publishers Ltd.)*
- Natarajan, J. (1955). *History of Indian Journalism*. Publications Division Ministry of Information & Broadcasting.
- Paret Peter (ed) *Makers of Modern Strategy : From Machiavelli to Nuclear Age* Oxford, 1986).
- Paranjpe, Shrikant *India's strategic culture: the Making of National Security Policy* Routledge New Delhi
- Sangeeta Saxena, *Defence Journalism in India* , Manas New Delhi 1997
- Sudhir W. Gavhane, *Newspaper Economics*, South Asian Social Research Publication.
- Sudhir W. Gavhane, *Newspaper Industry, Myths & Reality*
- Sudhir W. Gavhane, *Patrakarita Vichar & Vyawahar (Journalism : Thoughts & Practice)* Sudhir W. Gavhane, *Akhati Yuddha 1991 (Co-editor) (Gulf-war 1991)*.

Course Name: AREA STUDIES-I: WEST ASIA

Course Code: DS 2.7

Course Credits: 4 Credit

Course Objectives:

1. The Course intends to impart a clear understanding to students on recent uprisings and the subsequent state formation processes in West Asia
2. The Course also focuses on the Arab Uprisings in terms of their root causes, revolutionary dynamics, regime responses and the role of external intervention, the role of Islamic movements and the processes of regime fragmentation and survival under the pressure of mass protests.

Course Learning Outcomes:

1. Students will understand shifting trends and emerging security challenges in West Asian Region, the geopolitics and its geo-strategic significance in global politics
2. Students will learn about different regimes, role of external factors, regional security framework which is key to regional security and stability

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, Conferences, Workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit1: Regional overview of West Asia

- 1.1 Political
- 1.2 Historical
- 1.3 Economic
- 1.4 Geopolitics of West Asia

Unit 2: Contemporary Major Conflicts in West Asia

- 2.1. Arab-Israeli Conflict
- 2.2. Gulf Wars
- 2.3. Iran-Iraq war
- 2.4. Instability in West Asia

Unit 3: Terrorism and Counter Terrorism in West Asia

- 3.1 Major Terrorist Organisations in West Asia

3.2 International Al-Qaeda (AQ); ISIS -ISIL; Taliban

3.3 National Terrorist and Extremist Organizations: Al- Nusra (Syria) Al-Qaida in the Arabian Peninsula (Saudi Arabia); Hamas (Palestine), Hezbollah (the “Party of God”)- Lebanon

3.4 Counter-Terrorism efforts of West Asian and International actors

Unit 4: West Asia in World Affairs

4.1. External Interference in West Asia

4.2. India and West Asia

4.3. EU and West Asia

4.4. China and West Asia

Suggested Readings

- Crawford Young, *The Postcolonial State in Africa: Fifty Years of Independence*, University of Wisconsin Press (2012)
- Hurewitz, J. C., *Middle East Politics: The Military Dimension* (New York: Routledge, 2019)
- N Cheeseman and D Anderson, *Routledge Handbook of African Politics*. Routledge (2013)
- Pradhan, Prasanta Kumar (ed.), *Geopolitical Shifts In West Asia: Trends and Implications* (New Delhi: Pentagon Press, 2016).
- R.D, McLaurin, *Foreign policy making in the Middle East* (New York: Praeger, 1977).
- Roy, Meena Singh(ed.), *Emerging Trends in West Asia: Regional and Global Implications* (New Delhi: Pentagon Press, 2014)
- Singh, Sanjay (ed.), *West Asia in Transition: Volume II*(New Delhi: Pentagon Press, 2018)
- Waxman, Dov, *The Israeli-Palestinian Conflict: What Everyone Needs to Know* (Oxford University Press, 2019).
- Caplan, Neil. *The Israel-Palestine Conflict: Contested Histories*. John Wiley & Sons, 2019.
- Gasiorowski, Mark. *The government and politics of the Middle East and North Africa*. Hachette UK, 2016.
- Richards, Alan, John Waterbury, Melani Cammett, and Ishac Diwan. *A political economy of the Middle East*. Westview Press, 2013.

Course Name: AREA STUDIES -II: SOUTH EAST ASIA

Course Code: DS 2.8

Course Credits: 4 Credit

Course Objectives:

1. The aim of the course is to provide understanding about relevance of existing geopolitical theories
2. The course will focus on current dynamics and complexities of inter-state relations, ethnography, cultural dynamics, international interests interventions and would be analysed as well as assessed in detail

Course Learning Outcomes:

1. Students will analyse and study geo-political and security dynamics of South East Asia
2. Students will learn about different regimes, role of external factors, regional security framework which is key to regional security and stability

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practicals
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: An introduction to South East Asia

- 1.1 Geography
- 1.2 Social-Cultural
- 1.3 Economy
- 1.4 Political Diversity

Unit 2: Evolution of States and Regionalism

- 2.1 Historical understanding of South East Asian States
- 2.2 Colonialism and Nationalism
- 2.3 Association of Southeast Asian Nations (ASEAN)
 - i. Origin and organizational structure
 - ii. Role of ASEAN in economic, peace and security
 - iii. ASEAN regional Forum

Unit 3: Security Challenges in South East Asia

- 3.1 South East Asia during Cold War and post-Cold War

- 3.2 Inter-state conflict in the region
- 3.3 Internal conflict
- 3.4 Disputes in South China Sea
- 3.5 Insurgency and Terrorism

Unit 4: South East Asia and India

- 4.1 Historical relations of South East Asia and India
- 4.2 Relations of South East Asian countries with India
 - i) Cultural
 - ii) Economic
 - iii) Political
 - iv) Defence and Security

Suggested Readings:

- Acharya, Amitava (2000). *The Quest for Identity: International Relations of Southeast Asia*, Oxford University Press.
- Coedes, George (1968). *The Indianised States of South East Asia*; Honolulu.
- Collins, Alan (2005). *Security and Southeast Asia: Domestic, Regional and Global Issues*, Lynne Rienner, Colorado.
- Das, Gurudas and C. Joshua Thomas, (2016). *Look East to Act East Policy: Implications for India's Northeast*, Routledge India.
- Osborne, Milton (2004). *What is Southeast Asia? Southeast Asia: An Introductory History*. St. Leonards, NSW, Australia, Allen & Unwin.
- Rigg, Jonathan (1990). *Southeast Asia: Physical and Historical Threads. Southeast Asia: A Region in Transition*. London; Boston, Unwin Hyman
- Scott, James C. (2009). Hills, Valleys, and States. in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven, Yale University Press.
- Tarling, Nicholas (1992). *The Cambridge History of South East Asia Volume I* Cambridge University Press.

Course Name: AREA STUDIES – III: CANADA, THE US AND LATIN AMERICA

Course Code: DS 2.9

Course Credits: 4 Credit

Course Objectives:

1. The course is designed to give an overview of the regions of Latin America, Canada and the United States of America
2. These will be studied in the context of dynamics of the political systems in the countries concerned as expressed in the power structure and political behavior and the current national policy problems

Course Learning Outcomes:

1. Students will learn about foreign policies of Latin America, Canada and United States of America
2. Students will learn about factors like political, economic, trade and culture, shaping the interests of respective countries
3. Students will get to know different dynamics of this region with reference to India

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, Conferences, Workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Evolving World View of Canada

- 1.1 Political, historical and economic overview of Canada
- 1.2 Canadian Foreign Policy
- 1.3 Canada and Multilateralism
- 1.4. Canada and its relations with India

Unit 2: Latin American Countries and their Foreign Policies

- 2.1 Latin America in the international political system
- 2.2 Latin America in the international political economy: WTO, IMF and WB
- 2.3 Multilateralism and Regionalism in Latin America
- 2.4 Latin America and India

Unit 3: The United States of America

- 3.1 Government and Politics of the United States
- 3.2 Historical, Philosophical and Constitutional Foundations
- 3.3 American Foreign and Defence Policies

Unit 4: Global Security Issues and Challenges

- 4.1 Canada
 - 4.1.1. Arms Control & Disarmament.
 - 4.1.2. Canada and International Terrorism
- 4.2 Latin America
 - 4.2.1 Traditional Security Issues
 - 4.2.2 Non-traditional Security Challenges
- 4.3 United States
 - 4.3.1 National Security
 - 4.3. 2 Terrorism
 - 4.3.3 Migration

Selected Readings

- Berry, Jeffrey M., and Clyde Wilcox. *The Interest Group Society*. Routledge, 2018.
- Dodd, Lawrence, *The Dynamics of American Politics*, 1994.
- Domino, John C. *Civil Rights and Liberties in The 21st Century*. Routledge, 2018.
- Han, Lori Cox, ed. *New Directions in the American Presidency*. Taylor & Francis, 2023.
- Hector Mackenzie, *Canada in World Affairs*, International Journal, Vol. 65, No. 1, UN sanctions (Winter 2009-10), Sage, pp. 221-232.
- Hill, *Real Life Dictionary of American Politics*, 1994.
- Jillson, Cal. *American Government: Political Development and Institutional Change*. Routledge, 2021.
- John F. Knutson, Georgia A. Persons, eds., *Contours of African American Politics* Volume 1.
- Kenneth T. Walsh, *Ultimate Insiders: White House Photographers and How They Shape History*, 1st Edition.
- Roscoe, Douglas D. *The promise of democratic equality in the United States*. Routledge, 2018.
- Smith, Candis Watts, and Christina M. Greer, eds. *Black Politics in Transition: Immigration, Suburbanization, and Gentrification*. Routledge, 2018.

- Tamas, Bernard. *The Demise and Rebirth of American Third Parties: Poised for Political Revival?*. Routledge, 2018.
- Fowler, Linda. *Candidates, Congress, and the American Democracy*. University of Michigan Press, 1993.
- Persons, Georgia A., ed. *Contours of African American Politics: Volume 3, Into the Future: The Demise of African American Politics?*. Routledge, 2017.

Course Name: INTERNSHIP PROGRAMME**Course Code: DS 2.10****Course Credit: 4 Credit****Course Objectives:**

1. One of the objectives of the Internship Programme is that students will get a chance to spend some time to undertake work related to the discipline and gain practical experience as well as develop resource network
2. Internship programme would also give an opportunity to students to explore the professional and policy space, related to the discipline

Course Learning Outcomes:

1. Students will gain practical experience in a professional setting related to the student's field of study
2. Students will develop research and administrative skills through the completion of tasks assigned by the internship agency
3. It will enhance the ability to work independently as well as a part of the team
4. It will help them to build professional networks and relationships
5. Students will gain a deeper understanding of the practical applications of academic knowledge and skills

Evaluation Pattern:

1. Students will have to complete a minimum 60 hours and maximum 75 hours of work at the internship programme.
2. Internships can be undertaken at Strategic Think Tanks, Research Organizations, Government Bodies and Agencies, Academic Institutions, Policy Organizations or with Individual Academicians and Professionals
3. Students will undertake work as required by the internship agency. This must include research and administrative duties including submission of essays/books reviews/articles/interviews/etc.
4. Students will obtain a certificate from the internship agency indicating the work hours completed and the activities and duties undertaken by them during the internship programme
5. The certificate should be duly signed by the internship authority and submitted by the students to the department for evaluation

Suggested Institutions/Organisations:

- Institute of Chinese Studies (ICS)
- Manohar Parrikar Institute for Defence Studies and Analysis (MP-IDS)
- Observer Research Foundation (ORF)
- Delhi Policy Group
- United Service Institution of India (USI)
- Vivekananda International Foundation (VIF)

- Institute of Peace and Conflict Studies (IPCS)
- National Maritime Foundation, New Delhi (NMF)
- Centre For Advanced Strategic Studies (CASS)
- Yashwantrao Chavan National Centre of International Security and Defence Analysis (YC-NISDA)
- Strategic Culture and Security Foundation, Pune
- Indian Maritime Foundation, Pune

COURSE NAME: PRACTICAL COMPONENT
MODEL UNITED NATIONS SIMULATION

Course Code: DS 2.11

Course Credits: 4 Credit

Course Objectives:

1. This course aims to understand the role of the United Nations in international diplomacy
2. This course will also enhance public speaking and negotiation skills
3. This course will also aims to learn about the political, economic, and social issues facing different countries

Course Learning Outcomes:

1. Student's knowledge of international relations and diplomacy will improve
2. Students will learn research and analytical skills
3. Students will learn public speaking and negotiation skills
4. Students awareness of global issues will enhance

Guidelines for Practical¹:

1. Assign roles (described below) to the students in advance, giving them enough time to carry out background research and familiarize themselves with the rules of procedure
2. Prepare handout materials, which may include the ones offered in the Guide and additional ones
3. Expectations for performance and marking criteria
4. The agenda for the meeting (e.g., topics, countries represented, observers, schedule etc.)
5. Rules of procedure as described in handbook.
6. Some sample preamble and operative clauses for drafting resolutions
7. A sample resolution of the Conference

Suggested Readings:

- Model United Nations Handbook online available at : <https://maailmakool.ee/wp-content/uploads/2022/03/Model-United-Nations-Handbook.pdf>

¹ <https://www.un.org/en/mun/model-un-guide>

Course Name: COUNTERING RADICALISATION

Course Code: DS 2.12

Course Credits: 4 Credit

Course Objectives:

1. The course aims to introduce students to the concept of radicalisation and its various types
2. The course aims at introducing students to different approaches in order to counter radicalisation

Course Learning Outcomes:

1. Students will be able to define radicalisation and explain the importance of counter radicalisation
2. Students will be able to identify different types of radicalisation and explain their characteristics
3. Students will be able to explain different theories of radicalisation

Course Units:

Unit1: Introduction to Radicalisation

- 1.1. Radicalisation: definition and concept
- 1.2. Introduction to Radicalisation
- 1.3. Theories of Radicalisation

Unit 2: Types and factors causing Radicalisation

- 2.1. Psychology of Radicalisation
- 2.2. Online Radicalisation
- 2.3. Radicalisation in prisons

Unit 3 Approaches of Counter Radicalisation

- 3.1. Radicalisation Process
- 3.2. Counter Radicalisation
- 3.3. Community Based Approach for Counter Radicalisation
- 3.4. Law Enforcement and Intelligence

Unit 4: Countering Radicalisation Programme

- 4.1. India
- 4.2. European Union
- 4.3. United States of America
- 4.4. United Kingdom

Suggested Readings:

- Baker-Beall, Christopher, Charlotte Heath-Kelly, and Lee Jarvis. *Counter-radicalisation*. Taylor & Francis, 2015.
- Clubb, Gordon, Daniel Koehler, Jonatan Schewe, and Ryan O'Connor. *Selling De-Radicalisation: Managing the Media Framing of Countering Violent Extremism*. Routledge, 2021.
- Hamid, T. *Countering Violent Extremism: Scientific Methods and Strategies*. (2015).

- Kamolnick, Paul. *Countering radicalization and recruitment to Al-Qaeda: Fighting the war of deeds*. (2014).
- Lombardi, Marco, Eman Ragab, and Vivienne Chin, eds. *Countering Radicalisation and Violent Extremism Among Youth to Prevent Terrorism*. Vol. 118. IOS Press, 2014.
- Ramakrishna, Kumar, and See Seng Tan. *After Bali: the threat of terrorism in Southeast Asia*. World Scientific, 2003.
- Shanahan, John N., Laurie Fenstermacher, Todd Leventhal, Ziad Alahdad, Latefa Belarouci, Cheryl Benard, Curt Braddock et al. *Countering Violent Extremism. Scientific Methods and Strategies*. 2015.
- Von Behr, Ines. *Radicalisation in the digital era: The use of the internet in 15 cases of terrorism and extremism*. (2013).

SEMESTER III

Course Name: SCIENCE, TECHNOLOGY AND NATIONAL SECURITY

Course Code: DS 3.1

Course Credits: 4 Credit

Course Objectives:

1. This course seeks to explain the role of science and technology in national security
2. The course aims to gain an understanding of emerging technologies and their potential impact on National Security
3. To analyze the impact of developing technologies on military doctrine and the conduct of warfare

Course Learning Outcomes:

1. Students will be able to explain the relevance of military technology in national security.
2. Students will be able to identify and describe emerging technologies and their potential impact on national security
3. Students will be able to discuss the role of energy, electronics, computers, nanotechnology, artificial intelligence, data analytics, Internet of Things, material science, biotechnology, communications and information technology, transportation, unmanned vehicle technology in national security
4. Students will be able to discuss the application of new technologies for national security

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Students will be given specific assignments and class activities to develop the understanding of science and technology and its impact on National Security
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Science, Technology and National Security

- 1.1. Concept of National Security
- 1.2. Introduction of emerging technologies
 - 1.2.1. Artificial Intelligence
 - 1.2.2. Data Analytics

- 1.2.3. Internet of Things
- 1.2.4. Energy
- 1.2.5. Electronics, Computers, Nanotechnology
- 1.2.6. Material Science
- 1.2.7. Biotechnology
- 1.2.8. Communications and Information Technology
- 1.2.9. Transportation and Vehicle Technology
- 1.2.10. Its Impact on National Security

Unit 2: Application of Technologies

- 2.1. Armament and Weapon systems
- 2.2. Missile Technology
- 2.3. Communication and Radar Technology
- 2.4. Electronic Warfare and Information Warfare
- 2.5. CBRN Warfare
- 2.6. Nuclear Energy
- 2.7. Aircraft and Ships
- 2.8. Satellite and Space Technology
- 2.9. Intelligence
- 2.10. Logistics (transport, supplies, inventory, medical, repair, clothing and equipment)

Unit 3: Impact of Emerging Technologies on War

- 3.1. Application of new technologies in National Security
- 3.2. Trends in Modern Warfare and Role of Technology
 - 3.2.1. Unmanned Vehicle
 - 3.2.2. Drone
 - 3.2.3. Border Surveillance

Unit 4: Dual Use of Technology

- 4.1. Nuclear Energy
- 4.2. Global Power Politics
- 4.3. Trade
- 4.4. Economy

Suggested Readings:

- Allen, Greg, and Taniel Chan. *Artificial Intelligence and National Security*. Cambridge, MA: Belfer Center for Science and International Affairs, 2017.
- Bull, Stephen. *Encyclopedia of military technology and innovation*. Greenwood Publishing Group, 2004.
- Frey, Karsten. *India's Nuclear Bomb and National Security*. Routledge, 2007.
- Johnson, Thomas A., ed. *National Security Issues in Science, Law, and Technology*. CRC Press, 2007.
- Kenneth Maksey *Technology in War* (London, 1961)
- Lewis, Ted G. *Critical Infrastructure Protection in Homeland Security: Defending A Networked Nation*. John Wiley & Sons, 2019.

- M.R. Bhagwan *Technological Advance in the Third World: Strategies and Prospects* (Bombay: Popular, 1990)
- Mallik, Amitav. *Technology and Security in the 21st Century: A Demand-side Perspective*. Oxford University Press, 2004.
- Morgan, Forrest E., Benjamin Boudreaux, Andrew J. Lohn, Mark Ashby, Christian Curriden, Kelly Klima, and Derek Grossman. “*Military applications of artificial intelligence.*” Santa Monica: RAND Corporation (2020).
- Nanda, J. N. *Science and technology in India’s transformation*. Concept Publishing Company, 1986.
- Sapolsky, Harvey M., Eugene Gholz, and Caitlin Talmadge. *US Defense Politics: The Origins of Security Policy*. Routledge, 2008.
- Sovacool, Benjamin K., ed. *The Routledge Handbook of Energy Security*. Routledge, 2010.
- Steff, R., Burton. J., Soare, S. R. *Emerging Technologies and International Security*. London: Routledge, 1st Edition, 2020.

Course Name: OCEAN AND GLOBAL MARINE ENVIRONMENT

Course Code: DS 3.2

Course Credits: 4 Credit

Course Objectives:

1. This course is designed to disseminate the basic understanding of ocean and global marine environment
2. The subject explains the earth system and human intervention in geological evolution

Course Learning Outcomes:

1. Students will open up to various ocean and maritime life and understand their importance
2. Students will develop the understanding of Marine bio-diversity and the impact of climate change on it

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts of Ocean and Global Marine Environment through different audio video mediums
2. Students will be given specific assignments and class activities to develop the understanding of the concepts and different issues of climate change affecting Marine Environment
3. Conferences, seminars and workshops will be conducted

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methodology

Course Units:

Unit 1: Comprehensive Study of Earth System and Human Intervention

- 1.1. The Earth as a System
- 1.2. Our Geological Past
- 1.3. Atmosphere and Oceans and their Interaction
- 1.4. Winds, Currents and El Nino
- 1.5. Human Intervention
- 1.6. Agenda of Global Environmental Changes

Unit 2: Marine Bio-Diversity

- 2.1. Marine Bio-diversity
- 2.2. Species in the Indian Ocean
- 2.3. Fish Resources
- 2.4. Endangered Species

- 2.5. Marine Food Web
- 2.6. Marine Photosynthesis
- 2.7. Ocean as a Biological Pump and Carbon Cycle

Unit 3: Climate Change and its Impact

- 3.1. Enhanced Global Warming and Greenhouse Gases
- 3.2. Coastlines and Rising Seas
- 3.3. Plight of River Deltas and Wetlands
- 3.4. Ozone Depletion in Stratosphere, hole over Antarctica and Arctic
- 3.5. EEZ and Marine Species
- 3.6. Over-fishing, Problems and Remedies
- 3.7. Coral Reef, Mangroves and Wetlands

Unit 4: Marine Environment and Its Governance Issues

- 4.1. Marine Parks and Sanctuaries
- 4.2. Harmful Algal Blooms
- 4.3. Global Ballast Water Management
- 4.4. Harmful Anti-Fouling Paints
- 4.5. Organization in India concerning Marine Environment
- 4.6. Annual International Coastal Cleanup
- 4.7. Marine Environment – Related Treaties and International Organizations

Readings:

- Carson, Rachel. “Silent spring” in *Thinking About the Environment*, pp. 150-155. Routledge, 2015.
- Carson, Rachel. *The Sea around Us*. Oxford University Press, USA, 2003.
- Mamata Pandey, Meena Raghunathan – *Oceans Omnibus*
- McGinn, Anne Platt, and Jane A. Peterson. *Safeguarding the health of oceans*. Worldwatch Institute, 1999.
- Menon, N. G., and CS Gopinadha Pillai, eds. *Marine biodiversity conservation and management*. Cochin: Central Marine Fisheries Research Institute, 1996.
- Sharma, Ram C., and Prabhas Chandra Sinha. “India’s Ocean Policy.” (No Title) (1994).
- Simon, Anne W. *Neptune’s revenge: the ocean of tomorrow*. (1984).
- Qasim, Syed Zahoor, and Ganpat Singh Roonwal. “Living resources of India’s exclusive economic zone.” (1998).
- Vikram V. Agadi – *Our Oceans*
- Weber, Peter, Anne Platt, and Ed Ayres. “Abandoned seas: reversing the decline of the oceans.” (No Title) (1993).

Course Name: HIGHER DEFENCE ORGANISATION OF INDIA

Course code: DS 3.3

Course Credits: 2 Credit

Course Objectives:

1. To understand the organization, characteristics, role and limitations of the Army, Navy and Air Force
2. To learn about the Second Line of Defence/Paramilitary Forces and Administrative Services such as Service Corps, Ordnance Corps, Medical Corps, Corps of Engineers, Signals Corps, Judge Advocate General's Branch

Course Learning Outcomes:

1. Students will learn the organizational structure of Higher Defence Organization in India
2. Students will gain basic knowledge about the role of Indian Armed Forces during war and peace

Teaching Methods:

1. Teaching will include classroom lectures accompanied with reading government reports -text analysis and documentaries of war and major operations wherever required
2. Students will be given specific case studies related to wars or operations for developing journal or poster in order to understand various perspectives of war and operations
3. Students will make presentation or indulge in group discussions on topics related to national security institutions
4. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual, internal evaluation methods

Course Units:

Unit 1: Higher Defence Organisation in India

- 1.1. Powers of the President in relation to Armed forces
- 1.2. Parliament and Armed forces.
- 1.3. Cabinet Committee on Security
- 1.4. Ministry of Defence – Organisation and Functions
- 1.5. National Security Council

- 1.6. Chiefs of Defence Staff Committee
- 1.7. Commands – Army, Navy, Airforce
- 1.8. India's Nuclear Command Authority

Unit 2: The Indian Armed Forces – Role in Peace and War time

- 2.1. Army – Organisation, Characteristics, Role, Limitations
- 2.2. Navy - Organisation, Characteristics, Role, Limitations
- 2.3. Air Force - Organisation, Characteristics, Role, Limitations
- 2.4. Second Line of Defence/ Paramilitary Forces
- 2.5. Administrative Services- Service Corps, Ordnance Corps, Medical Corps, Corps of Engineers, Signals Corps, Judge Advocate General's Branch

Suggested Readings:

- Government of India, 2015/2016. Committee of Experts for Amendment to DPP-2013
- Government of India, Annual Report 2022-23, Ministry of Defence, New Delhi.
- Including formulation of policy framework, New Delhi: Ministry of Defence.
- K. S. Subramanian 2007. *Political Violence and the Police in India*, New Delhi: Sage Publications
- Stephen P. Cohen and Sunil Dasgupta, 2012. *Arming without Aiming: India's Military Modernization*, Washington: Brookings Institution Press.
- Stephen P. Cohen, 2001. *The Indian Army: Its Contribution to the Development of a Nation*, New Delhi: Oxford University Press.
- Vappala Balachandran, 2014. *National Security and Intelligence Management/A New Paradigm*, Mumbai: Indus Books Source.

Course Name: INDIAN MILITARY HISTORY

Course Code: DS 3.4

Course Credits:4 Credit

Course Objectives:

1. The course aims to introduce students to the history of armed forces and military traditions in India from medieval to modern era
2. The course offers students an analytical insight to study the evolution of military traditions in India

Course Learning Outcomes:

1. Students will develop understanding of historical approaches to Indian Military History
2. Students will learn about major wars during the medieval period of India
3. Students will study institutionalization of modern army during the British Colonial period
4. Students will gain knowledge of major wars and military operations from 1947 to 2000

Teaching Methods:

1. Teaching will include classroom lectures accompanied with power point presentation and videos, wherever required.
2. Students will be given articles to read and will be asked to make presentations or indulge in group discussions, based on the nature of subject
3. Guest lectures of experts on the subject will be organized
4. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Historiography and Approaches

- 1.1. Significance of studying Military History
- 1.2. Historiography of the Military History of India (Approaches)
- 1.3. Historical approaches within Military History of India

Unit 2: Military History of Medieval India

- 2.1. Turkish Invasion of India
- 2.2. The Sultanate of Delhi
- 2.3. The Rajputs
- 2.4. The Mughals
- 2.5. The Marathas

2.6. The Sikhs: Military Tradition

2.7. Other regional military traditions of medieval period in India

Unit 3: The British (Colonial) Period

3.1. Making of the British Military Forces (land forces)

3.2. British Military Operations in the 19th century: Anglo Mysore Wars; Anglo Maratha Wars; Anglo Sikh Wars and Revolt of 1857

3.3. British Indian Army

3.4. Indianization of Indian Army

3.5. Nationalization of Indian Armed Forces

3.6. Indian National Army

Unit 4: History of the Indian Military from 1947 to 2000

4.1. Jammu and Kashmir 1947-48

4.2. India- Pakistan War 1965

4.3. Sino-India War 1962

4.4. India-Pakistan War 1971 -Liberation of Bangladesh

4.5. Kargil Conflict 1999

4.6. Major Military Operations between India- Pakistan, India-China, India- Sri Lanka and India- Maldives

Suggested Readings

- Arjun Subramaniam, *India's Wars – A Military History, 1947-1971*, Harper Collins, 2016.
- Bank Arthur 1973. *A World Atlas of Military History*, Vol.1. Hippodrome books, New York.
- Gurcharan Singh Sandhu 2000. *A Military History of Ancient India*, Vision Books Publication, Delhi.
- Gurcharan Singh Sandhu 2003. *A Military History of Medieval India*, Vision Books, New Delhi.
- Hacker, Barton. *World Military History Bibliography: Premodern and Non-Western Military Institutions and Warfare*. Vol. 16. Brill, 2003.
- P.C. Chakrabarty 1972. *The Art of War in Ancient India*. Kalpaz Publications, Delhi.
- Peter Cozzens 2005. *The Army and the Indian: 1865-1890*. Stackpole Books, Mechanicsburg.
- Pradeep Barua 1994. *Military Developments in India, 1759-1850*. Journal of Military History, vol. 58.
- Sir Jadunath Sarkar 1969. *Some Aspects of Military Thinking and Practice in Medieval India*, Calcutta.

- Chandra, Satish. *History of Medieval India: 800-1700*. New Delhi, India: Orient Longman, 2007.
- J., Chanda., 2016. *A Historiographic Analysis of the Military History of Post-Independent India*, The Centre for Land Warfare Studies.
- K.K., Rao. 1991. *Prepare or Perish: A Study of National Security*. Lancer Publishers.
- Philip, Mason, 1974. *A Matter of Honour; An Account of the Indian Army, its Officers and Men*. London: Jonathan Cape.
- Prasad, S.N. and Thapliyal, U.P. eds., 2014. *The India-Pakistan War of 1971: A History*. Natraj Publishers, Publication Division.
- Roy, Koushik., *From Hydespes to Kargil : A History of Warfare in India from 326 B.C. to A.D 1999*, Delhi: Manohar, 2004.
- S.P., Cohen, 1978. *A Matter of Honour. An Account of the Indian Army, Its Officers and Men*.

Course Name: PEACE AND CONFLICT STUDIES IN SOUTH ASIA

Course Code: DS 3.5

Course Credits: 4 Credit

Course Objectives:

1. This course aims to understand the definitions and drivers of collective identity in South Asia
2. This course will also aim to learn about territorial disputes, migration, and refugees in South Asia
3. It also intends to understand conflicts over hydel projects, grids and issues related to human trafficking and smuggling
4. It also attempts to study about climate change and global warming as major threats to sustainable development in South Asia

Course Learning Outcomes:

1. Students will be able to explain the definitions and drivers of collective identity in South Asia
2. Students will study various aspects of peace efforts and conflict in the region
3. Students will be able to identify the actors of post-conflict reconstruction
4. Students will be able to discuss climate change and global warming as major threats to sustainable development in South Asia

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will constitute of assignments/term paper/presentation
2. 20 % Mid-Term Examination
3. 50 % External- Examination
4. Concerned teachers may apply individual internal evaluation method

Course Units:

Unit 1: South Asia as a region for Peace and Conflict Studies

- 1.1. Definitions and Drivers of Collective Identity
- 1.2. Challenges for emerging South Asia as a region
- 1.3. Geo-Strategic Conflicts in the region
- 1.4. Role of Institutions and Actors

Unit 2: Types and Nature of Bilateral Conflicts and Tensions

- 2.1. Territorial Disputes, Migration and Refugees
- 2.2. Conflict over Hydel Projects and Grids

2.3. Human Trafficking and Smuggling

2.4. Travelling Diseases and Epidemics

Unit 3: Peace Process and Conflict Management

3.1. Security, Demilitarization, Demobilization and Reconstruction

3.2. Justice and Reconciliation

3.3. Actors of Post-Conflict Reconstruction

3.4. Peace Agreements and Sustainable Peace

Unit 4: Sustainable Development:

4.1. Climate Change and Global Warming as major threats

4.2. Global Commons: Policies and Response

4.3. Environmental Legislations and their impact

Suggested Readings

- Bose, Sugata, and Ayesha Jalal. *Modern South Asia: history, culture, political economy*. Taylor & Francis, 2022.
- Brass, Paul R., ed. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge, 2010.
- Burton, John. *Conflict: Resolution and Prevention*. New York: St. Martin's Press, 1990.
- Laura, Reimer; Cathryne Schmitz; Janke, Emily; Askerov, Ali; Strahl, Barbara, and; Matyók, Thomas (2015). *Transformative Change: An Introduction to Peace and Conflict Studies*. Lanham, MD: Lexington Books.
- Lynne Reiner, *Conflict, and the International System (Emerging Global Issues)*, Publications, 1995).
- Mohammed Ayoob, *The Third World Security Predicament: State Making, Regional Perspective*, Routledge 2008.
- Rajesh M. Basrur, *South Asia's Cold War: Nuclear Weapons and Conflict in Comparative Perspective*. Routledge, 2008.
- Shrikant Paranjpe, *India and South Asia since 1971* (Radiant, New Delhi 1985)
- Stephen Philip Cohen (ed.), "The Security of South Asia: American and Asian perspectives", (New Delhi: Vistar Publications, 1987).
- Sumit Ganguly, *Deadly Impasse: Kashmir and India-Pakistani Relations at the Dawn of a New Century*, (Cambridge University Press, 2016).
- Sunil Amrith, *Migration and Diaspora in Modern Asia*, (Cambridge University Press, 2012).
- Swarna Rajagopalan, ed., "Security and South Asia: Ideas, Institutions and Initiates", (New Delhi: Routledge, 2006).

Course Name: CONTEMPORARY AND CRITICAL SECURITY STUDIES

Course Code: DS 3.6

Course Credits: 4 Credit

Course Objectives:

1. This course aims to go beyond the state-centric and military-centric traditional approaches to study security
2. Students will be introduced to the non-traditional approaches in contemporary security studies that developed in the Post-Cold War period and particularly to the ‘critical turn’ in the discipline of International Relations
3. The Security issues in the region of South Asia and India would be analysed and assessed in details

Course Learning Outcomes:

1. Students will be able to explain the concepts of traditional and non-traditional security, discuss the process of securitization and contextualize it
2. Students will be able to explain the change in the concept of security from Cold War to Post-Cold War period.
3. Students will discuss global norms and institutional culture in critical security studies.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts field visits, etc.
2. Interactive and participative method will be employed in teaching.
3. Seminars, conferences, workshops will be organized.

Evaluation Pattern:

1. 30 % of internal assessment will include assignments/term paper/presentation.
2. 20 % Mid-Term Examination.
3. 50 % External- Examination.
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Basic Concepts

- 1.1. Traditional and Non-Traditional Security
- 1.2. Securitization
- 1.3. De-securitization
- 1.4. Comprehensive Security
- 1.5. Total Security
- 1.6. Equal Security
- 1.7. Gender Security
- 1.8. Human Security

Unit 2: Introduction to Critical Security Studies

- 4.1. Security as an Emancipation

4.2. Global Norms and Institutional Culture

4.3. Gender issues in Security Studies

Unit 3: Contemporary Geostrategic Landscape

3.1. Post-Cold War Geostrategic readjustments and implications on global developments

3.2. Security Challenges in the 21st Century

Unit 4: Contemporary Strategic and Security Issues

4.1. Environmental and Climate Issues

4.2. Cultural Conflicts

4.3. Humanitarian Issues and Human Rights

Suggested Readings:

- Andrew Heywood, *Global Politics* (Palgrave Macmillan, 2011).
- Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, 2nd Edition (ECPR Press, 2007)
- Baylis John and Smith Steve, *The Globalisation of World Politics: An Introduction to World Politics* (Oxford: Oxford University Press, 1997)
- Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies: An Introduction*, 2nd Edition (Routledge, 2010)
- Kegley Charles W. Jr., and Whittkopf Eugene R, *World Politics : Trends and Transformation* (Hampshire: Mac Millan 1989)
- Ken Booth, *Security and Emancipation, Review of International Studies*, Vol 17, 1991.
- Ken Booth,(Ed.), *Critical Security Studies and World Politics* (London: Lynne Rienner Publishers, 2005)
- Krause and Williams, *Critical Security Studies: Concepts and Strategies*, (Routledge 2002).
- Laura Sjoberg, *Seeing sex, gender, and sexuality in International Security*, *International Journal*, 2015.
- Lene Hansen, ‘Reconstructing Desecuritization: The Normative-Political in the Copenhagen School and Directions for How to Apply it’, *Review of International Studies*, vol.38, no.3, 2012.

- Nina Tannenwald, *Stigmatizing the Bomb: Origins of the Nuclear Taboo*, *International Security*, vol.29, no.4, 2005.
- Ole Waever, “Securitization and Desecuritization” in Ronny D. Lipschutz (ed.) *On Security* (New York: Columbia University Press, 1995),
- Peter Hough, *Understanding Global Security*, Third Edition (Routledge, 2013)
- Steve Smith, *The Increasing Insecurity of Security Studies: Conceptualizing Security In The Last Twenty Years*, *Contemporary Security Policy*, 2007
- Sunita Narain, Anil Agarwal and Anju Sharma, *Global Environmental Negotiations - 1 : Green Politics* (Centre for Science and Environment, 1999).

Course Name: CBRN & NATIONAL SECURITY

Course Code: DS 3.7

Course Credits: 4 Credit

Course Objectives:

1. This course aims to explain the concept of Chemical, Biological, Radiological and Nuclear Warfare and Arms Race and Arms Control, Disarmament and Non-proliferation
2. The course looks at these concepts in relation to the development and impact of weapons of mass destruction

Course Learning Outcomes:

1. Students will learn the basic concepts and theories of CBRN, Arms Race and Arms Control, Disarmament and their role in National Security
2. Students will be able to explain the concept of weapons of mass destruction, including Chemical, Biological, Radiological and Nuclear weapons

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will include assignments /term paper/presentation
2. 20 % mid-term examination
3. 50 % external- examination
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Basic Concepts and Theory

- 1.1. Weapons of Mass Destruction: Chemical, Biological, Radiological and Nuclear Weapons
- 1.2. Non-Proliferation, Disarmament, Arms Control and Confidence Building Measures (CBMs)
- 1.3. WMD Safety and Security
- 1.4. Approaches to Non-Proliferation, Disarmament & Arms Control

Unit 2: Historical Survey of Disarmament Efforts

- 2.1. Under the League of Nations and the United Nations
- 2.2. Unilateral, Bilateral and Multilateral approaches
- 2.3. Role of Non-Aligned Nations in Disarmament Negotiations

Unit 3: Evolution of Arms Control Mechanisms

- 3.1. Origin and History of Arms Control
- 3.2. Arms Control in the Cold War period

- 3.3. Arms Control in the Post-Cold War period
- 3.4. Nuclear Non-proliferation Regime
- 3.5. Nuclear Non-Proliferation Treaty
- 3.6. Nuclear Export Control Regimes

Unit 4: New Challenges

- 4.1. WMD Terrorism
- 4.2. Missile Defence, Cooperative Threat Reduction and Global Partnership
- 4.3. New Technologies and New Weapons
- 4.4. Demise of the Cold War Arms Control Architecture – What Next?

Suggested Readings

- Charles Glaser, “The Flawed Case of Nuclear Disarmament,” in *Survival*, Vol 40 No.1, 1998.
- Dhanapala, Donowaki, Rana, and Lumpe, *Small Arms Control: Old Weapons : New Issues*. New York. UN Institute for Disarmament Research, 1999.
- Einhorn, Robert, and Waheguru Pal Singh Sidhu. *The Strategic Chain Linking Pakistan, India, China, and the United States*. Brookings Institution, 2017.
- Hedley Bull, (1976), “Arms Control and World Order,” in *International Security*, 1 (1):3-16.
- Johan Jorgen Holst, (1983), “Confidence-Building Measures: A Conceptual Framework,” in *Survival*, 25 (1): 2-15.
- John H Barton. and Lawrence D. Weiler (1976), *International Arms Control: Issues and Agreements*, Stanford CA: Stanford University Press.
- Michael A Levi and Michael E O’Hanlon,(2004) *The Future of Arms Control*, Brookings Institution Press.
- Robert Axelrod and Robert O. Keohane (1985), “Achieving Cooperation under Anarchy: Strategies and Institutions,” in *World Politics*, 38 (1): 226-234.
- Robert Jervis, (1978) “Cooperation under the Security Dilemma” in *World Politics*, 30(2): 168-214.
- Thérèse Delpeche, (2012), *Nuclear Deterrence in the 21 st Century: Lessons from the Cold War for a New Era of Strategic Piracy*, Santa Monica: RAND Corporation.
- Thomas Reed and Danny Stillman, *The Nuclear Express: A Political History of the Bomb and Its Proliferation*, 1st Edition (Zenith Press, 2010)
- Thomas Schelling (1966), *Arms and Influence*, New Haven, NY: Yale University Press.

Course Name: INTERNATIONAL POLITICAL ECONOMY

Course Code: DS 3.8

Course Credits: 4 Credit

Course Objectives:

1. This course aims to introduce the basic concept of International Political Economy and the theoretical approaches to the discipline
2. This course will focus on issues of globalization, development and trade with respect to the developing countries and the Global South

Course Learning Outcomes:

1. Students will learn theories and approaches of International Political Economy
2. Students will learn about globalization, trade and development in the context of Global South

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will include assignments /term paper/presentation
2. 20 % Mid-Term Examination
3. 50 % External- Examination
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Approaches to the study of International Political Economy (IPE)

- 1.1. What is IPE?
- 1.2. Theoretical approaches to IPE: Liberalism, Mercantilism, Dependency Theory and Integration Theory

Unit 2: International Trade and Monetary System

- 2.1. The Bretton Woods System
- 2.2. IMF
- 2.3. IBRD
- 2.4. GATT and WTO

Unit 3: Third World and International Development

- 3.1. NIEO
- 3.2. North-South dialogue
- 3.3. South-South cooperation
- 3.4. Transfer of technology

Unit 4: IPE and the Developing world

- 4.1. Impact of Globalisation
- 4.2. Global Governance

Suggested Readings:

- Baylis John and Smith Steve, *The Globalisation of World Politics: An Introduction to World Politics* (Oxford: Oxford University Press, 1997)
- Goldstein Joshua, *International Relations* (New York: Harper Collins College Publications 1994)
- Jean-Philippe Therien, 'Beyond the North-South Divide: The Two Tales of World Poverty', Wilkinson, Rorden, ed., *The Global Governance Reader*, London: Routledge, 2005, pp. 218-238.
- Joan Spero and Jeffrey Hart, *The Politics of International Economic Relations* (New York, St. Martin's Press, 1997)
- Kevin Gray and Barry Gills, 'South-South cooperation and the rise of the Global South,' in *Third World Quarterly*, 2015, pp. 557-574.

Course Name: PRACTICAL COMPONENT

BASE, MEANS AND CAPABILITY ANALYSIS

Course Code: DS 3.9

Course Credits: 4 Credit

Course Objectives:

1. This course aims to carry out in-depth study of a given country with parameters as geo spatial, demographic, material, and to study economic, industrial, energy means of a given country
2. This course also aims to develop the understanding of capability of a given country through measuring social, political, morale or psychological parameters
3. This course will help to evaluate the strengths, weaknesses, opportunities and threats of a given country using Base-Means and Capability Indicators

Course Learning Outcomes:

1. Students will be able to analyse geo-spatial, economic-material, socio-political and morale or psychological capability of any given country
2. Students will be able to evaluate country's strength, weakness, opportunities and threats using the Base-Means- Capability parameters of the country

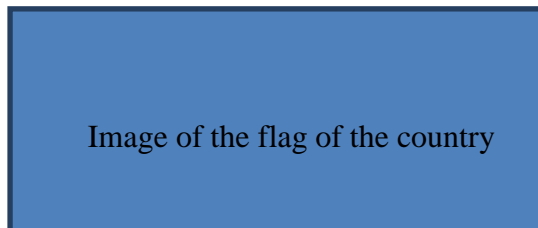
Teaching Methods:

1. Teaching will include classroom discussions, presentations, group discussion to analyse the data collected by the students
2. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Concerned teachers may apply individual internal evaluation methods

BASE-MEANS-CAPACITY (BMC) ANALYSIS



(BMC)Analysis of
COUNTRY NAME

CHAPTER I – BASE

A –THE GEO-SPATIAL BASE

(The Geo-Spatial Base section comprises topographic information including land, neighbours, frontier and others)²

²Land Information New Zealand, 'What is Geospatial information?', URL: <https://www.linz.govt.nz/our-work/location-information/geospatial-capability>. Accessed on 07 August 2023

- 1.1 Surface and Dimensions of Territory**
- 1.2 Location and Strategic Position**
- 1.3 Type of Frontiers**
- 1.4 Power and Attitude of Neighbours**
- 1.5 Strategic Depth³**

B – GEO-MATERIAL BASE

(The Geomaterial base section comprises resource information including natural resources, raw materials, agriculture, etc.)

- 1.6 Dimension and Fertility of Arable Land**
- 1.7 Natural Resources (Raw materials, Minerals, Others)**
- 1.8 Serious Deficiencies**

C – GEO-DEMOGRAPHIC BASE

- 1.9 Population (Size, Density, Composition)**
- 1.10 Age Profile**
- 1.11 Socio-Cultural Dimensions (Ethnic Composition, Religions, Gender Ratio, etc.)**
- 1.12 Human Development Indices (HDI)**
- 1.13 Educational Dimensions (Literacy Rates, Education System)**

CHAPTER II – MEANS

A – ECONOMIC MEANS

FISCAL MEANS

- 2.1 GDP and Rate of Growth**
- 2.2 Per Capita Income**
- 2.3 Revenues and Expenditure**
- 2.4 Balance of Trade (Difference between Imports and Exports)**
- Fiscal Deficit and Debt**
- 2.5 Government Spending as Percentage of GDP**
- 2.6 Major Fiscal Institutions and Regulatory Authorities (banking system, banks and other financial institutions and regulatory mechanisms)**

INDUSTRIAL MEANS

- 2.7 Contribution to GDP**
- 2.8 Core Industries for National Development**

AGRICULTURAL MEANS

- 2.9 Size of Agricultural Sector**
- 2.10 Contribution to GDP**
- 2.11 Agro-based industries**
- 2.12 Means of better production (fertilizers, irrigation, harvesting technologies, food processing)**

SERVICES SECTOR

- 2.13 Contribution to GDP**
- 2.14 Adequacy and Scope for Improvement**

³Strategic Depth refers to the advantages and disadvantages (geographical, geopolitical, economic, etc.) that the country experiences due to its location.

B – INFRASTRUCTURE MEANS

- 2.15 Adequacy of Transportation Infrastructure
- 2.16 Railways.
- 2.17 Aviation and Airports.
- 2.18 Port facilities and Shipping

C – ENERGY MEANS

- 2.18 Energy Consumption (Supply and Demand Status)
- 2.19 Energy Growth Trends
- 2.20 Non-Conventional Sources of Energy
- 2.21 Availability of Energy Reserves
- 2.22 Availability of Technology to Exploit Energy Sources

D – HUMAN CAPITAL GENERATION MEANS

- 2.23 Size and Quality of Workforce
- 2.24 Health Services
- 2.25 Technical Training Institutions
- 2.26 Media
- 2.27 Sports

E – MILITARY MEANS

- 2.28 Size of Military Forces
- 2.29 Defence Expenditure Trends
- 2.30 Military Leadership
- 2.31 Weapons and Systems (Indigenous Capability and Dependence on Imports)

F – POLITICAL MEANS

- 2.32 Governance and Government Institutions
- 2.33 Bureaucracy (Size and Nature)
- 2.34 Foreign Service (Size and Structure)
- 2.35 Strategy Formulation Mechanisms (Think Tanks, Disaster Management Apparatus, Institutions and Organisations and Processes)

CHAPTER III – CAPACITY FOR COLLECTIVE ACTION

A – SOCIAL CAPACITY

- 3.1 Social Integration and Major Divides (Socio-Political, Religious, Ethnic)
- 3.2 National Cohesion (Positive and Negative Impacts on National Cohesion)
- 3.3 Government Writ

B – MORALE or PSYCHOLOGICAL CAPACITY

- 3.4 National Character (National Values, Principles of National Policy)
- 3.5 Strategic Culture

C – POLITICAL CAPACITY

- 3.6 Leadership
- 3.7 Diplomacy
- 3.8 Bureaucracy
- 3.9 Law
- 3.10 Judiciary
- 3.11 Law Enforcement System and Institutions

CHAPTER IV – STRENGTHS AND WEAKNESSES

A – HISTORY AND STRATEGIC SCENARIO

- 4.1 Brief History
- 4.2 Current Concerns
- 4.3 Major Conflicts

4.4 Major strategic partnerships/alignments (Political and Economic)

B – ANALYSIS OF KEY DRIVERS

4.5 Identification of Key Issues and Key Drivers

4.6 Internal Strengths

4.7 Internal Weaknesses

4.8 Threats Faced

4.9 Available Opportunities

4.10 SWOT Matrix

Based on the above Strengths, Weaknesses, Threats and Opportunities, a consolidated SWOT Matrix is presented below:

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Course Name: RESEARCH PROJECT

Course Code: DS 3.10

Course Credits: 4 Credit

Course Objectives:

1. This course aims to provide students with an understanding of the key security challenges facing the world today.
2. This course aims to explore the role of different actors in addressing contemporary security issues.

Course Learning Outcomes:

- 1 Students will learn to analyse the effectiveness of different approaches, to address contemporary security issues.
2. Students will learn to develop critical thinking skills and the ability to evaluate complex security issues.

Students have to identify Contemporary security issues and carry out the in-depth study of an issue.

The potential areas can be:

- i. Identify Regional Security Issues
- ii. Internal/External National Security Issues
- iii. Defence Technology

Course Name: GLOBAL CITIZENSHIP

Course Code: DS 3.11

Course Credits: 4 Credit

Course Objectives:

1. This course aims to introduce students to globalization and values, nourishing the concept of social justice, and human rights to develop the idea of global citizenship.
2. This course also aims at orienting students towards global health issues, and challenges such as migration.

Course Learning Outcomes:

1. Students will understand the concept of International Organizations and their role in promoting global governance.
2. Students will learn to analyse the impact of global health issues on different aspects of life.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will include assignments /term paper/presentation
2. 20 % mid-term examination
3. 50 % external- examination
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Global Citizenship

- 1.1. Globalization and its impact
 - 1.1.1. Definition of Globalization
 - 1.1.2. Historical context of Globalization
 - 1.1.3. Positive and negative impacts of Globalization
- 1.2. Global Values
 - 1.2.1. Definition of Global values
 - 1.2.2. Examples of Global values
 - 1.2.3. The role of Global values in Global Citizenship

Unit 2: Global Governance

- 2.1. Global Health Issues
 - 2.1.1. Definition of Global health issues

2.1.2. Examples of Global health issues (e.g., infectious diseases, non-communicable diseases)

2.1.3. The role of Global health issues in Global Governance

2.2. Migration

2.2.1. Definition of migration

2.2.2. Types of migration (e.g., voluntary, forced)

2.2.3. The impact of migration on Global Governance

Unit 3: Global Citizenship and the Environment

3.1. Climate Change

3.1.1. Definition of climate change

3.1.2. Causes and effects of climate change

3.1.3. The role of individuals and governments in addressing climate change

3.2. Sustainable Development Goals

3.2.1. Definition of Sustainable Development Goals (SDGs)

3.2.2. Examples of SDGs (e.g., no poverty, zero hunger, good health and well-being)

3.2.3. The role of SDGs in global citizenship

Unit 4: Global Citizenship and Social Responsibility

4.1. Corporate Social Responsibility

4.1.1. Definition of Corporate Social Responsibility (CSR)

4.1.2. Examples of CSR initiatives (e.g., environmental sustainability, human rights)

4.1.3. The role of CSR in Global Citizenship

Suggested Readings:

- Dower, Nigel, and John Williams. *Global Citizenship: A Critical Introduction*. Routledge, 2016.
- Isin, Engin F., and Peter Nyers, eds. *Routledge Handbook of Global Citizenship Studies*. Routledge, 2014.
- Kruempelmann, Elizabeth. *The Global Citizen: A Guide to Creating An International Life And Career*. Springer Science & Business, 2002.
- Schattle, Hans. *The Practices of Global Citizenship*. Rowman & Littlefield, 2008.
- Suša, Rene, Vanessa Andreotti, Sharon Stein, Cash Ahenakew, Tereza Čajkova, Dino Kuperman Siwek, Camilla Cardoso, and Ninawa Huni Kui. "Global citizenship education and sustainability otherwise." In *Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship*, pp. 1-23. IGI Global, 2021.

SEMESTER IV

Course Name: TERRORISM AND COUNTER-TERRORISM

Course Code: DS 4.1

Course Credits: 4 Credit

Course Objectives:

1. This course will give comprehensive knowledge about history, definition and epistemology of Terrorism
2. The focus of this course is to understand terrorism in different aspects, so as to establish the mechanism for countering terrorism

Course Learning Outcomes:

1. Students will be introduced to various facets of contemporary discourse in terrorism as threat to national security
2. Students will be able to understand in perspectives related to terrorism which will enable them to establish different methods of tackling challenges, emerging due to terrorism

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, classroom teaching, field visits, group discussions etc.
2. Students will be given specific assignments and class activities to learn different aspects of terrorism and factors causing it
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Concepts, Definitions and Types

- 1.1. Terrorism: Ideologies, Aims, Beliefs and Motivations
- 1.2. Tracing the Roots of Terrorism; Nature of Modern Terrorism; Types of Threats
- 1.3. Terrorist Groups and Their Campaign: State Terrorism and Non-State Terrorism
- 1.4. Nationalist Terrorist, Revolutionary Terrorist and Religious Extremism

Unit 2: Terrorism and Security Challenges

- 2.1. Terrorist Financing
- 2.2. Cyber Terrorism
- 2.3. CBRN Terrorism
- 2.4. Radicalization

Unit 3: Countering Terrorism Mechanism

- 3.1. International and State efforts - Legal, Political and Financial
- 3.2. Combating Terrorism Strategy of the US, the EU, Russia and Asia
- 3.3. Terrorism Diplomacy
- 3.4. De-radicalization

Unit 4: Terrorism in India

- 4.1. Types of Terrorist Groups in India
- 4.2. Major Terrorist Attacks
- 4.3. Security Challenges of Terrorism faced by India

Suggested Readings:

- Biersteker Thomas & Sue E. Eckert (2007), *Countering the Financing of Terrorism*, London: Routledge.
- Carpenter, W. M. & Wiencek, D. G. (eds.) (2005), *Asian Security Handbook: Terrorism and the New Security Environment*, New York: Routledge.
- Hoenig, S. L., (2002), *Handbook of Chemical Warfare and Terrorism*, U.S.: Greenwood Publishing Group.
- Hoffman, Bruce (2006), *Inside Terrorism*, New York: Columbia University Press.
- Horgan, J. G. & Horgan, J. (2004), *The Psychology of Terrorism*, New York: Routledge.
- Khare, Vijay, (2019). 'Terrorism and Counterterrorism', Pentagon Press
- Richardson, L. (2013), *The Roots of Terrorism: an Overview*, Routledge: New York.
- Singer, P. W. & Friedman (2014), *Cybersecurity: What Everyone Needs to Know*, Oxford: Oxford University Press

Course Name: MARITIME SECURITY

Course Code: DS 4.2

Course Credits: 4 Credit

Course Objectives:

1. The course aims to explain the concept of Maritime safety and security which is a multi-faceted issue, especially in the realm of traditional and non-traditional threats.
2. It will elaborate various challenges of ocean and Maritime Security from traditional and non-traditional perspective in the Indian Ocean Region
3. The course will also delve into Maritime Laws and security procedures to deal with these threats and will conspicuously highlight the acute and imperative need for protection of the Sea Lanes of Communications

Course Learning Outcomes:

1. Students will learn about the evolution and history of Maritime Security and its various dimensions
2. Students will learn about the laws governing Maritime domain
3. Students will be familiar with the various dimensions of security threat and institutional provisions of various governing bodies, in order to overcome them

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn history and evolution of the concept of Maritime Security
2. Students will undertake exercises and class assignments to develop in-depth understanding of the subject
3. Students will learn through audio-visual medium and field visits will be organized for better exposure
4. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction and Historical Evolution

- 1.1. Development of Maritime Security
- 1.2. What is Maritime Security?
- 1.3. Maritime Assets and Vulnerabilities
- 1.4. Potential Maritime Security threats – Piracy, Terrorism, Contraband and Smuggling, Stowaways and Refugees
- 1.5. High risk areas
- 1.6. Piracy – 1600 to the present day

Unit 2: Law and Maritime Security

- 2.1. Legal Concept: Territorial Waters, Continental Shelf, EEZ and Other Maritime Zones Act 1976
- 2.2. UNCLOS India's Maritime Boundaries and issues with neighbours
- 2.3. Legal System, Criminal and International Law
- 2.4. International Conventions on Maritime Safety and Security
- 2.5. UN Combined Task Force 150

Unit 3: Preventing Measures and Security Procedures

- 3.1. Threat Assessment and Security Planning. ISPS CODE
- 3.2. Layered Maritime Security approach. Role of Navy and Coast Guard
- 3.3. Risk Management
- 3.4. Security System Design
- 3.5. Access Control and Monitoring Options
- 3.6. Security Equipment
- 3.7. Safety versus Security

Unit 4: Security of Indian Ocean Region (IOR)

- 4.1. Threats and Counter Measures in IOR
- 4.2. Choke Points and Island Nations in IOR
- 4.3. Indian Navy as the Net Security Provider
- 4.4. Regional Cooperation and QUAD
- 4.5 Management of India's Coastal Security

Suggested Readings:

- Benny, Daniel J 2016. *Maritime Security: Protection of Marinas, Ports, Small Watercraft, Yachts, and Ships*. CRC Press, USA.
- C. Raja Mohan 2012. *Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific*. Carnegie Endowment for International Peace, Washington DC.
- Carolin Liss 2010. *Oceans of Crime: Maritime Piracy and Transnational Security in Southeast Asia and Bangladesh*. Institute of Southeast Asian Studies, Singapore.
- Edited by Joshua Ho, Sam Bateman 2012. *Maritime Challenges and Priorities in Asia: Implications for Regional Security*. Routledge, Australia.
- Hongyi Lai 2009. *Asian Energy Security: The Maritime Dimension*. Palgrave Macmillan Publication, United Kingdom.
- James Kraska 2011. *Contemporary Maritime Piracy: International Law, Strategy, and Diplomacy at Sea*. Praeger,
- James Kraska and Raul Pedrozo 2013. *International Maritime Law*, Martinus Nijhoff Publishers, Boston.
- Kapil Narula 2019. *The Maritime Dimension of Sustainable Energy Security*. Springer, Singapore.

- Michael McNicholas, Butterworth-Heinemann 2007. *Maritime Security: An Introduction*, United Kingdom.
- United Nations Convention on the Law of the Sea, (2009), Nova Science Publishers, Inc, New York.

Course Name: DISSERTATION

Course Code: DS 4.3

Course Credits: 4 Credit

Course Objectives:

1. This course is designed for students to write research paper/project
2. The topic of the dissertation will be as per the interest area of students, however with the consultation of faculty
3. The dissertation is to be carried out under the guidance of the faculty of the department

Course Learning Outcomes:

1. Students will understand research, innovation, experiential learning and understand contemporary global security issues
2. Through research, students may give policy options to think tanks and government institutions

Dissertation Writing Method:

1. Students will follow APA, Chicago, MLA style sheet for writing dissertation under the guidance of the teacher
2. Students must complete field visit to Industrial/ Defence Establishments etc. while completing dissertation

Evaluation Pattern:

- Dissertation will be evaluated by teacher in concerned field and marks will be given by concerned teacher
- Presentation of dissertation will be compulsory
- Department may send dissertation to external examiner

1. Internal Assessment: Presentation (30 %)
2. External Assessment: Dissertation (70 %)
3. Evaluation: Research Methodology: 30 Marks/Paper 70 Marks
4. Total: 100 marks

Format of Submission:

- Students are required to submit TWO Copies of the dissertation, duly typed and bound
- A 4 size paper and use Times New Roman script with 12 font size and 1.5 Line spacing

Course Name: DISASTER MANAGEMENT AND NATIONAL SECURITY

Course Code: DS 4.4

Course Credits: 4 Credit

Course Objectives:

1. This course will give comprehensive knowledge about Disaster Management and its working
2. This course will orient students towards Disaster Management preparedness and mitigation and will introduce various aspects like technology and logistics management and post disaster relief measures

Course Learning Outcomes:

1. Students will be able to explain different types of disasters and disaster preparedness
2. Students will be able to describe logistic management and post disaster relief mechanism

Teaching Methods:

1. The course will give comprehensive knowledge about Disaster Management and its working
2. Students will undertake exercises and class assignments to develop in-depth understanding of the subject
3. Students will learn through audio-visual medium, Field visits will be organized for better exposure
4. Seminars, Conferences, Workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit1: Concepts and Principles in Disaster Management

- 1.1. Types of Disaster: Natural and Manmade
- 1.2. Cyclones, Floods, Land Slides, Land Subsidence, Fire and Earthquakes
- 1.3. Issues and concern for various causes of disasters
- 1.4. Hazards, Risks and Vulnerabilities

Unit 2: Preparedness and Mitigation Measures

- 2.1. Assessment of Disaster Vulnerability

2.2. Vulnerable locations and vulnerable groups

2.3. Issues in Environmental Health

2.3.1. Water & Sanitation

2.3.2. Earthquake Mitigation

2.3.3. Floods, Fire, Landslides

2.3.4. Other Natural Calamities

Unit 3: Technology and Logistics Management

3.1. Emergency Support Functions and their Coordination Mechanism

3.2. Resource & Material Management

3.3. Information Systems & Decision-Making Tools

3.4. Voluntary Agencies & Community Participation at various stages of Disaster Management

3.5. Role of Military and Paramilitary Forces during Disaster

3.6. Role of Remote Sensing, Science & Technology

Unit 4: Post Disaster Relief

4.1. Management of Relief Camp

4.2. Rehabilitation Programmes

4.3. New Initiatives

Suggested Readings:

- Bhandari, R. K. (2013). *Disaster Education and Management: a Joyride for Students, Teachers and Disaster Managers*. Springer Science & Business Media.
- Colonel (Retd) P.P. Marathe *Concepts and Practices in Disaster Management* (Pune: Diamond Publications 2006).
- Coppola, D. P. (2006). *Introduction to International Disaster Management*. Elsevier.
- Dave, R. K. (eds.) (2007), *Disaster Management in India: Challenges and Strategies*, London: Taylor & Francis
- Drolet, J. L. (Ed.). (2019). *Rebuilding Lives Post-Disaster*. Oxford University Press.
- Gregory, V. Button & Mark Schreller (2016), *Contextualizing Disasters*, New York: Oxford University Press

- Jennex, M. E. (Ed.). (2008). *Knowledge Management: Concepts, Methodologies, Tools, and Applications*. IGI Global.
- Kamal Taori *Disaster Management through Panchayat Raj* (New Delhi: Concept Publishing Company 2005).
- Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. SAGE Publications India.
- Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. SAGE Publications India.
- Liu, Z., & Ota, K. (Eds.). (2017). *Smart Technologies for Emergency Response and Disaster Management*. IGI Global.
- Minear, L. and T. Weiss, (1992), *Humanitarian Principles and Operational Dilemmas in War Zones, Disaster Management Training Programme*, Geneva: United Nations Development Programme
- Rajdeep Dasgupta *Disaster Management and Rehabilitation* (New Delhi: Mittal Publications 2007).
- Reddy, A.V.S., *Study Report on vision document for Creation of National Centre for Disaster Management (NCDM)/National Disaster Management Bureau. (NDMB)*
- Roy, Thrthankar (2012), *Natural Disasters and Indian History*, Oxford: Oxford University Press
- Shaw, R., Shiwaku, K., & Izumi, T. (Eds.). (2017). *Science and Technology in Disaster Risk Reduction in Asia: Potentials and Challenges*. Academic Press.

Websites

1. The National Institute of Disaster Management (NIDM) <<http://nidm.gov.in/default.asp>>
2. National Disaster Management Authority (India) <<http://www.ndma.gov.in/en/>>
3. United Nations International Strategy for Disaster Reduction <https://www.unisdr.org>

Course Name: STRATEGIC THOUGHT

Course Code: DS 4.5

Course Credits: 4 Credit

Course Objectives:

1. The aim of this course is to study Indian/ Western strategic thinkers, their thoughts and to understand their applications in contemporary security issues
2. To understand strategic thinking from different strategic thinkers in the context of Modern warfare

Course Learning Outcomes:

1. This course will help students to explore different strategies, tactics in ancient and modern warfare and its application by various strategic thinkers to conduct war
2. The course will enable students to develop insights to analyze contemporary/ongoing conflict/wars in different regions of the world

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts classroom teaching, field visits etc.
2. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. Internal Assignment: Article review, Term Paper and Presentation (20 %)
2. Mid – Term Exam: Descriptive Exam will be conducted for (30 %)
3. External Exam: Descriptive Exam will be conducted for (50 %)
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Strategic Thinkers and Thoughts (Ancient Period)

- 1.1 Kautilya (371-283 BC)
- 1.2 Sun Tzu (544-496 BC)
- 1.3 Machiavelli (1469-1527 AD)

Unit 2: Strategic Thinkers and Thoughts (Modern Period)

- 2.1. Carl Von Clausewitz (1780-1831 AD)
- 2.2. Henry Gemini (1779-1869 AD)
- 2.3. Karl Marx (1818-1883AD)
- 2.4. Vladimir Lenin (1870-1924 AD)
- 2.5. Mao Zedong (1893-1976 AD)

Unit 3: Strategic Thinkers and Technological Warfare (Modern Period)

- 3.1. General Giulio Douhet (1869-1930 AD)
- 3.2. William Mitchell (1879-1936 AD)
- 3.3. J. F. C. Fuller (1878-1966 AD)
- 3.4. Capt. B. H. Liddell Hart ((1895-1970 AD)

Unit 4: Indian Strategic Thinkers and Thoughts (Modern Period)

- 4.1. Mahatma Gandhi (1869-1948 AD)
- 4.2. Jawaharlal Nehru (1889-1964 AD)
- 4.3. Dr. Babasaheb Ambedkar (1891-1956 AD)
- 4.4. Swatantryaveer V. D. Sawarkar (1883-1966 AD)
- 4.5. Subhash Chandra Bose (1897- 1945 AD)

Suggested Readings:

- B. R. Ambedkar, *Thoughts on Pakistan*. Thacker limited, 1941.
- Baylis John, Booth Ken, Garnett John, and Williams Phil, (eds) *Contemporary Strategy: Theories and Concepts Vol. I and II*, London: Groom Helm, 1987.
- Clausewitz, Carl von, *On War*. Translated by Michael Howard and Peter Paret. Princeton, N.J.: Princeton University Press, 1976.
- Gandhi, M. K. *Hind Swaraj: Indian Home Rule*. Sarva Seva Sangh Prakashan, 2014.
- Gandhi, M. K., *The Story of My Experiments with Truth: An Autobiography*, Books International, 2018.
- Harmon, Christopher, “*On Strategic Thinking: Patterns in Modern History*”, 14 March 2012, on Classics of Strategy and Diplomacy.
- Kautilya, Vishnugupta. *The Arthashastra*. New Delhi, New York, NY: Penguin Books, 1992.
- Khare, Vijay, *Dr. B.R. Ambedkar and India’s National Security*, New Delhi: Kilaso, 2005.
- Lenin, Vladimir, *The Right of Nations to Self-Determination*, in Vincent P. Pecora(ed) *Nations and Identities: Classic Readings*.
- Liddell Hart, B. H. *The Classic Book on Military Strategy*. (1954).
- Machiavelli, Niccolò. *The Prince*. Hackett Publishing, 2008.
- Mohan, C. Raja, *Crossing the Rubicon: The Shaping of India’s New Foreign Policy*. New Delhi: Viking, 2003.
- Nehru, Jawaharlal. *Discovery of India*. Penguin UK, 2008.
- Nehru, Jawaharlal. *Glimpses of World History*. Penguin UK, 2004.
- Shamasastri, R., *Kautilya’s Arthashastra*, (5th ed.) Mysore: Sri Raghuvir Printing Press, 1956.
- Singh, Jasjit, *Foreword to India’s Maritime Security*, edited by Rahul Roy Chaudhury. New Delhi: Knowledge World, 2000.
- Tanham, George K. *Indian Strategic Thought: An Interpretive Essay*. Santa Monica, Calif.: Rand, 1992.
- Tzu, Sun. *Sun Tzu Art of War*. Vij Books India Pvt Ltd, 2012.
- Bose, Subhas Chandra. *An Indian pilgrim: an unfinished autobiography and collected letters 1897-1921*.(No Title) (1965).

- Bose, Subhash Chandra. *Fundamental Questions of Indian Revolution*. Netaji Research Bureau, 1959.
- Mookerjee, Girija K. *Subhash Chandra Bose*. Publications Division Ministry of Information & Broadcasting, 1975.
- Savarkar, Veer Damodar. *Indian War of Independence 1857*. Abhishek Publications, 2022.
- Savarkar, Vinayak Damodar. *Hindutva: who is a Hindu?*. (1999).
- Savarkar, Vinayak Damodar. *Essentials of Hindutva*. 2016.
- Savarkar, Vinayak Damodar. *Hindutva: Bestseller Book by Vinayak Damodar Savarkar: Hindutva*. Prabhat Prakashan, 2021.
- Toye, Hugh. *Subhash Chandra Bose*. Jaico Publishing House, 2007.

Course Name: INDO-PACIFIC SECURITY ARCHITECTURE: CHALLENGES AND PROSPECTS

Course Code: DS 4.6

Course Credits: 4 Credit

Course Objectives:

1. The Indo-Pacific Security concerns emerge as a salient theme of study given the converging geopolitical and geo-economic interests of Asia's great powers like China, India, Japan and the United States that have been an Indo-Pacific and a global resident power for long
2. This course would assess the idea of Indo-Pacific, the convergent and competitive dynamics of the Indo-Pacific and the outcomes
3. The current dynamics in terms of complexities of inter-state relations, ethnography, cultural dynamics, international interests and interventions in the South Asia and Southeast Asia would be analysed and assessed in detail

Course Learning Outcomes:

1. Students will analyse and study the geo-political and security dynamics of South and Southeast Asia. These will be contextualized and studied in terms of relevance to existing Geo-political Theories
2. Students will study various aspects of peace efforts and conflict in the two regions. Henceforth, students will be able to understand the political dynamics, ethnic complexities and various other security challenging factors of the two regions

Teaching Methods:

1. Lectures will be conducted for students to explore the concepts of the topic in the subject
2. Interactive and participative method will be employed in teaching
3. Seminars, Conferences, Workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will constitute of assignment/term paper/presentation
2. 20 % Mid-Term Exam
3. 50 % External- Examination
4. Concerned teachers may apply individual internal evaluation methodology

Course Units:

Unit 1: The Indian Ocean and Pacific Ocean

1.1 Indian Ocean

- a. Indian Ocean Countries
- b. Importance of Indian Ocean

1.2 Pacific Ocean

- a. North and South Pacific
- b. Asia Pacific

Unit 2: Conflict and Security in the Indo-Pacific Region

- 2.1. Historical Contestations and Geographical Disputes
- 2.2. Cultural and Ethnic conflict
- 2.3. Traditional and Non-Traditional Security Challenges

Unit 3: New Regionalism in the Indo-Pacific:

- 3.1. APEC
- 3.2. EAS
- 3.3. QUAD
- 3.4. AUKUS

Unit 4: Implications of Indo-Pacific Region

- 4.1 Geographical implications of Indo-Pacific Region
- 4.2 Economic Implications of Indo-Pacific Region
- 4.3 Security Implications of Indo-Pacific Region

Suggested Readings:

- Ashok Kapur (2019) *Geopolitics and the Indo-Pacific Region*, Routledge
- Barry Buzan, 'Security Architecture in Asia: The Interplay of Regional and Global Levels,' Vol. 16 No. 2, 2003. *The Pacific Review*
- C. Raja Mohan, *Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific*, Washington DC, Carnegie Endowment for International Peace, 2012.
- Chacko, P. (ed.), (2016), *New Regional Geopolitics in the Indo-Pacific: Drivers, Dynamics and Consequences* (New York and London: Routledge)
- Chengxin Pan, "The 'Indo-Pacific' and Geopolitical Anxieties about China's Rise in the Asian Regional Order," *Australian Journal of International Affairs*, Vol. 68 No. 4, August 2014.
- David Brewster, *India as an Asia-Pacific Power*, Routledge, London 2012
- David Scott, "The 'Indo-Pacific': New Regional Formulations and New Maritime Frameworks for US-India Strategic Convergence," *Asia-Pacific Review* 19 (2), 2012.
- Mohan Malik (ed.) *Maritime Security in the Indo-Pacific: Perspectives from China, India and the United States* (Rowman and Littlefield, 2014).
- Priya Chacko, The Rise of the Indo-Pacific: Understanding Ideational Change and Continuity in India's Foreign Policy, *Australian Journal of International Affairs*, Vol. 68, No. 4, August 2014.
- Rajiv K Bhatia (2014) *Indo Pacific Region: Political and Strategic Prospects*, New Delhi: Indian Council of World Affairs
- Satish Chandra & Baladas Ghoshal (2018) *The Indo-Pacific Axis: Peace and Prosperity or Conflict*, Routledge
- Walter Lohman (2015) *The Quad Plus: Towards a Shared Strategic Vision for the Indo Pacific*.

Course Name: ADVANCED POLITICAL GEOGRAPHY

Course Code: DS 4.7

Course Credits: 4 Credit

Course Objectives:

1. To study the dynamics of world economy from geographical perspective
2. To examine linkages between spatial organisations functional interest and global realities
3. To analyze contemporary world problems and issues with the help of geopolitical models

Course Learning Outcomes:

1. Students will identify and describe the world's major geographic regions and their distinct physical, economic, and cultural characteristics
2. Students will learn to understand the concept of territoriality, boundaries, and global commons
3. Students will understand geography of conflict: violence, development, and political order

Teaching Methods:

1. Lectures will be conducted for students to explore the concepts of the topics in the subject
2. Interactive and participative methods will be employed in the teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will constitute of assignment/term paper/presentation
2. 20 % Mid-Term Exam
3. 50 % External- Examination
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Field and Scope of Political Geography

- 1.1. Political Geography: Critical Concepts in Social Sciences
- 1.2. Geographies Identity as Practice/Narrative
- 1.3. Territorializations
- 1.4. Performativity of Place, Space, Scale
- 1.5. Geographies of Resistance and Migration

Unit 2: The State in Global Perspective:

- 2.1. Territoriality, Boundaries, and Global Common
- 2.2. Globalisation, Sovereignty and Extra-Territoriality
- 2.3. Political Geographies of the Nation-State
- 2.4. Power-Politics, Resource Politics and Geo-Economics
- 2.5. Geographical Imagination: Gender Perceptive
- 2.6. Debate of Citizenship and Nationality

Unit 3: Geography of War and Peace

- 3.1. Geography of Conflict: Violence, Development, and Political Order
- 3.2. Soldiers and Nationalism and Territorial Identity
- 3.3. Resource Wars

3.4. Territorial Ideology and Interstate Conflict

Unit 4: Political Geography of The Sea:

4.1. Regional and Global Perspective

4.2. Geographical Determinants of Foreign Policy

4.3. De-Territorialised Threats and Global Dangers: Issues of Global Commons.

Suggested Readings:

- Agnew, J. (2002). *Making Political Geography*. Routledge.
- Agnew, J. A. (2003). *Geopolitics: Re-Visioning World Politics*. Psychology press.
- Agnew, J. A. (2005). *Hegemony: The New Shape of Global Power*. Temple University Press.
- Agnew, J. A. (2014). *Place and Politics: The Geographical Mediation of State and Society* Routledge.
- Agnew, J. A., Livingstone, D. N., & Rogers, A. (Eds.). (1996). *Human Geography an Essential Anthology* (pp. 296-315). Oxford: Blackwell.
- Agnew, J. A., Mamadouh, V., Secor, A. J. and Sharp, J. P. (Eds.). (2015). *The Wiley Blackwell Companion to Political Geography*. Chichester: Wiley Blackwell.
- Caldwell, D. R., Ehlen, J., & Harmon, R. S. (Eds.). (2005). *Studies in Military Geography and Geology*. Springer Science & Business Media.
- Collins, J. M. (1998). *Military Geography for Professionals and the Public*. Potomac Books, Inc..
- Cox, K. R., Low, M., & Robinson, J. (Eds.). (2007). *The SAGE Handbook of Political Geography*. Sage.
- East, W. G., & Prescott, J. R. V. (1975). *Our Fragmented World: An Introduction to Political Geography*. Springer.
- Flint, C., & Taylor, P. J. (2011). *Political Geography: World-Economy, Nation-State, and Locality*. Pearson education.
- Gallaher, C., Dahlman, C. T., Gilmartin, M., Mountz, A., & Shirlow, P. (2009). *Key Concepts in Political Geography*. Sage.
- Jones, M., Jones, R., Woods, M., Whitehead, M., Dixon, D., & Hannah, M. (2014). *An Introduction to Political Geography: Space, Place and Politics*. Routledge.
- Kasperson, R. E., & Minghi, J. V. (Eds.). (2011). *The Structure of Political Geography*. Transaction Publishers.
- Pickering, S. (2016). *Understanding Geography and War: Misperceptions, Foundations, and Prospects*. Springer.
- Williamson Murray (1999) *Some Thoughts on War and Geography*, *Journal of Strategic Studies*, 22:2-3, 201-217, DOI: 10.1080/01402399908437761

Course Name: CHINA'S STRATEGIC CULTURE

Course Code: DS 4.8

Course Credits: 4 Credit

Course Objectives:

1. This course aims to learn about China's historiography and military thinking and to explore the continental and maritime strategic thought in ancient, medieval, and contemporary China
2. This course also aims to learn about cultural realism and strategic thought in China

Course Learning Outcomes:

1. Students will be able to explain the definitions, contexts, and theories of strategy, strategic culture, and national power
2. Students will be able to discuss the normative and instrumental foundations of strategic thought and strategic culture

Teaching Methods:

1. Lecture will be conducted for students to explore the concepts of the topics in the subject
2. Interactive and participative method will be employed in teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 30 % of internal assessment will constitute of assignment/term paper/presentation
2. 20 % Mid-Term Exam
3. 50 % External- Examination
4. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit1: Strategy, Culture, and National Power

- 1.1. Definitions, Contexts, Theories of Strategy, Strategic Culture and National Power
- 1.2. Normative and Instrumental Foundations of Strategic Thoughts and Strategic Culture
- 1.3. Theories of Grand Strategy
- 1.4. Theories of Comprehensive National Power
- 1.5. Levels of Strategic Thoughts and Operations

Unit 2: Civilizational and Historical Contexts of China's Strategic Thought and Culture

- 2.1. China's Historiography and Military Thinking
- 2.2. The Sun Tzu Paradigm
- 2.3. The Continental and Maritime Strategic Thought: Ancient, Medieval and Contemporary
- 2.4. Schools of China's Strategic Culture and Thought
- 2.5. China's Vistas of Grand Strategy

Unit 3: China's Strategic Culture: Civilizational Dynamics and China's Rise

- 3.1. Cultural Realism and Strategic Thought
- 3.2. The Parabellum Paradigm of China's Strategic Thinking
- 3.3. The Party, The Government and The Military in Contemporary China's Strategic Culture

3.4. China's Strategic Culture: The Interplay of China's History and Culture

3.5. China's Strategic Culture and the Sources of its Rise

Unit 4: China's Strategic Culture and Comprehensive National Power

4.1. China's Strategic Culture and its Vista of Comprehensive National Power

4.2. China's Strategic Culture and Diplomacy

4.3. Matrices of China's Comprehensive National Power

4.4. China's Strategic Culture and Science and Technology

4.5. China's Strategic Culture and Military Power

4.6. China's Strategic Culture and Global and Regional Strategies

a) China's Strategic Culture and Grand Strategy: Principles and Interests

b) China's Peaceful Rise

c) China and the Global Order: Stakes and Interests

d) China's Strategic Culture and Belt and Road Initiative

e) China's Strategic Culture and Global Commons.

Suggested Readings:

- Christensen, Thomas J. "Chinese Realpolitik," *Foreign Affairs*, Vol. 75, No. 5, 1996, pp. 37- 52. Mandelbaum, Michael, "The New Containment," *Foreign Affairs*, March/April 2019
- Danner, Lukas K., (2018) "China's Peaceful Development Grand Strategy," in L. K. Danner, *China's Grand Strategy: Contradictory Foreign Policy?*, New York: Palgrave Macmillan,
- Edward Tse (2010) *The China Strategy: Harnessing the Power of the World's Fastest Growing Economy* New York: Basic Books
- Goldstein, Avery, "Stimuli for a New Strategy,"(2005) in A. Goldstein, *Rising to the Challenge: China's Grand Strategy and International Security*, Stanford, CA: Stanford University Press, 2005,
- Jisi, Wang, (2011) "Chinese Search for a Grand Strategy: A Rising Great Power Finds its Way," *Foreign Affairs*, Vol. 90, No. 2, 2011, pp. 68-97.
- John Garwer "Interpreting China's Grand Strategy," *China Brief*, Vol.5, No.15 (July 2005), available under publications at <http://www.jamestown.org>.
- Johnston, Alastair I., (1995) "Chinese Strategic Culture and Grand Strategic Preferences," in A. I. Johnston, *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*, Princeton, NJ: Princeton University Press, 1995,
- Johnston, Alastair I., "Chinese Strategic Culture and the Parabellum Paradigm," in A. I. Johnston, *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*, Princeton, NJ: Princeton University Press, 1995, pp. 61-108.
- Jonathan Ping & Brett McCormick (2016) *China's Strategic Priorities*, Routledge
- Luttwak, Edward N., (2012) "The Rise and Fall of Peaceful Rise," in E. N. Luttwak, *The Rise of China vs. the Logic of Strategy*, Cambridge, MA: Harvard University Press, 2012, pp. 273-276.
- M.Taylor Fravel (2019) *Active Defense: China's Military Strategy Since 1949*, Princeton: Princeton University Press
- Scobell, A. (2002). *China and Strategic Culture*. Strategic Studies Institute, US Army War College.

- Scott Kastner (2018) *China's Strategic Multilateralism*, Cambridge: Cambridge University Press
- Swaine, Michael D. and Ashley J. Tellis, "The Historical Background," in M. D. Swaine and A. J. Tellis, *Interpreting China's Grand Strategy: Past, Present and Future*, Santa Monica, CA: Rand Corporation, 2000, pp. 21-95.
- Thomas G. Mahnken (2011) *Secrecy and Stratagem: Understanding Chinese Strategic Culture*, Lowry Institute of International Policy
- Zeng, Jingyan, Yuefan Xiao, and Shaun Breslin, "Securing Chinese Core Interests: The State of the Debate in China," *International Affairs*, Vol. 91, No. 2, 2015, pp. 245-266.

Course Name: RESEARCH PROJECT

Course Code: DS 4.10

Course Credits: 6 Credits

Course Objectives:

1. This course aims to provide students with an understanding of the major conflicts or ongoing wars
2. This course aims to explore the role of different actors in ongoing conflicts

Course Learning Outcomes:

- 1 Students will learn to analyse the effectiveness of different approaches to understand different conflicts and wars as a case study
- 2 Students will learn to develop critical thinking skills and the ability to evaluate complex security issues

Teaching Methods:

Students have to identify Major ongoing conflicts and carry out in-depth study of an issue

The potential areas can be:

- I. Territorial Conflicts in the regions:
 - i. South Asia
 - ii. Europe
 - iii. Africa
 - iv. Indo-Pacific

Evaluation Pattern:

- Concerned teachers may apply individual internal evaluation methods

Course Name: INCLUSIVE EDUCATION

Course Code: DS 4. 11

Course Credits: 4 Credit

Course Objectives:

1. This course aims to understand the concept of Inclusive Education and its importance in promoting equity and social justice
2. This course also desires to explore the role of Inclusive Education in promoting social justice and addressing bias and stereotypes in the classroom

Course Learning Outcomes:

1. Students will learn to define Inclusive Education and explain its importance in promoting equity and social justice
2. Students will analyze the role of Inclusive Education in promoting social justice and addressing bias and stereotypes in the classroom

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in the teaching
3. Seminars, conferences, workshops will be organized

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Introduction to Inclusive Education

- 1.1. Definition of Inclusive Education
- 1.2. Historical context of Inclusive Education
- 1.3. The importance of Inclusive Education
- 1.4. The benefits of Inclusive Education

Unit 2: Understanding Disabilities

- 2.1. Definition of Disability
- 2.2. Types of Disabilities (e.g., physical, intellectual, sensory)
- 2.3. The impact of Disabilities on Learning
- 2.4. Assistive Technology for Disabilities

Unit 3: Strategies for Inclusive Education

- 3.1. Universal Design for Learning (UDL)
- 3.2. Differentiated Instruction
- 3.3. Collaborative Teaching
- 3.4. Classroom Management Strategies

Unit 4: Inclusive Education and Social Justice

- 4.1. The role of Inclusive Education in promoting Social Justice
- 4.2. Addressing Bias and Stereotypes in the Classroom
- 4.3. Culturally Responsive Teaching
- 4.4. The importance of Family and Community Engagement

Suggested Readings:

- Angela Kohama (2012) *Inclusive Education in India: A Country in Transition*, An Undergraduate Honors Thesis Presented to the Department of International Studies at the University of Oregon .
- Das Ashima and et al., (2013) '*Inclusive Education*', concept publishing company Pvt. Ltd., New Delhi.
- Discrimination based on caste, religion, disability-Handbook sensitizing Teachers and teacher educators (Inclusive Education) published by NCTE 2004 under the agencies of Human Rights Commission.
- Pearson series in Education, (2012) '*Special Education*', Dorling Kindersley (India) Pvt. Ltd.
- Sharma Prem Lata et al., (2012) '*Inclusive Education: What, Why and How*', – A book on Teacher Education, RIE Mysuru, NCERT Vani Press, Mysuru.
- Singh, J.P. Dash, M.K., (2005) '*Disability Development in India*' *Rehabilitation Council of India*, New Delhi, in Association with Kanishka Publishers Distributors.