Learning Outcomes Based Curriculum Framework (LOCF) for Defence and Strategic Studies (B.A. Defence Studies)

Undergraduate Programme (2020)

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002
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Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society’s needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall framework of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission
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PREAMBLE

LOCF in Defence and Strategic Studies is intended to provide a broad framework within which the discipline could respond to the changing needs of its various stakeholders in exclusivity in a more romanticized manner.

The template is an initiative of new kind and is expected to assist in the building and maintenance of under graduate Programme in Defence and Strategic Studies with innovative skill by holding a periodic review within a broad framework of an agreed structure as standard reference.

It is pertinent to mention that Defence & Strategic studies as a separate discipline is still underway to its final accomplishment vis a vis other established subjects/disciplines. This is notwithstanding, the other variants in which the discipline have not even acquired the status of a full degree programme, rather rests as part of or one of the elective subjects in the faculty of Arts, Humanities and Sciences.

There is strong plea to have a Bachelor’s degree programme in Defence and Strategic Studies to brand it more sovereign in outlook.

It is quite incredible that while security is a buzz word penetrating all pervasively at the, national and global level, the significance of this subject remains almost an amiss in country’s scenario.

LOCF however, is a great strategic enterprise to this effect to build an architecture in not only reviewing the existing course curricula, but also endeavor to create a roadmap for its variants verticals - be the institutions serving the discipline; the faculty, the students or the societal environment providing a desired turf for a more meaningful dispensation in the long run.

A thought process has been generated to set and raise the standards in the subject shoving it at par with other academic programmes. For instance, a misperception gets created that the subject lacks employability avenues. Whereas given to its potential it has high value job creation credentials. But the general apathy in awareness and understanding towards security issues at institutional levels has been of great hindrance in the growth of this subject.

The LOCF provides a platform to look into certain progenial issues through obligatory sanctity attached to the development of this academic program which could best be cultivated.
There is a dire need to look holistically towards the subject to make it more attractive and relevant meaningfully. However, the question that does Defence Studies as an undergraduate programme be put on ascending mode or the existing profile of the subject be strengthened to make it more marketably profitable for further inducement?

Defence and Strategic Studies as a subject demands specialized audience which currently dwells more on free for all. In the coming time, when specialization at micro level is the need of art, the subject too demands a favorable consideration and attention to contribute to the national potential. The thrust line is interest and passion which can extrapolate into various manifestations. It may be interesting to pen down the views of one of the student who said ‘the subject gave me an opportunity to grow not only in many ways but each day also; grooming me to imbibe can do attitude’.

However, there is great need to showcase the subject in its own turf due to its multi-disciplinary spread into arts, science, management, sports, leadership strategy and defining of political behavior.

LOCF provides an opportunity to examine such various dimensions.
1. Introduction

LOCF indeed is a great initiative by the UGC to introduce improvement of quality in higher education.

1.1 The under graduate programme is critical given the fact that it is the first stepping stone for a young adult into higher education. Therefore, the under graduate programme is very important as it has the responsibility to transform the mind of the young adult and introduce them to a wider influence, and also ensure that his/her thought process is not retarded for the lack of desired input from authorities, peers or absence of common information loop.

1.2 Taking recourse to the discipline of Defence and Strategic Studies there has been a general apathy towards the subject both at federal and state level despite certain recognizable traits attached to its significance. This is despite the fact that Defence and Strategic Studies as a subject is studied globally.

The security dimension has a unique dynamics – it starts with human security and goes unendingly to national and international level. Assessing human security stretches from personal security to the very basic need of societal obligations whereby security gambit is so essentially required. All developed countries have concerns for protective security whether it remains to nation’s development capacity building or fostering relations with other countries for enhancing comprehensive national power signifying importance of security and its academic relationship. Defence/National Security Studies as a discipline has a wider connotation and even spread out to inter disciplinary subjects - be it Humanities, Languages, Science, Management, Governance and Leadership.

1.3 Security is a buzz word and needs to be understood in its entirety with strategic and non strategic overtones. Security is complimentary to the development of a nation while development processes in developing countries suffer due to incomprehension of security issues.

1.4 The subject of Defence / National Security Studies therefore holds unique significance and demand security consciousness in society in which academics have a wider role to play. LOCF definitely is a moderate attempt in this regard to introspect the causes and reasons of rigidity and tepidity which revolves around the subject. However, there is a dire need of equipping our academic community with young adults who are well trained in the discipline. For instance, at a foundation level there is a desire among many students to use the under graduate program to begin their career in academics, to acquire overall knowledge, widen their horizons as well as getting conversant with communication skills and teaching aids. Such an incremental course work is essential and may
be conceived for a period of at least five years until one is found eligible for next level. This may be considered as a basic step for the success of LOCF.

1.5 A student teacher relationship would ideally be suited if it involves lot of interaction demanding sustained efforts and unconventional experimentation. Unlike abroad, we have total emphasis on class room teaching and over the period it loses interests among students and teachers alike. There is a need to expose the students to the environment, encourage avante- garde or off beat eccentricism until remained barrack centric.

1.6 LOCF undertakes/suggest such extra ordinary outlandishness by inspiring not only transgression into other subjects of interests but also class outfield study behavior to make the students understand the domain eco system. In fact, the field studies also equips the students with all the attributes given in the conceptualization of LOCF and acquiring added contrivance or maturing them enough to be in a state of decision making in their future endeavor. Another deepening issue that despite so much of talks about promoting academic link with professional bodies such as industry, research centers, think tanks, the services and even the bureaucracy - the largely seen twin Siamese stays apart.

1.7 Academics can extend to such excellence of professional bodies – an opportunity for higher education and gaining specialization by undertaking research activities. In this context, the mandatory conditions warding off professionals to the academic programme may be dispensed with providing students a window for better synergy.

1.8 LOCF is indeed a sterling opportunity or a pathway to imparting well-rounded, rigorous yet holistic academic training to students as they begin their journey into academia. The LOCF framework is certain to bolster the study of defence and strategic studies and national security studies in the country.
2. Learning Outcomes Based Approach to Curriculum Planning for Defence and Strategic Studies (at Under Graduate level)

2.1 It is said that there’s nothing as practical as good theory. It may also be said that there’s nothing as theoretically interesting as good practice. The fundamental premise underlying the learning outcomes based approach to curriculum planning is that the bachelor’s degree programme in Defence and Strategic Studies shall be awarded on the basis of demonstrative achievements outcomes as:

2.1.1 Attainment of sound knowledge about the basics that the students is expected to imbibe in the subject.

2.1.2 Having a clear understanding of the key concepts related to the subject along with their applications in real life situations.

2.1.3 Development of analytical skills so as to be able to appreciate the importance of the subject and spread its awareness.

2.1.4 Inculcate a spirit of nationalism and develop good values contributing to building strong national character.

3. Nature and Extent of Bachelor’s Degree Programme in Defence and Strategic Studies (Honours/Regular Course)

3.1 Earlier known as Military Science, Military Studies or Defence Studies is a recognized degree in `Defence and Strategic Studies’ by the University Grants Commission, New Delhi at Undergraduate, Postgraduate, Doctorate and Post Doctoral level. However, the degree programme in Defence and Strategic Studies is only at few places while it exists as one of the elective subject in most of the places. The approach to the study in the discipline is interdisciplinary as the subject broadly covers military history, war, national security studies, international relations, peace and conflict studies, international terrorism, defence economics, military psychology/sociology and other aspects related to military or security of the nation and as such encompasses such aspects like geopolitics and military geography, science and technology, economics of defence, conflict management and conflict resolution, etc. The framework is intended to allow flexibility and innovation in programme design and syllabi development, teaching-learning process and assessment of student learning levels.
4. Aims of the Bachelor’s Degree in Defence and Strategic Studies (Honours/Regular Course)

4.1 Defence and Strategic Studies as a subject and degree cover all strategic aspects that can have a bearing on the learning of security issues in the defence of the country. The overall objectives of bachelor’s degree programme in Defence and Strategic Studies are to –

4.1.1 Formulate qualitative description combining domain knowledge with gains from choice based credit system enabling students to qualify for jobs even outside the discipline demonstrating mobility of service.

4.1.2 Instill the graduates skills, knowledge and abilities to understand national security issues analytically which to help the students to pick up adequate comprehension on matters security. Infuse each graduate with a desire to be a lifelong learner and plan to pursue professional courses related to Defence and Strategic Studies to be a domain specialist.

4.1.3 Imbue an appreciation of one’s civic duties and responsibilities towards society and demonstrate knowledge of contemporary or emerging threats, challenges or issues thereby contributing to strategic culture.

4.1.4 Encourage leadership qualities amongst students and raise ability to work as a team.

4.1.5 Gain an understanding of professional ethics and to apply in the field of national security rather than replicate curriculum content knowledge.

4.1.6 Demonstrate the ability to apply one’s disciplinary knowledge and skills to new frontiers and be a partner ensuring global competitiveness.

4.1.7 Undertake mechanism to periodically review of teaching programmes including adoption of teaching learning techniques.

5. Graduate Attributes in Defence and Strategic Studies (Honours/Regular Course)

5.1 It has been generally observed that students at the time of joining graduate programme or at the end of such studies remain unclear and confused in deciding their future course of study. For instance, while course in Defence and Strategic Studies is always not an exclusive degree programme, but is served at post graduate level, students are generally oblivious of certain realities. However, having taken up the discipline in Defence and Strategic Studies at under graduate level, the student must reflect a sense of maturity, good attributes, values and skills
enabling him/her to decide further course of action in terms of should he/she go in for higher studies or having attained a particular skill take to the job and simultaneously pursue higher studies. Such an arrangement works abroad quite successfully and makes them more professional and responsible in their career pursuit. In addition, the attributes in a graduate of Defence and Strategic Studies are expected to exhibit the following:

5.1.1 **Disciplinary knowledge and skills**: Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and contemporary strategic environment in Defence & Strategic Studies and its different subfields.

5.1.2 **Skilled communicator and Critical thinker**: Ability to transmit complex information and ability to employ critical thinking relating to national security issues in a clear and concise manner in writing and oral skills.

5.1.3 **Sense of inquiry**: Capability for asking relevant/appropriate questions relating to issues and problems in the field of Defence & Strategic Studies and planning, executing and reporting the results of any issues related to national/international security.

5.1.4 **Team player/Leader**: Capable of working effectively in diverse teams in both classroom, in society and real life situations.

5.1.5 **Skilled project manager**: Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical conduct.

5.1.6 **Digitally literate**: Capable of using computers to understand strategies and tactics in conflicts.

5.1.7 **Ethical awareness/reasoning**: Capable of embracing and demonstrating the ability to demonstrate moral/ethical values in one’s work and avoiding unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciate environmental and sustainability issues.

5.1.8 **Lifelong learners**: Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.
6. **Qualification Descriptors for a Bachelor’s Degree Programme in Defence and Strategic Studies (Honours/Regular Course)**

6.1 The qualification descriptors for a Bachelor’s Degree programme in Defence and Strategic Studies shall include the following:

6.1.1 Demonstrate:-(i) Acquire a demonstrative ability towards systematic/coherent understanding in Defence and Strategic Studies, its different learning areas and areas of specializations, besides linkages with related disciplinary areas/subjects; (ii) Procedural knowledge and skills that creates different types of professionals related to national security issues, including research and development, teaching and government and public service;

6.1.2 Understanding national and international strategic and security issues, analyses and evaluation using methodologies as appropriate to the subject(s) for drawing interpretations and conclusions;

6.1.3 Communicate results of studies undertaken in security affairs in a range of different contexts using the concepts, constructs and techniques as applicable;

6.1.4 Able to draw on a range of current research and development work and professional materials;

6.1.5 Apply one’s subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyze different issues and analyse complex problems with well-defined suggestions for policy makers in national security issues.

6.1.6 Demonstrate subject-related contemporary strategic national and international issues and transferable skills that are relevant to Defence and Strategic Studies - related job trades and employment opportunities in the field of teaching, armed/paramilitary/security forces and journalism.
7. Programme Learning Outcomes relating to Bachelor’s Degree Programme in Defence and Strategic Studies (Honours/Regular Course)

7.1 Upon completion of the programme of Bachelor’s in Defence and Strategic Studies, a student should have acquired basic competency in strategic affairs covering a wide spectrum of interstate security to global security issues including non kinetic dimensions.

7.2 Shall develop capability in understanding the implications of use and threat of use of force in International relations.

7.3 Shall seek, identify and apply the acquired knowledge in defence and strategic studies on contemporary issues of strategic relevance.

7.4 Ability to move from LOTS (Lower Order of Thinking Skills) to HOTS (Higher Order of Thinking Skills) in Defence and Strategic Studies.

7.5 The learning of strategic studies shall arm the candidates to independently choose further course of action in his/her life whether pursuing higher education by taking specialized course in honours or identifying a career for himself or herself.

7.6 Course – Level Learning Outcomes - Learning Outcomes-Based Curriculum Framework (LOCF) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in LOCF; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

7.7 Some examples of course-level learning outcomes that a student of this course is required to demonstrate are indicated below:-

7.7.1 Clarity

The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. Clarity is important over years of college and when team teaching is involved. Those designing and planning the curriculum are expected to work backwards once an outcome has been decided upon; they must determine what knowledge and skills will be required to reach the outcome.
7.7.2 **Flexibility**

With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student’s needs. LOCF does not specify a specific method of instruction, leaving instructors free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class.

7.7.3 **Comparison**

LOCF is meant to be a student-centered learning model. The institutions can compare outcomes to determine what credits to award the student. A potential employer can look at records of the potential employee to determine what outcomes they have achieved. They can then determine if the potential employee has the skills necessary for the job.

7.7.4 **Involvement**

Student involvement in the classroom is a key part of LOCF. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning. Other aspects of involvement are parental and community, through developing curriculum, or making changes to it. Parents and community members are asked to give input in order to uphold the standards of education within a community and to ensure that students will be prepared for life after college.

7.7.5 **Knowledge**

Upon successful completion of this course, students will acquire an excellent knowledge of the biblical concepts taught in the epistle to the Colossians and will be familiar with major theological themes.

7.7.6 **Skills**

Upon successful completion of this course, students will be able to reflect critically on various New Testament theological themes and issues and their contemporary relevance.

7.8 **Discipline Specific Elective (DSE) – Some examples of course-level learning outcomes that a student of this course is required to demonstrate are indicated below:**

7.8.1 Cyber risk is now firmly at the top of the international agenda as high-profile breaches raise fears that hack attacks and other security failures could endanger the global economy. The Global Risks 2015 report, published in January by the World
Economic Forum (WEF), included this rather stark warning: "90 percent of companies worldwide recognize they are insufficiently prepared to protect themselves against [cyber attacks]." Therefore, The DSE paper `Cyber Security’ will help the students understand that how cyber security is emerging a major threat to national security of a nation.

7.8.2 Remote sensing is the acquisition of information about an object or phenomenon without making physical contact with the object and thus in contrast to on-site observation, especially the Earth. Remote sensing is used in numerous fields, including geography, land surveying and most Earth Science disciplines and also has military, intelligence, commercial, economic, planning, and humanitarian applications. The paper `Remote Sensing and National Security’ focuses on the national security issues in case of space war between nations.

7.8.3 The paper `Legal Aspects of International Security’ is based on the International Law related to war and conflicts. A core component of international law is the law governing the use of force between states and the rules governing the conduct of hostilities. The area encompasses questions such as permissible use of force under the U.N. Charter, the scope and application of the Geneva Conventions; issues relating to peacekeeping and stability operations, conflict resolution, and post-conflict reconstruction; and legal responses to contemporary challenges, such as failing and fragile states, the proliferation of weapons of mass destruction, transnational crime, and terrorism.

7.8.4 Terrorism is, in the broadest sense, the use of intentionally indiscriminate violence as a means to create terror among masses of people; or fear to achieve a religious or political aim. The increased use of suicide attacks from the 1980s onwards was typified by the September 11 attacks in New York City and Washington, D.C. in 2001. Therefore, This paper `International Terrorism’ will acquaint students how terrorism has become a global concern especially for India.

7.8.5 The emergence of a number of non-state actors, such as terrorist networks, drug cartels and maritime piracy networks, and intra-state conflicts (e.g. civil wars) have assumed importance as new-age threats to the national security of present-day states. So the need of the hour for the students of Defence and Strategic Studies disciplines
is to understand the emerging nontraditional threats to security in contemporary times.

7.8.6 The papers ‘WMD, Nuclear Proliferation and National Security’ and ‘Defence Mechanism of Modern States’ will be focusing on the risk of proliferation of nuclear weapons and how the defence mechanism require major changes in the war of 21\textsuperscript{st} century. The majority of traditional concepts of war have become irrelevant and obsolete.

7.8.7 The paper ‘Conflict Resolution and Peace Building’ deals with various aspects of resolving conflicts and maintaining international peace and security. Various methods and techniques of conflict resolution and peace building will help them understanding the importance of peace. Besides, role of UN, NGO’s and other agencies has also been included in this paper.

7.9 **Generic Elective (Interdisciplinary) – Some examples of course-level learning outcomes that a student of this course is required to demonstrate are indicated below:**

7.9.1 The **choice based credit system** not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual. Choice based credit system (CBCS), in the layman’s terms, is where the students can choose the prescribed courses, as the core, and elective or soft skill courses, from a range of options, rather than to simply consume what the curriculum offers. Therefore, a student enrolled for B.A./B.A. (Hons) in Defence and Strategic Studies will have the advantage of reading some Generic Elective (interdisciplinary) subjects also.

7.9.2 The papers like ‘General Economics’ will introduce them with the general principles of economics whereas ‘Military Sociology’ not only acquaint them with the general sociology but also with sociological issues faced by the soldiers during the service as well after retirement and the problems of resettlement and rehabilitation after war. ‘International Relations’ as discussed above will enable them to understand the basic issues of IR in the contemporary times.

7.9.3 In this part ‘Functional Research Methodology’ will help them understand the basic concepts of research enabling them to do research at higher level later. The issues of
‘Human Rights’ have become so sensitive that various international Humanitarian Laws have been framed to protect the various basic human rights in all the countries. Examples of rights and freedoms which are often thought of as human rights include civil and political rights, such as the right to life, liberty, and property, freedom of expression, pursuit of happiness and equality before the law; and social, cultural and economic rights, including the right to participate in science and culture, the right to work, and the right to education.

7.9.4 The potential of the Media in Conflict and post-conflict situations remains a net positive, and has been sadly underutilized to this point in time. Media and journalism can be a great assistance in conflict management and peace building. However, the power they have is also limited, as they will never be able to eliminate armed conflicts altogether. The media can be a good tool in a healthy and functioning environment but more is needed than ethical and responsible reporting to ensure lasting peace and safety.

7.10 Ability Enhancement Course/Skill Based Subjects (AEC)— Some examples of course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

7.10.1 Journalism is the activity of gathering, assessing, creating, and presenting news and information. It is also the product of these activities. Journalism can be distinguished from other activities and products by certain identifiable characteristics and practices. Defence journalism, though very much a part of modern day journalism, has practically very little literature for reference.

7.10.2 Leadership starts at the top, with the character of the leader, with your character. In order to lead others, you must first make sure your own house is in order. Strategic leadership refers to a manager’s potential to express a strategic vision for the organization, or a part of the organization, and to motivate and persuade others to acquire that vision. The first three principles of strategic leadership involve nontraditional but highly effective approaches to decision making, transparency, and innovation.
7.10.3 General Studies is one of the subjects which have major contribution in the whole civil services, state services and competitive examination. In the Prelims there is one whole Paper of General Studies and in the Mains it has its contribution. Though Optional subject also has its importance but at the same time General Studies has its own contribution. Combining with whole syllabi the ability enhancement paper ‘General Studies/Current Affairs’ will help students to be well informed and help them clear some doubts.

7.11 Therefore, upon completion of the programme of Bachelor’s in Defence and Strategic Studies:-

7.11.1 A student should have acquired basic competency in strategic affairs covering a wide spectrum of interstate security to global security issues including non kinetic dimensions.

7.11.2 Shall develop capability in understanding the implications of use and threat of use of force in International relations.

7.11.3 Shall seek, identify and apply the acquired knowledge in defence and strategic studies on contemporary issues of strategic relevance.

7.11.4 Ability to move from LOTS (Lower Order of Thinking Skills) to HOTS (Higher Order of Thinking Skills) in Defence and Strategic Studies

7.11.5 The learning of strategic studies shall arm the candidates to independently choose further course of action in his/her life whether pursuing higher education by taking specialized course in honours or identifying a career for himself or herself.

7.11.6 The course curriculum in Defence and Strategic Studies is designed to encourage the acquisition of disciplinary/subject understanding, gain academic knowledge and professional skills required for any career pursuit be it choosing for higher studies or a job. The outcome based approach, particularly in the context of Defence and Strategic Studies for undergraduate programme will incorporate a significant shift from teachers centric to learner centric pedagogies and from specific to active/participatory pedagogies where emphasis will be on field Study, educational tours, writing assignments, seminar presentation and Tutorials etc. Teaching, therefore, becomes more interesting and absorbing aiming at demonstrative learning.
7.11.7 **Educational Tours** – The visit to Defence institutions or defence related historical locations like forts and other archeological sites will provide the students with a first-hand experience of the topics of study and emphasize their importance and significance to the present world. Ship visits and a visit to view armaments that are open to public viewing like museums etc will provide a closer look at weapons that were used over the years and give an idea of evolution of arms and warfare in general.

7.11.8 **Field Study** – Taking up a small project on a related topic that could include collection of data through surveys or interviews could enhance communication skills of the students and enable them to propose a study subject and produce a report based on the data collected. This will form a vital part of the skill acquisition to undertake further research.

7.11.9 **Writing Assignments** - Since Defence & Strategic Studies would also entail extensive writing ability, practical training in writing essays, reports and favoring or opposing an argument or thesis, students must continuously be subjected to assignment writing so that they are well versed with the nuances of writing for a variety of purposes.

7.11.10 **Seminar Presentation** – Conducting seminars where student choose specific topics on which they research and present to an audience forms a vital part of developing skills of communication as well as organizing thought in a logical and cohesive manner. Every course teacher can utilize this technique to evoke interest in students on a particular topic or approach the same topic from a multiplicity of approaches.
7.12 **Course Map**

![Table 1](image)

**Programme Outcomes**

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<th>Core paper Courses</th>
<th>Disciplined Specific Elective Courses</th>
<th>Generic Elective Courses</th>
<th>Ability enhancement courses</th>
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<td>Basic competency</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>Understanding capability</td>
<td>x</td>
<td>x</td>
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<td>Knowledge application</td>
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<td>LOTS to HOTS</td>
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<tr>
<td>Career choice</td>
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**Programme Outcomes**

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<td>Basic competency</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Understanding capability</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Knowledge application</td>
<td></td>
<td>x</td>
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<td>x</td>
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<tr>
<td>LOTS to HOTS</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Career choice</td>
<td></td>
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</tr>
</tbody>
</table>

Table 1
8. **Structure of Courses for Bachelor’s Degree Programmes - B.A/B.Sc & B.A/B.Sc (Honours/ Regular) under Choice Based Credit System (CBCS)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>*CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Practical</td>
<td>Theory &amp; Tutorial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Core Course (6 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(14 Papers)</td>
</tr>
<tr>
<td>Core Course Practical / Tutorial*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Elective Course (6 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 Papers)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A.1. Discipline Specific Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 Papers)</td>
</tr>
<tr>
<td>4X4 = 16</td>
</tr>
<tr>
<td>4X5 = 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.2. Discipline Specific Elective Practical/ Tutorial*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 Papers)</td>
</tr>
<tr>
<td>4 X 2 = 8</td>
</tr>
<tr>
<td>4X1 = 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.1. Generic Elective/ Interdisciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 Papers)</td>
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<tr>
<td>4X4 = 16</td>
</tr>
<tr>
<td>4X5 = 20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B.2. Generic Elective Practical/ Tutorial*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 Papers)</td>
</tr>
<tr>
<td>4 X 2 = 8</td>
</tr>
<tr>
<td>4X1 = 4</td>
</tr>
</tbody>
</table>

Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester
III. Ability Enhancement Compulsory Courses (AECC)

(2 Papers of 4 credit each) \[2 \times 4 = 8\] \[2 \times 4 = 8\]

i. Environmental Science

ii. English/Hindi//MIL Communication

2. Skill Enhancement Courses (SEC)

(2 Papers of 4 credits each) \[2 \times 4 = 8\] \[2 \times 4 = 8\]

<table>
<thead>
<tr>
<th>TOTAL CREDITS</th>
<th>148</th>
<th>148</th>
</tr>
</thead>
</table>

`Institute should evolve a system/policy about ECA/General Interest/ Hobby/ Sports/NCC/NSS/related courses on its own’.

*Wherever there is a practical there will be no tutorial and vice-voce.
9. **Details of Suggested Courses**

A. **Core Course (14)**

   Credits 14X4 = 56

   1. Conceptual Aspects of War
   2. Military History of India
   3. International Relations – Defence Aspects
   5. National Security of India
   6. Strategic Thought
   7. Military Psychology
   8. Disaster Management
   9. India’s Maritime Security
   10. Regional Security and Cooperation
   11. Science and Technology in relation to Warfare
   12. Economic Aspects of National Security
   13. Contemporary Strategic Environment in India
   14. Geo Politics and Military Geography

**Note** – For Honours Course Programme all 14 Courses are to be taken and for Regular Course programme any 12 Courses may be taken.
B. **Discipline Specific Elective (DSE)**

   Credits 4X4 = 16

1. Cyber Security
2. Remote Sensing and National Security
3. Legal Aspects of International Security
4. International Terrorism
5. Non Traditional Security Threats
6. WMD, Nuclear Proliferation and National Security
7. Defence Mechanism of Modern States
8. Conflict Resolution and Peace Building
9. **Project work/dissertation** 6 Credits

Note – For Honours Course programme any 4 Courses and for Regular Course programme any 2 courses may be taken.

C. **Generic Elective (Interdisciplinary)**

   Credits 4X4 = 16

1. Functional Research Methodology
2. International Relations
3. Military Sociology
4. Insurgency and Counter Insurgency
5. Human rights and Humanitarian Law
6. Conflict and Media

Note – For Honours Course programme any 4 Courses and for Regular Course programme any 2 courses may be taken.

**The candidates would be free to choose courses offered under the cafeteria approach for CBCS by the respective university/college and earn credits as required.**
D. Ability Enhancement Courses (AEC) - Compulsory

1. Environmental Science
2. English/Hindi/MIL Communication

Credits 4X2 = 08

E. Skill Enhancement Courses (SEC)

1. Defence Journalism
2. Strategic Leadership
3. General Studies/Current Affairs
4. Computer Applications

Credits 4X2 = 08

Note - Two Courses may be taken for Honours Course Programme and 4 for Regular Course Programme by the student.

F. Practical/Tutorials** – one each with every core and Discipline/Generic Specific Paper.

**The list of practicals provided in the above content is suggestive in nature and each university/college has the freedom to add/subtract/edit the practical content from the list depending on their faculty and infrastructure available.
10. Content for Courses in Defence and Strategic Studies for Under Graduate Programme

Core Course

CORE PAPER – 1

CONCEPTUAL ASPECTS OF WAR

Learning Outcomes - After undergoing this course a student will be in a position to –

- Clearly understand the definition, meaning and distinguish basic concepts of war;
- Various types of war and its various typologies, techniques and characteristics; and
- Grasp the concept and theories of nuclear war in detail.

CONTENTS

i. Conceptual Formulation
   a. Meaning and definition of Defence and Strategic Studies – Its relevance and significance and relationship with other disciplines of study.
   b. War - Definition and meaning and basic concepts – Understanding various causes of War. Basic Concepts - War, Campaign, Battle, Strategy, Tactics, Security and Defence.

ii. Modern Warfare
   a. Concept and definition
   b. Features of Modern Warfare
   c. Principles of warfare

iii. WAR AS AN INSTRUMENT OF POLICY

iv. Guerilla Warfare
   a. Origin and concept.
   b. Principles, techniques and characteristics of guerrilla warfare.
   c. Counter guerrilla measures.

v. Psychological Warfare
   a. Definition and concept.
   b. Functions and Limitations.
vi. Nuclear Warfare

a. Beginning of nuclear era and effects of nuclear explosion.

b. Nuclear strategies of ‘Deterrence’ and ‘Massive Retaliation’.

SUGGESTED READINGS:

- Anthony James Joes, (1996) Guerrilla Conflict before the Cold War, (Praeger Publishers,
- Wright, Quincy, (1942) Study of War, University of Chicago Press.
CORE PAPER – 2

MILITARY HISTORY OF INDIA

Learning Outcomes - After undergoing this course a student will be in a position to –

- Become familiar in evolution of art of warfare in India;
- Learn and understand the Strategy, tactics, application of principles of war and causes of defeat and victory of various Indian, Mughal, Maratha and Sikh Generals.
- Besides, in a position to appreciate and understand evolutionary changes in the art and science of war in India through ages.

CONTENTS

i. Macedonian and Indian Military Organisations and techniques of fighting with particular reference to the Battle of Hydaspes, 326 B.C.:
   a. Military Organisations and techniques of fighting of Macedonian and Indians; Opposing forces and their deployment.
   b. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory).

ii. Kautilya’s Philosophy of War:
   a. Diplomacy and Strategy; The institution of Spies; Army Organisation; Mode of Warfare.
   b. Forts- Types & Role.

iii. Military organisations and techniques of fighting of Rajputs and Turks with particular reference to the Battle of Tarain, 1192 A.D.:
   a. Military organisations and techniques of fighting of Rajputs and Turks; Opposing forces and their deployment.
   b. Analysis (strategy, tactics, application of principles of war and causes of defeat and victory.)

iv. Military organisations and techniques of fighting of Mughals with particular reference to the First Battle of Panipat, 1526 A.D.:
   a. Military organisation of Mughals; Opposing forces and their deployment
   b. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).
vi. Military organisations of Marathas under Shivaji and his techniques of fighting:

a. Shivaji as a military leader.  
b. Military organisation.  
c. Techniques of fighting.

vii. Military organisation of Sikh Army and its fighting techniques under Maharaja Ranjit Singh:

a. Maharaja Ranjit Singh as a Military leader.  
b. Growth and development of the Sikh Army from 1799-1849  
c. Organisation of the Army  
d. Fighting techniques of the Sikh Army (Strategy and tactics).

viii. Anglo-Maratha and Anglo-Sikh Warfare with particular reference to the Battle of Assaye, 1803 A.D. and Battle of Chillianwala.

a. Battle of Assaye:
    a. Introduction - Opposing forces and their deployment; Description of the battle.  
b. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).

b. Battle of Chillianwala:
    a. Introduction - Opposing forces and their deployment; Description of the battle  
b. Analysis (Strategy, tactics, application of principles of war and causes of defeat and victory).

ix. Role of India in the First and the Second World Wars

a. Contributions of Indian Army in the First World War  
b. Contributions of Indian Army in the Second World War  
c. Indian National Army

x. India’s Wars post independence

a. The First India-Pakistan War (1947-1948)  
b. India-China War of 1962  
c. The India Pakistan War of 1965  
d. Liberation of Bangladesh of 1971  
e. The Kargil Conflict of 1999
SUGGESTED READINGS -

- Alfred, David., (1953) Indian Art of War, Atma Ram, Delhi.
- Kangle, R.P., (1963) Kautilya`s Arth Shastra, University of Bombay, Mumbai.
CORE PAPER – 3

INTERNATIONAL RELATIONS – DEFENCE ASPECTS

Learning Outcomes - After undergoing this course a student will be in a position to –

- The basic concepts of international relations and how nation-state system works;
- Acquire competency in military and state-centric aspects of international relations; and
- Its repercussions on inter-state affairs and their security dilemma and some economic aspects of war.

CONTENTS


ii. Contending Theories of International Relations
   a. Realism Vs. Idealism – Classical Realism, Neo-Realism
   b. Liberalism, Liberal Institutionalism
   c. Constructivism, Critical Theory and Feminism

iii. National Interest
   a. Concept and Definition
   b. Vital and Non-Vital Components
   c. Instruments to secure National Interest.

iv. Balance of Power
   a. Meaning and concept
   b. Historical development of the system
   c. Functioning of the system

v. Collective Security
   a. Meaning and Concept
   b. Role of the UN in maintaining Collective Security

vi. Diplomacy: Definition, Types and uses

vii. Economic Aspects of International Relations
   a. Breton Woods to WTO
   b. IMF
   c. World Bank
vii. Important Concepts

a. Nationalism
b. Globalisation
c. Culture, Ethnicity and International Relations
d. Environmental issues

SUGGESTED READING

- Curzon, Lord. (1907) Frontiers, Clarendon Press, USA.
- Sprout and Sprout, (1962) International Politics, Princeton, NJ.
CORE PAPER – 4

NATIONAL SECURITY – CONCEPTUAL ASPECTS

Learning Outcomes - After undergoing this course a student will be in a position to –

- Develop core competencies in national security affairs by building his/her capacity on essentials of National Security through theory and practice.
- Understand the national security challenges both internal and external a country face; and
- Understand the Contemporary security environment in the world.

CONTENTS


ii. Elements of National Security
   a. Geography
   b. Mineral resources
   c. Social, political and economic factors
   d. Scientific and technological development
   e. Military preparedness

iii. Challenges to National Security
   a. Internal Challenges
   b. External Challenges

iv. Contemporary security environment in the world in brief.

v. Military Alliances and their role in 21st century

vi. Small arms Proliferation, Weapons of Mass Destruction (WMD) proliferation.

SUGGESTED READINGS

- Chowdhary, Subrata Roy., (1966), Military Alliances and Neutrality in War and Peace, Orient Longman, New Delhi,

Military Balance, Latest Edition (IISS)


CORE PAPER - 5

NATIONAL SECURITY OF INDIA

Learning Outcomes - After undergoing this course a student will be in a position to –

1. Equip the students with specific knowledge of India’s threat perceptions;
2. An assessment at both internal and external level besides fair idea of problems the country faces as a nation state; and
3. The Structure, objectives, role and problems of Civil Defence Organization in India.

CONTENTS

i. National Security
   a. Meaning and Definition
   b. Threat Perceptions
   c. Types of threats to India

ii. India’s Security Problems since independence.
   a. Geo-political effects of partition.
   b. Effects of Armed Forces

iii. External Dimensions of India’s security
   a. Security problems related to Pakistan including Indo-Pak wars.

iv. Internal dimension of India’s security
   a. Terrorism in Jammu & Kashmir
   b. Insurgency in North eastern states
   c. Naxalism

v. Civil Defence Organization in India: - Structure objectives, role and problems.

SUGGESTED READING

• Bobbing, Ross and Gordon, Sandy, (1992) India’s Strategic Future, Oxford University Press. Delhi


• Chaudhury, Rahul Roy, (1995) Sea Power and India’s Security, Brassey’s, London,


CORE PAPER – 6

STRATEGIC THOUGHT

Learning Outcomes - After undergoing this course a student will be in a position to –

1. Acquaint them with the concepts of strategic thinking as propounded by prominent classical and modern thinkers.
2. Students will also develop analytical thinking regarding relevance of such thought to contemporary period.

CONTENTS

i. Kautilaya’s Philosophy of war.
ii. Sun Tzu- The Art of war.
iii. Clausewitz’s theories on war.
iv. Mao-Tse-Tung’s views on Guerrilla warfare.
v. J.F.C. Fuller and Liddell Hart: Their views on warfare
vi. Mahan’s Views on Sea Power and Naval Warfare.
viii. John Foster Dulles and Andre Beaufre - Theories of Nuclear War and Deterrence.

SUGGESTED READING


CORE PAPER – 7

MILITARY PSYCHOLOGY

Learning Outcomes - After undergoing this course a student will be in a position to –

- To understand and appreciate psychological aspects of war making, military leadership and emotional issues that is faced by soldiers during war and peace.
- Apart from this, they will also learn the importance of leadership, discipline management, motivation and morale factors in a soldiers’ life.

CONTENTS

i. Military Psychology: Definition, Scope, Significance and its role during war and peace.
ii. Psychological Weapons of War: Propaganda, rumor and indoctrination.
iii. Fear and Panic in War: Causes, Consequences and management.
iv. Military Leadership: Meaning, attributes, importance and role of training.
v. Discipline: Definition, purpose and tools of maintaining discipline.
vi. Motivation and Morale factors and their utilization in the armed forces.
vii. Man Management:- Concept, importance and strategy vis-à-vis armed forces.
viii. Emotional problems and adjustment during war and peace.

SUGGESTED READING

CORE PAPER – 8

DISASTER MANAGEMENT

Learning Outcomes - After undergoing this course a student will be in a position to –

- Understand the concepts of disaster and disaster management in detail;
- They will also come to know about disasters - both natural and manmade and its impact on society and ecological systems.
- Students will also acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation.

CONTENTS

i. Disaster Management: Concept & significance.

ii. Approaches to disaster management: Rationale, elements and objectives of disaster management.

iii. Risk Assessment and Vulnerability Analysis: Understanding Risk, Hazard, Risk and Vulnerability, Vulnerability Identification and Analysis

iv. Dimensions and typology of Disasters - Natural disasters- include broad outlines regarding natural and non-natural disasters such as; earthquake, volcanic eruptions, floods, landslides, avalanches, tsunamis, cyclone, climatic change, drought, epidemics and war.

v. Dimensions and typology of Disasters - Manmade Disasters- include Industrial accidents, soil degradation, desertification, deforestation, depletion of water resources, destruction of ecological system, landslides, fire, oil spill, breakdown of essential services etc.

vi. National Disaster management policy- significance, principles and policy options.

vii. Disaster management in developed and developing nations.

viii. Disaster Management: Risk Reduction and Preparedness, Mitigation, Recovery and Reconstruction
SUGGESTED READING

CORE PAPER – 9

INDIA’S MARITIME SECURITY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Realize the importance of oceans for a state in terms of its survival and sustenance, especially India being a peninsular country.
- Besides, also get exposure on various threats emanating from the seas; and
- Also understand and realize various existing policy measures and mechanisms to handle the threats from the sea.

CONTENTS

i. Geo-political and geo-strategic significance of Indian Ocean.

ii. Economic significance of Indian Ocean region.

iii. Regional conflicts in Indian Ocean Region.

iv. Extra-regional powers’ interests and involvement in Indian Ocean.

v. India’s strategic perspective in Indian Ocean.

vi. India’s maritime interests in Indian Ocean.

vii. India’s threat perceptions in Indian Ocean.

viii. India’s maritime/ naval capabilities.

SUGGESTED READING


CORE PAPER – 10
REGIONAL SECURITY AND COOPERATION

Learning Outcomes - After undergoing this course a student will be in a position to –

- Understand the theoretical dimensions of ‘Region’ in International Relations.
- Conceptual Dimensions of Regional Security; Regional Cooperation and Military Alliances; and
- Students would get to understand nuances of regional cooperation, its benefits and drawbacks by learning various existing regional cooperative mechanisms across the globe.

CONTENTS

i. Theoretical dimensions of ‘Region’ in International Relations.
ii. Regional Security; Regional Cooperation; and Military Alliances: Conceptual Dimensions
v. Shanghai Cooperation Organisation (SCO) - Aim, Organisation and Working.
vii. South Asian Association for Regional Cooperation-(SAARC): Concept, Objectives, Features; Problems & Achievements.

SUGGESTED READINGS

• SIPRI Year Book
CORE PAPER - 11

SCIENCE AND TECHNOLOGY IN RELATION TO WARFARE

Learning Outcomes - After undergoing this course a student will be in a position to –

- Acquire knowledge on how significant the role of science and technology is to Society and to National Security.
- The paper also provides realization in contemplating on the military-industrial complex (MIC) of a nation; besides
- Understanding the concepts and applications of Electronics Warfare, Space and Ballistic Missile Defence (BMD) in Warfare.

CONTENTS


ii. Impact of Science and Technology on Society and warfare.

iii. Transfer of Technology:
   a. International interdependence
   b. Role of Multinational Corporations.

iv. Armament technology (in brief):
   a. Armoured vehicles: Tanks and APC’s
   b. Aircrafts, UAV’s and Missiles
   c. Submarine and Aircraft carrier

v. Electronics Warfare: Concept and applications

vi. Space, Security and War
   a. Use of Space in Communication, Surveillance and Intelligence Gathering
   b. Use of Space in Command and Control
   c. Ballistic Missile Defence (BMD): Concept and applications.

SUGGESTED READING


CORE PAPER – 12

ECONOMIC ASPECTS OF NATIONAL SECURITY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Mutual complementarities of economics and security would be learnt through this course.
- Also students learn the art of mobilizing resources for war, be it physical, fiscal or moral; and
- The importance of Logistics in War and the role of Defence Planning, Programming and Budgeting in India.

CONTENTS

i. Defence Economics: Meaning, Definition and Scope.

ii. Defence and Development: Concept and its implications for India;

iii. Economic Warfare; Effects of War on National Economy.

iv. Assessment of War Potential (Resources of War) of a nation;


vi. Importance of Logistics in War.

vii. Defence Planning, Programming and Budgeting in India.

SUGGESTED READING

- Kennedy, Gavin, (1975), The Economics of Defence, Rowman and Littlefield.
CORE PAPER – 13

CONTEMPORARY STRATEGIC ENVIRONMENT

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn contemporary challenges to peace and stability in the world.
- The contemporary problems of international threats like ISIS, Uyghers, Lashkar e Taiba, Jaish e Mohammed, Islamic fundamentalism and other issues threatening international peace and security; and
- The course also makes them learn to contemplate response mechanisms to solve conflictual issues.

CONTENTS

i. Conflict in Korean Peninsula: Genesis and Contemporary Trends.
ii. Israel - Palestine Conflict: Genesis and Contemporary Trends.
iii. Afghanistan in Post Taliban Period and Contemporary Trends.
iv. Islamic Fundamentalism in Af-Pak region: Important Groups, Challenges and Responses.
v. Conflict in West Asia: Challenges and Responses.
vi. Conflict in South China Sea: Contemporary Trends.

SUGGESTED READING

CORE PAPER – 14

GEO POLITICS AND MILITARY GEOGRAPHY

Learning Outcomes - After undergoing this course a student will be in a position to –

1. Learn the concepts and relevant attributes of geo politics and military geography for national security.
2. Concept and difference between Frontiers and Boundaries, its various types; and
3. They shall be in a position to comprehend strategic policies for a nation state and most especially India in our case.

CONTENTS

i. Introduction

a. Concept and meaning of Geo-politics
b. Scope and importance of Geo-politics

ii. Meaning, nature and scope of Military Geography.

iii. Elements of Military Geography - Earth size, shape, location, climate, topography & population.

iv. Evolution of Military Geography.

a. History & Development.

v. Inter-State relations & Geographical factors.

a. Frontiers and Boundaries - meaning & differences; types; boundary making & function.
b. Communication routes- land, sea and aerial- strategic scope.

vi. Geography and Foreign Policy of India.

a. India's Geo - strategic significance-location, size, shape, climate, topography, resources etc.
b. India's borders - nature and characteristics of land border; maritime boundary.
c. Indian Ocean territory and strategic significance.
SUGGESTED READING

B. Discipline Specific Electives

PAPER - 1

CYBER SECURITY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Enable students to learn the nuances of the cyber world by understanding cyber threats, to state, institution and individuals.
- It will also provide an exposure to cyber policy and preparedness mechanisms.
- Students might also get hands-on experience in trying out practical applications of cyber security.

CONTENTS

i. Introduction to Cyber Technologies - Information Systems - Networks/LAN/WAN - Military Sensors

ii. Types of Cyber Crime - Hacking - Password Cracking - Insecure Network Connection – Theft at Tele Communication Services


iv. Detection and Prevention methodologies - Risk Identification - Levels of Protection - Cyber Defensive Measures


SUGGESTED READINGS:


PAPER – 2
REMOTE SENSING AND NATIONAL DEFENCE

**Learning Outcomes** - After undergoing this course a student will be in a position to –

- Build capacity on the technical arena of remote sensing application to National Security and impart knowledge on benefits and pitfalls.
- Students will also get the feel of various remote sensing equipments.

**CONTENTS**

i. **Significance of Remote Sensing for National Defence.**

ii. **Remote Sensing:** Basic principles of remote sensing; aerial photography definition, scope, application.

iii. **Concept of remote sensing:** Generation of electromagnetic radiation; imaging system; interaction with atmospheres and Earth surface; sensing platform sensor system.

iv. **Photogrammetry and its significance in remote sensing:** Steps of image interpretations; image displacement, orientation etc.

**SUGGESTED READING**

PAPER – 3

LEGAL ASPECTS OF INTERNATIONAL SECURITY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Understand the basic aspects of international law.
- Learn various aspects of legal provisions and practices in international security.
- Learns basics of laws of warfare through existing international legal principles.

CONTENTS

I. Introduction

a. Definition of International Law – Its history and development
b. Nature, source and codification
c. Relationship between International Law and Municipal Law.

II. Laws of war – I

a. War – Its legal character and effects
b. Pacific and Coercive means to settle international disputes

III. Laws of war – II

a. Laws of Land warfare
b. Laws of Maritime warfare
c. Laws of Aerial Warfare

IV. Laws of Neutrality

a. Basic understanding of laws of neutrality
b. Contraband and Doctrine of Continuous Voyage

V. Legal Mechanisms

a. Blockade – Concept establishments Kinds and Penalties for breach
b. Prize courts Its role and importance
c. Role and functions of International court of Justice.
SUGGESTED READING

PAPER - 4
NON TRADITIONAL SECURITY THREATS

Learning Outcomes - After undergoing this course a student will be in a position to –

- Realizes that there are nontraditional threats to nation’s security other than military which are of equally grave consequences.
- Understand that, drug trafficking, money laundering, narco terrorism and human trafficking are equally dangerous as war.

CONTENTS

i. Human Security – Definition, meaning and concept
ii. Environment Security – Definition, meaning and concept
iii. Energy Security — Definition, meaning and concept
iv. Illegal Migration — Definition, meaning and concept
v. Narco -Terrorism — Definition, meaning and concept
vi. Small Arms Proliferation — Definition, meaning and concept
vii. Organized Crimes - — Definition, meaning and concept
viii. Money Laundering - — Definition, meaning and concept

SUGGESTED READING

- Happymon Jacob, (2005), HIV/AIDS as a Security Threat to India.
- Joakim Palme, Kristof Tamas (2006), Globalizing migration regimes: new challenges to transnational cooperation.
• Margaret E. Beare, (2003), Critical reflections on transnational organized crime, money laundering and corruption.

• Mely Caballero Anthony, Ralf Emmers, Amitav Acharya (Eds), (2006), Non-Traditional Security in Asia: Dilemmas in Securitization, Athenaeum Press Ltd,

• Moufida Goucha, John Crowley (2008), Rethinking human security.


PAPER – 5
INTERNATIONAL TERRORISM

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn various typologies of terrorism in its different shades.
- By conducting case studies, students will also be in a position to understand terrorism sponsored by state and other stakeholders; and
- How international community cooperates against this scourge.

CONTENTS

i. Terrorism: Meaning, concept, philosophy and historical perspective.
iii. International Terrorism.
iv. State Terrorism & State-sponsored Terrorism.
v. Terrorism and National Security.
vi. Strategies of Combating Terrorism.

SUGGESTED READING

PAPER – 6

WMD, NUCLEAR PROLIFERATION AND NATIONAL SECURITY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn and realise gravity of WMDs on the nation’s security.
- Learn and anticipate proliferating use of WMDs and prevention; and
- Also learn the basic Concepts and Theories and approaches to Disarmament & Arms Control.

CONTENTS


ii. Basic Concepts and Theory of Disarmament & Arms Control, Approaches to Disarmament & Arms Control

iii. Historical Survey of Disarmament Efforts:
   a. Under the League of Nations
   b. Under the United Nations
   c. Unilateral, Bilateral and Multilateral approaches

iv. Chemical and Biological Weapons Convention.

v. Concept of Nonproliferation, Nonproliferation Treaty, CTBT, PTBT, MTCR & other treaties.

vi. Terrorism and Nuclear Proliferation.

SUGGESTED READING

- House, New Delhi.
• SIPRI Year Book.
• Strategic Analysis, IDSA, New Delhi
• Strategic Digest, IDSA, New Delhi
• Strategic Survey, (Latest Edition), IISS, London
PAPER – 7

INDIAN DEFENCE MECHANISM

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn the Rank Structure of the Three Services and Recruitment methods for Defence Services.
- Know the Higher Defence Organizations of India; and
- Learn about the defence mechanism of India and evaluate its strengths and weaknesses.

CONTENTS

i. The Indian Defence Forces
   a. Rank Structure of the Three Services.
   c. Important training Institution of the Three Services.
   d. Second line defence (introduction to Paramilitary Forces in brief)

ii. Higher Defence Organizations of India
   a. Power of the President of India in relation of Defence.
   b. Role and function of Ministry of Defence.
   c. Composition and function of Defence Committees/NSC.
   d. Chief of Staff and joint service Organization.

iii. Army Organization
    a. Organization of army Headquarters (Role of COAS and PSOs).
    b. Static and Field formation of Indian Army.
    c. Arms and Services.

iv. Air Force Organization
    a. Organization of Air Force Headquarters (Role of CAS and PSOs).
    b. Static and Field formation of Indian Air Force.

v. Navy Organization
a. Organization of Naval Headquarters (Role of CNS & PSOs).
b. Static and Field formation of Indian Navy.

vi. India’s Defence Production Setup

a. Defence Research and Development Organisation (DRDO)
b. Defence Public Sector Undertakings (PSU)
c. Ordnance Factory Boards
d. Indian and Foreign Defence companies in the Private Sector

SUGGESTED READING

PAPER – 8
CONFLICT RESOLUTION AND PEACE BUILDING

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn the meaning and concept of Conflict Resolution and Peace Building.
- Study the methods for conflict resolution; and
- In creating win-win situation by peaceful methods of resolving issues or conflicts between nation states.

CONTENTS

i. Conflict Resolution and Peace Building: Concept and Significance.


iii. Methods for conflict resolution:
   a. Pacific Methods
   b. Coercive Methods.

iv. Peace Building: Local, Regional and International perspective.

v. Confidence Building Measure: Concept and Techniques

vi. Conflict Resolution and Peace Building:
   a. Role of IGOs,
   b. Role of NGOs and,
   c. Role of UN.

SUGGESTED READING

PAPER – 9 DISCIPLINES SPECIFIC

Project work/dissertation (6 Credits) – Involving application of knowledge in solving/analyzing/exploring real life situation/difficult issues related to Defence and Strategic Studies (Project/dissertation work may be given in lieu of discipline specific elective paper)
PART III
Generic Elective (Inter Disciplanary)

PAPER – 1
FUNCTIONAL RESEARCH METHODOLOGY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn the basic steps and principles of research methodology.
- Know the basics of citations, bibliography, indices etc.; and
- Learn different categories of information sources and how to access them and utilize them in their academic endeavours.

CONTENTS

i. Research Methodology: meaning of research, characteristics and its significance in social sciences.
ii. Types and formulation of research design.
iii. Hypothesis, Research Questions and Research Objectives.
iv. Sampling: concept, principles and types of sampling.
v. Data collection: observation, questionnaire, schedule & interview.
vi. Use of ICT and Reference Management Softwares for writing and referencing
vii. Processing & analysis of data.
viii. Interpretation, processing & report writing.

SUGGESTED READING

- Ferd N. Kerlinger (1964) Foundation of Behavioral Research.
PAPER – 2

INTERNATIONAL RELATIONS

Learning Outcomes - After undergoing this course a student will be in a position to –

- Understand and learn various ways in which nation states interact.
- Learn the art of developing, cultivating the role of diplomacy in maintaining relations; and
- Impact of Nuclear Developments on International Relations and New International Economic Order.

CONTENTS

i. Introduction to the understanding of International Relations.

ii. Theories and Approaches: The Classical (Traditional) Approaches - Idealist and Realist.

iii. Diplomacy and Foreign Policy.


v. Impact of Nuclear Developments on International Relations.


vii. Globalisation and International Political Economy

SUGGESTED READING

• Kumar, Mahendra (2017) Theoretical Aspects of International Politics, Shivlal Agarwala and Company, New Delhi.


• Wright, Quincy, (1942) Study of War, University of Chicago Press.
PAPER – 3
MILITARY SOCIOLOGY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn social aspects of war and post-war social issues like resettlement and reconstruction.
- Also help students understand the problems of ex-service personnel in India; and
- Role of women in armed forces.

CONTENTS

i. Social aspects of war.

ii. Social effects of war:
   a. Impact on society
   b. Impact on military.

iii. Post war social problems:
   a. Impact on society: problem of re-settlement of war victims and post war Reconstruction
   b. Impact on Military: Demobilization, rehabilitation and social adjustment of Released personnel.
   c. Social problem of military personnel killed or disabled and implications on their families.

iv. Problems of Ex-servicemen in India

v. Role of Women in Armed Forces: Contemporary trends.

SUGGESTED READING

- Gutteridge, William (1965), Military institutions and power in the new States, Pall Mall Press, London.
- Janowitz, Morris (1959), Sociology and the Military Establishment, Russell Sage Foundation
• Johnson, John (ed.) (1962), Race, Class & Military: The role of the Military in underdeveloped Countries, Princeton University Press.


PAPER – 4
INSURGENCY AND COUNTER INSURGENCY

Learning Outcomes - After undergoing this course a student will be in a position to –

- Differentiate between insurgency and other types of conflicts.
- Assess the causes for the successes and failures of several insurgency movements; and
- How counter insurgency operations are carried out worldwide and India in particular.

CONTENTS

i. Revolutionary war and Guerilla Warfare
ii. History of Guerilla Warfare
iv. Unconventional warfare in the Nuclear Age.
v. Characteristics, strategy and tactics of Guerrilla warfare
vi. Modern concepts -Urban Guerrilla warfare and its philosophers.
vii. Counter- insurgency: Basic principles of success of counter insurgency in the Mountains of Greece and in the jungles of Malaya.

SUGGESTED READING


PAPER – 5

HUMAN RIGHTS AND HUMANITARIAN LAW

Learning Outcomes - After undergoing this course a student will be in a position to –

- Learn importance of human rights to individuals and their privileges.
- Human Rights in Indian tradition and Constitutional & Legal framework in India; and

CONTENTS

i. Human Right:
   b. Three Generation Rights.


iii. Indian Perspective (Basics)

iv. Issues and Challenges (in brief)
   a. Human Rights and challenges - Ethnic conflict, social & political violence, global terrorism, environmental sources.
   b. Rights of Refugees.
   c. Internally Displaced people.

SUGGESTED READING

Learning Outcomes - After undergoing this course a student will be in a position to –

- Understand importance and role of media in conflict situation.
- How that impacts on the public perception besides implications of media on national security and vice versa; and
- Know the media ethics in detail.

CONTENTS

i. Conflict and Media: Concept, Meaning and definition.

ii. Role of Media in International Conflict.

iii. Information Age and changing dimensions of conflict.

iv. Increasing Impact of Media on Society and States.


vi. Role of Media in Conflicts: Indian Perspective.

vii. Terrorism and Media.

viii. Media ethics and Laws regarding Conflict.

SUGGESTED READING

3.1 Ability Enhancement Compulsory Courses (AECC)

PAPER – 1
ENVIRONMENTAL SCIENCE

Learning Outcomes - After undergoing this course a student will be in a position to –

- Know about the Natural Resources both renewable and non renewable Resources.
- Learn about Environmental Pollution and its Types, Causes, Effects; and
- Identify the issues that impinge on our environment and adopt meaningful ways of mitigating and preventing ill effects on the environment.

CONTENTS

i. **Introduction to Environmental Studies** - Multidisciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development.

ii. **Eco System** - What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

iii. **Natural Resources: Renewable and Non Renewable Resources**

iv. **Biodiversity and Conservation.**

v. **Environmental Pollution** - Types, Causes, Effects and Controls.


vii. **Human Communities and the Environment.**

SUGGESTED READING


PAPER – 2
ENGLISH/HINDI/MIL COMMUNICATION

(This paper can be made by the respective universities through their Board of undergraduate studies depending upon their requirements e.g language etc.)
C. Skill Enhancement Courses (SEC) (Compulsory) - (Any Two For Honours And Four For Regular Course)

PAPER -1

STRATEGIC LEADERSHIP

Learning Outcomes - After undergoing this course a student will be in a position to –

- Know the concept of Strategic Leadership and Leadership Styles.
- Learn the importance of Team Building and Management; and
- Military Leadership and the Principles of Armed Forces Leadership besides, understanding the decision making processes of leaders at various points.

CONTENTS

i. Introduction to Strategic Leadership: Meaning and Significance.

ii. Leadership Styles.


vi. Team Building and Management – Developing team resources – Designing team – Participation and Repercussion – Team building activities.

vii. Military Leadership: Meaning, attributes and Characteristics of Military Leadership

viii. The Principles of Armed Forces Leadership

SUGGESTED READING


Learning Outcomes - After undergoing this course a student will be in a position to –

1. Understand how the media whether print or visual shall report aspects of defence and national security for international community in general and state in particular.
2. Differentiate between Civil Journalism & Defence journalism; and
3. Media Ethics and Media Laws besides getting exposure to the practical aspects of defence journalism.

CONTENTS

i. Introduction

a. Defence Journalism – Concept, meaning and features.
b. Differences between Civil Journalism & Defence journalism.
c. Defence Journalism – As a Profession

ii. Defence News

a. Meaning and Defining Defence News
b. Kinds of Sources of Defence News
c. Defence Writing Procedure

iii. Defence Reporting

a. Format languages and grammar
b. Forms – Eye witness, computer assigned features
c. Concept of Graphics and Animation (Role of Modern Technology)

iv. Defence Terminology

a. Defence terms & Abbreviations
b. Military terms – Weapons, Weapons system
c. Defence organization – Rank and Rank structure in the services in India
v. Problem in Defence writing

a. Media Ethics
b. Media Laws
c. Problem in Defence Writing – Political Pressure Official Secrecy – etc.,

SUGGESTED READING

PAPER – 3
GENERAL STUDIES/CURRENT AFFAIRS

Learning Outcomes - After undergoing this course a student will be in a position to –

- Keep them updated with regard to current happenings besides learning static general knowledge.
- The course would help students to prepare for competitive examinations facilitating their career profile.

CONTENTS

i. Topics of the Current affairs, general awareness in national and international significance.

ii. General Knowledge Syllabus & Topics of the Indian and World history along with freedom movements in India.

iii. GK Questions on Indian and world’s geography, emphasizing on current issues, economical and social geography of India and the world, physical geographical aspects.

iv. General Knowledge & Current Affairs topics of Indian Polity, Indian Constitution, Governance, Public Policy, Political System.

v. GK Questions & Answers on the Economical and social development Topics, focus on the issues, remedies, policies and plans.

vi. Environmental science, Biodiversity and Ecology related topics in General Knowledge/General Awareness & Current Affairs Sections in all competitions Exams.

vii. Topics on the General sciences, science of regular usage and its applications.

SUGGESTED READING

Newspapers
Journals
Magazines
PAPER – 4

COMPUTER APPLICATIONS

**Learning Outcomes** - After undergoing this course a student will be in a position to –

- The course helps students to format and create documents, presentations and the internet in practical applications.

**CONTENTS**

i. Computer - Characteristics of Computer, Generation of Computer and Application of Computers

ii. Introduction to Windows - Creation of Folder, File / Folder – Delete, rename, copy etc.

iii. Introduction to MS – Word - Document creation, save, open, and print the document, Cut, copy, paste, text find & replace, go to, clipboard and header footer.

iv. Formatting – Page formatting, Paragraph formatting, and text formatting, Bullets & Numbering , Borders & Shading, Columns, Drop cap, Change case, and Background, Insertion - Page Numbers, Pictures, Date & time, Symbols, Text box, Symbols and hyperlink.

v. Creation of tables, insertion of rows & columns, deletion of rows and columns, merging of rows and columns, split table and cells, sorting Mail merge, protection of documents and check the spelling and grammar.

vi. MS – Power Point - Slide design, Slide layout, custom animation, slide transition and slide show. Insert new slides, duplicate slide, slide sorter and slide numbers

vii. Introduction to Internet - Accessing website, Creation of e-mail, accessing of mail, and searching (only demonstration)

**SUGGESTED READING**

- Shrivastava, Niranjan,(2010) Computer Application in Management, Wiley India.

PRACTICAL EXAMINATIONS

SEMESTER I

1. **Maps:** Definition and Features; Classification and its utility for Military; Enlargement and reduction of Maps
2. **Conventional Signs:** Military and Geographical
3. **GRID System:** Four Figure and Six figure Map References.
4. **North:** Types of North and finding out True North; The Pole Star Method; The equal altitude method; Watch method & Compass method.
5. **Scale:** Definition, Methods of representing Scale: Inter-conversion of scale into Representative Fraction, construction of simple scale line and the comparative scale lines.
6. **SHORT PRESENTATION/ LECTURE**
7. **RECORD**
8. **VIVA VOCE**

PRACTICALS

SEMESTER II

1. **Bearing:** Definition, Inter conversion of Bearing in detail.
2. **Liquid Prismatic Compass (LPC):** Features and functions of its various parts: Attempt following exercise on the LPC: To determine magnetic north; Setting of the Map.
3. To find out the bearing of a point from other point situated on the ground.
4. To determine one’s and enemy’s position on the map by resection and intersection methods with the help of compass.

I. **SHORT PRESENTATION/ LECTURE.**
II. **RECORD.**
III. **VIVA VOCE**
PRACTICALS
SEMESTER III

1. Relief Features and their representation on the map.
2. Types of slopes and their representation on the map.
4. Inter visibility – Determination of inter visibility in case of rise or fall of slope.

I. SHORT PRESENTATION/LECTURE
II. RECORD
III. VIVA VOCE

PRACTICALS
SEMESTER IV

1. Sand Model Exercises
   a. Battle of Panipat, 1526 A.D.
   b. Battle of Assaye, 1803 A.D.

2. Sketching of the Charts of Indian Battles
   e. Kargil Conflict, 1999

3. Sketching of Charts of Western Battles
   a. Battle of Trafalgar, 1805.
   b. Battle of Somme, 1919.
   c. Battle of El- Alamin, 1942.
   d. Arab-Israel War, 1967.

Note – The respective university/college are at the liberty to choose or decide the nature of exhibit in a sand model as per the decision of Board of Studies in the discipline.
PRACTICALS
SEMESTER V

1. Thermal Imaging and Sensors.
2. Radars and its significance.
3. Introduction to Electronic Warfare in terms of Lasers, ECM, ECCM
4. Press Clippings on allotted current topics with a brief assignment
5. Field visit/project report

PRACTICALS
SEMESTER VI

1. Strategic Maps of India: India and her neighbours; Indian States and Union Territories with
   Capitals; Strategic Raw Materials and Defence Industries and Atomic Reactors.
2. World: World Map in 1945, Countries of NATO, Non-Aligned Countries, Countries of South
   Asia, South East Asia, Far East and West Asia; Nuclear Nations, Indian Ocean Littoral States
   and World Sea Routes.

I. SHORT PRESENTATION/ LECTURE
II. RECORD
III. VIVA VOCE

Note – The students are to prepare a note book bringing out India/World Map as
instructed by the instructor depicting the given outline in the paper.
11. Teaching – Learning Process in Defence and Strategic Studies (Honours/Regular Course)

11.1 Well-written learning objectives can give students precise statements of what is expected of them and provide guidelines for assessing student progress. Clearly defined objectives form the foundation for selecting appropriate content, learning activities, and assessment measures. If objectives of the course are not clearly understood by both instructor and students, if your learning activities do not relate to the objectives and the content that you think is important, then your methods of assessment, which are supposed to indicate to both learner and instructor how effective the learning and teaching process has been, will be at best misleading, and, at worst, irrelevant or unfair.

11.2 The core papers `War and its Various Aspects’ and `Military History of India’ are the foundation courses for the student of Defence and Strategic Studies enabling them to understand the basic conceptual aspects of war. It will also help them to understand the basic causes of war and various types of war i.e. economic warfare, psychological warfare and economic warfare in detail.

11.3 Throughout the long military history of ancient India foreign invasion would be reoccurring, but most warfare was between Indian Kingdoms. The formidable Himalayas largely separate India from the rest of Asia leaving the many kingdoms of ancient India to battle for dominance. The paper `Military History of India focuses on the battles fought in India, their causes and consequences in detail. This paper includes the prominent battles like battle of Hydaspes, Tarain, Panipat, and will acquaint students with Mughal art of war, Maratha art of war and Military system of the Sikhs.

11.4 India needs a National Security Strategy urgently. The world is changing very fast. New security challenges have arisen. In the absence of a coherent strategy, the government’s responses will remain ad hoc and partial. The core course also includes the papers like `International Relations’, `National Security’ and Security problems related to India which will enable the students to know the defence aspects of
International relations and conceptual aspects of national security and especially the national security problems both internal and external.

11.5 The paper ‘India’s Maritime Security’ covers the various threats emerging from the sea and impacting Indian naval security. The environment in which India has to consider its maritime security includes the high seas in the northern Indian Ocean and the maritime zones which include ports and territorial waters. The territorial waters are the areas where India possesses complete sovereign rights and extends right up to the limits of the Exclusive Economic Zone (EEZ) and Continental Shelf. Apart from this, the economic, political and strategic stakes of India will be covered in detail. Besides, regional Security and Cooperation focuses on the regional issues and efforts made by the states for bilateral and multi lateral cooperation for security and cooperation.

11.6 The core papers like ‘Science, Technology and National Security’ and ‘Economic Aspects of India’s National Security’ are focused to acquaint the students about the role played by S&T in the defence of the nation and how principles of economics are applied in security of the nation and how economic issues have become more relevant in the wars of 21\textsuperscript{st} century.

11.7 India’s National Security Environment is determined by its geographical attributes, historical legacy, socio-economic circumstances as well as regional and global developments. The core paper ‘Contemporary Strategic Environment in India’ is related to contemporary security challenges being faced by India and how India is trying to acquire the status of regional power and world power. The aim of the paper is to disseminate the knowledge for civil services aspirants. Besides, role of armed forces in dealing with the threats has also been focused.

11.8 Geography has always played an important role in the security of a nation. This paper is about the specific contributions which geography and contemporary military geography might make to the broader critical military studies project. A sub-discipline identifying itself as military geography emerged towards the end of the nineteenth century consolidating these endeavors around a specific objective, that of explicitly applying the tools and techniques of geographical inquiry (both physical and human) to assist in the
pursuit of military objectives. Therefore, the paper ‘Geo-politics and Military Geography’ is especially focused on the geo political and military geographical aspects of the national security strategy of a nation and India especially.

11.9 **Tutorials**- For facilitating better absorption of concepts and syllabus requirements, the teachers can also offer tutorials that are specifically designed to help students gain sufficient knowledge of basic concepts and ideas.

11.10 All the above mentioned methods are participatory and offer a student-based learning process and the teaching could thus become enjoyable and interactive.

11.11 The development of practical skills will constitute an important aspect of the teaching-learning process. A variety of approaches to teaching-learning process shall include:

11.11.1 Guest lecturers – Practitioners, academia, researchers and other professionals are invited to talk on a particular topic related to Defence & Strategic Studies.

11.11.2 Seminars – Groups of individuals within the University or from other institutions are brought to discuss several aspects of a particular subject of topical interest.

11.11.3 Tutorials – Additional help from the teachers is offered to clarify concepts and ideas.

11.11.4 Workshops – enabling the exchange of ideas on a particular theme.

11.11.5 Peer teaching and learning – identifying senior students or student friends who can offer additional insight into the subject.

11.11.6 Practicum – Sand modeling and map making are vital for clear understanding of a host of issues

11.11.7 Project and field-based learning – Students completing projects that employ technical skills and test writing ability and frequent field visits could form a vital portion of learning methodology.
11.11.8 Open-ended project work – allowing students to choose topics of their own interest in the course of study and presenting using multimedia or as written report can be effective.

11.11.9 Technology-enabled learning – Swayam, MOOCs and other web based curricula can be introduced to students who can benefit from Information technology.

11.11.10 Interaction with Defence personnel and research establishments etc. – A unique opportunity for students of Defence & Strategic Studies is the opportunity to meet practitioners especially defence personnel as guest lecture, motivational component or personal account of experience in the armed forces. Think tanks and other research establishments offer internships that can serve as significant training ground for future careers.

11.11.11 In addition, problem-solving skills and higher-order skills of reasoning and analysis will be encouraged among students for personality building. The recommended use of prescribed text books and e-learning resources and others self study materials including increasing use of team based activities and interactions will be designed to promote the development of students and teachers alike.

11.11.12 Such detailed outpouring by students on new conceptualization will indeed make them feel more aggressive in knowing the subject; confident, more talented and articulate in communication and sharing of thoughts, also acquire better market potential and competitive in outlook, besides reposing faith in country’s higher education system.

12. **Assessment Methods**

12.1 An evaluation of student’s achievement in Defence and Strategic Studies will be aligned with the course/program learning outcomes and the academic and professional skills that the programme is designed for. A variety of determining methods that are appropriate within the disciplinary area of any other related subject will be tried. Since the subject has also practical examination, the added assessment oral and written, closed-book and open-book tests; practical assignments/report writings, viva voce examinations and interviews etc can be used.
12.2 While the principal assessment method could be written assessment, oral tests could also be administered. Seminars could form part of the assessment where the student’s ability to conceive a topic, present it in a cogent manner, use of technology to illustrate the topic and arguments and counter arguments about the seminar subject can be employed. Open book tests encourage the student to source arguments and substantiate them.

12.3 The candidates will also be evaluated on the basis of field visits, contemporary strategic environment evaluations, outputs from collaborative work, portfolios on field visits activities undertaken.

13. **Key Words**

LOCF, Bachelor Programme, Defence, Strategic, Security, Warfare, National Security, Defence Economics, Psychology, Sociology, Military History, Human Rights, Law, Nuclear, Geo Politics, Strategic Leadership, Research, Media, Journalism, Cyber, Technology, WMD’s, Disarmament, Proliferation, Disaster, Maritime, Region, Remote Sensing, Computers, Knowledge, Thought

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