

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

Undergraduate Programme
(2019)**



**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.

Incredible, 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 under graduate 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 being a first dispensation in higher education is critical to the extent that it not only reserves certain transformation of mind from schoolite to a wider influence, but also at times repress or retard his/her thought process for the lack of desired input from authorities, peers or absence of common information loop. For instance, how much is known that IIT's, the premier institutions in India also run law faculty or LLM courses.

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. Like Defence and Strategic Studies as a subject has a global acclamation.

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 young academic community. For instance, at a foundation level there is a desire for any career launcher in academics to acquire overall knowledge, increase horizon including 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 indeed is a sterling opportunity or a pathway in striking at any accustomed predictable.

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 21st 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. Being the first book on defence journalism, with special reference to India, it analyses the love-hate relationship between the military and the media.

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														
Programme Outcomes	Core paper Courses													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Basic competency	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understanding capability	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Knowledge application						x		x	x	x	x	x	x	x
LOTS to HOTS						x		x	x		x		x	x
Career choice								x			x			

Table 1																		
Programme Outcomes	Discipline Specific Elective Courses								Generic Elective Courses						Ability enhancement courses			
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	
Basic competency	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
Understanding capability	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	X
Knowledge application	x	x	x	X	x	x	x	x				x	x	x	x	x	x	X
LOTS to HOTS	x	x	x					x				x					x	X
Career choice	x	x	x					x				x					x	X

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)

COURSE	*CREDITS	
Theory & Practical	Theory & Tutorial	

I. Core Course (6 Credits)

(14 Papers) $14 \times 4 = 56$ $14 \times 5 = 70$

Core Course Practical / Tutorial*

(14 Papers) $14 \times 2 = 28$ $14 \times 1 = 14$

II. Elective Course (6 Credits)

(8 Papers)

A.1. Discipline Specific Elective $4 \times 4 = 16$ $4 \times 5 = 20$
(4 Papers)

A.2. Discipline Specific Elective $4 \times 2 = 8$ $4 \times 1 = 4$
Practical/ Tutorial*
(4 Papers)

B.1. Generic Elective/
Interdisciplinary $4 \times 4 = 16$ $4 \times 5 = 20$
(4 Papers)

B.2. Generic Elective $4 \times 2 = 8$ $4 \times 1 = 4$
Practical/ Tutorial*
(4 Papers)

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) 2X4=8 2X4=8

i. Environmental Science

ii. English/Hindi//MIL Communication

2. Skill Enhancement Courses (SEC)

(2 Papers of 4 credits each) 2X4=8 2X4=8

TOTAL CREDITS**148****148**

`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
4. National Security – Conceptual 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 Credits 4X2 = 08

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

E. Skill Enhancement Courses (SEC) Credits 4X2 = 08

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

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 – 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:

- Andreski S., (1968) Military Organization and Society, Univ. California Press, Berkeley.
- Anthony James Joes, (1996) Guerrilla Conflict before the Cold War, (Praeger Publishers,
- Aron R., (1966) Peace and War: A Theory Of International Relations, Praeger, New York.
- Barringer R., 1972) War: Patterns Of Conflict, MIT Press, Cambridge, Mass.
- Blainey G., (1973) The Causes Of War, Macmillan, London.
- Montgomery Viscount, (1983) A History of Warfare, William Morrow & Co, New York City.
- Mukherji and Shyam Lal, (1952) A Textbook of Military Science, Vol. II., Navayuga, New Delhi.
- Osanka, F.M., (1962) Modern Guerrilla Warfare, Free Press of Glencoe, New York.
- Sidhu, K.S., (1988) War and Its Principles, Atlantic, New Delhi.
- Tripathi, K.S., (1970) Evolution of Nuclear Strategies, Vikas, New Delhi
- 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).

SUGGESTED READINGS -

- Alfred, David., (1953) Indian Art of War, Atma Ram , Delhi.
- Bajwa F.S., (1964) Military System of the Sikhs, Moti Lal, Banarsi Dass, Delhi.
- Bruce, George., (1969) Six Battles of India, Rupa & Company, Calcutta.
- Das, S.T., (1969) Indian Military - Its History and Development, Sagar, New Delhi.
- Dikshitar, Ramachandra V. R. (1999) War in Ancient India. Cosmo, New Delhi.
- Fuller, J.F.C., (1958) Generalship of Alexander The Great, Natraj Publishes, Dehradun.
- Gustav Oppert, (1967) Weapons, Army Organisation and Political Maxims of Ancient Hindus, R.F Patel Rajratan Press, Ahmedabad.
- Kangle, R.P., (1963) Kautilya`s Arth Shastra, University of Bombay, Mumbai.

- Majumdar, B.K., (1960) Military System in Ancient India, Firma K.L. Mukhopadhyoy, Calcutta.
- Majumdar, B.N., (1963) Study of Indian Military History. Army Educational Store, Delhi.
- Roy, Kaushik, (2004) From Hydaspes to Kargil: A History of Warfare in India from 326 BC to AD 1999. Manohar, New Delhi.
- Singh, Sarva Daman. (1997) Ancient Indian Warfare: With Special Reference to the Vedic Period. Motilal Banarsidass, New Delhi.

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

- i. International Relations:** Concept, Nature, Scope and its Historical Evolution.
- ii. Contending Theories of International Relations**
 - a. Realism Vs. Idealism
- 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

SUGGESTED READING

- Chandra, P., (1979) International Politics, Vikas Publications, N. Delhi
- Curzon, Lord. (1907) Frontiers, Clarendon Press, USA.
- Kumar, Mahendra, (1967) Theoretical Aspects of International Politics, Shiv Lal Agarwal, Agra.
- Morgenthau, Hans J. (1954) Politics Among Nations, Knopf, New York.
- Palmer and Perkins, (2001) International Relations, CBS Publications.
- Robert Art and Robert Jervis eds., (2006) International Politics: Enduring Concepts and Contemporary Issues, Longman Publishing,
- Sprout and Sprout, (1962) International Politics, Princeton, NJ.
- Wright, Quincy, (1980) A Study of International Relations, Irvington Publishers.

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

- i. National Security: Conceptual Aspects.**
- 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

- Booth, Ken, (2007), Theory of World Security: Cambridge University Press, Cambridge.
- Buzan, Barry., (1987), People, State and Fear, Trans Asia Publications. New Delhi.
- Chowdhary, Subrata Roy., (1966), Military Alliances and Neutrality in War and Peace, Orient Longman, New Delhi,
- Das, S.T., (1987), National Security in Perspective, Gyan Publishing House, New Delhi.

- Frankel, Joseph, (1970), National Interest, Macmillan London.
- Military Balance., Latest Edition (IISS)
- Morgenthau, Hans J., (1969), Politics Among Nations, Scientific Book Agency, Calcutta.
- Palmer, Norman D. and Perkins, Howard C., (1968), International Relations, Scientific Book Agency, Calcutta.
- Singh, Nagendra., (1974), The Defence Mechanism and the Modern State, Asia Publishing House. New Delhi.
- SIPRI Year Book Latest Edition.

CORE PAPER - 5**NATIONAL SECURITY OF INDIA**

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

- Equip the students with specific knowledge of India's threat perceptions;
- An assessment at both internal and external level besides fair idea of problems the country faces as a nation state; and
- 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.
- b. Security problems related to China including 1962 Sino-Indian war.

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**

- Bajpai, U.S., (1986) India and its Neighbourhood, Lancer International, New Delhi.
- Baranwal, S.P., (1984) Measures of Civil Defence in India, Guide Publications, New Delhi.

- Bobbing, Ross and Gordon, Sandy, (1992) India's Strategic Future, Oxford University Press. Delhi
- Chatterjee, R.K. (1978) India's Land Borders- Problems and Challenges: New Delhi, Sterling Publishers.
- Chaudhury, Rahul Roy, (1995) Sea Power and India's Security, Brassey's, London,
- Dass, S.T., (1987) National Security in Perspective Gyan Publishers, Delhi.
- Kavic, Lorne J., (1967) India's Quest For Security: Defence Policies 1947-1965, University of California Press, Los Angeles.
- Menon, V.P., (1961) The Story of the Integration of Indian States, Orient Longman, New Delhi.
- Nayar, V.K., (1992) Threats From Within, Lancer Publications, New Delhi,.
- Rao, P.V.R., (1970) Defence Without Drift, Popular Prakashan, Bombay.
- Rao, Ramakrishna and Sharma, R.C., (1991) India's Borders, Scholars' Publishing Forum, New Delhi.
- Singh, Jaswant (1999) Defending India, Palgrave Macmillan India Ltd, New Delhi.

CORE PAPER – 6**STRATEGIC THOUGHT**

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

- Acquaint them with the concepts of strategic thinking as propounded by prominent classical and modern thinkers.
- 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.
- vii. Douhet and Mitchell: Their views on the Role of Air Power in Modern Warfare.
- viii. John Foster Dulles and Andre Beaufre - Theories of Nuclear War and Deterrence.

SUGGESTED READING

- Beaufre Andre ., (1965) Deterrence and Strategy, Faber & Faber, London.
- Dass, S.T., (1987) An Introduction to the art of war, Sagar Publishers, New Delhi.
- Duffy, Christopher., (1987) Siege Warfare, Routedledge & Kegen Paul, UK.
- Earl, E.M., (1943) Makers of Modern Strategy, Princeton University Press, Princeton.
- Fuller, J.F.C., (1992) The Conduct of war: : A Study of the Impact of the French, Industrial, and Russian Revolutions on War and Its Conduct, Da Capo Press, New York,
- Fuller, J.F.C., (1998) Armament and History: The Influence of Armament on History from the Dawn of Classical Warfare to the End of the Second World War, Da Capo Press, New York.
- Greene, T.N., (1962) The Guerrilla and How to Fight Him, Fredrick A Praeger, New York.

- Mao-Te-Tung., (1967) On the protracted War: Selected works, Foreign Language Press, Peking.
- Nasution, Abdul Haris., (1965) Fundamentals of Guerrilla Warfare, Fredrick A Praeger, New York.
- Reid, Brian Holden., (1987) J.F.C.Fuller: Military Thinker, Palgrave MacMillan, UK.
- Ropp, Theodore., (2000) War in the Modern World, The John Hopkins University Press, Baltimore, MD.
- Shyama Shastri., (2012) Kautilya's Arthashastra, Low Price Publications, New Delhi.
- Tzu, Sun., (2015) The Art of War, Grapevine India Publishers, New Delhi.

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 man 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

- Bartlett, F.C., (1927) Psychology and the Soldier, Cambridge University Press, Cambridge.
- Baynes, John., (1967) Morale: A study of Men and courage, Cassell, London.
- Boring, Edward G., (ed.), (1945) Psychology for the Armed Services, Natraj Publishers, Dehradun.
- Chibber, M.L. (1986) Military Leadership to Prevent Military Coup, Lancer International, New Delhi.
- Copeland, Norman, (1967) Psychology and the Soldier, English Book Depot, Dehradun.

- Hasnain Qamar, (1967) Psychology for the fighting man, English Book Depot, Dehradun.
- Linebarger, P.M.A., (1954) Psychological Warfare, Combat Press, Washington, D.C.
- Nidhi Maheshwari, (2016) Military Psychology: Concepts, Trends and Interventions, Sage Publication India Pvt Ltd, New Delhi.
- Raj Narain, (1979) Military Psychology, National Psychological Corporation, Agra.

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. Dimensions and typology of Disasters:
- iv. 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. 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.

SUGGESTED READING

- Bourriau, Janine; (1992) Understanding Catastrophe; Cambridge University Press, Cambridge,.
- Carter, W. Nick., (1991) Disaster Management- A Disaster Manager's Handbook, A.D.B., Manila, Philippines.
- Coppola, P. Damon, (2006) Introduction to International Disaster Management, Elsevier.
- Garlake, Teresa, (2000) Dealing with Disasters, Oxfam Education, Oxford.

- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.
- Goel, S.L., (2006) Encyclopedia of Disaster Management, Deep and Deep, New Delhi.
- Narayan, B., (2000) Disaster Management, APH Publishing Corporation, New Delhi.
- Sharma V.K. (2013) Disaster Management, IIPA, New Delhi.
- Singh, Shailendra K, Kundu, Subhash C and Singh, Shobha, (1980) Disaster Management; Mittal Publications, New Delhi.

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

- Chaudhury Rahul Roy, (1995) Sea power and Indian security, Brassey's, London.
- Chaudhury Rahul Roy, (2000), India's Maritime Security, Knowledge World, New Delhi.
- C. Uday Bhaskar, and Cdr KK Agnihotri, (2011) Security Challenges along the Indian Ocean Littoral, Indian and US Perspectives, National Maritime Foundation, New Delhi.
- K. M Panikkar, (1951), India and the Indian Ocean, Allen & Unwin, London.
- Martin, L.W. (1967), Sea in modern strategy, Chatto & Windus.
- Mishra R.N, (1986), Indian Ocean and India's Security, Mittal Publications, New Delhi.
- Naidu, GVC, (2000) Indian Navy and Southeast Asia, IDSA, New Delhi.

- Ravi Vohra and P K Ghosh, (2008) China and the Indian Ocean Region, National Maritime Foundation, New Delhi.
- Ravi Vohra & P K Ghosh, Freedom of the Seas: A Contemporary Outlook, National Maritime Foundation, New Delhi.
- Raja Mohan, (1998), Maritime Strategy and Continental Wars, Routledge.
- Sharma, RC and Sinha PC, (1994), India's Ocean Policy, South Asia Books, New Delhi.

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
- iii. North Atlantic Treaty Organisation - (NATO): Aim, Organisation and Working.
- iv. Association of South-East Asian Nations - (ASEAN): Concept, Objectives, Features, Problems & Achievements.
- v. Shanghai Cooperation Organisation (SCO) - Aim, Organisation and Working.
- vi. Non-aligned Movement (NAM):-History, Features, Problems, achievements and relevance in Contemporary period.
- vii. South Asian Association for Regional Cooperation-(SAARC): Concept, Objectives, Features; Problems & Achievements.
- viii. Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC): Concept, Objectives, Features; Problems & Achievements.

SUGGESTED READINGS

- Buzan, Barry and Waever, Ole (eds) (2003) Regions and Powers : The Structure of International Security, Cambridge University Press. Cambridge.
- Buzan, Barry, (1987) People Fear and State, Transasia Publications, New Delhi.
- Chaudhury, Subrata Roy, (1966) Military Alliances and Neutrality in War and Peace: Orient Longman, New Delhi.
- Das, S.T., (1987) National Security in Perspective: Delhi, Gyan Publishing House.

- Frankel, Joseph, (1970) National Interest, Macmillan, London.
- Garnett, John(ed) (1970) Theories of Peace and Security, Macmillan , London.
- Morgenthau, Hans J., (1969) Politics Among Nations: Scientific Book Agency, Calcutta.
- Palmer Perkins, Norman D. and Howard C., (1968) International Relations: Scientific Book Agency, Calcutta.
- Singh, Nagendra, (1974) The Defence Mechanism and the Modern State, Asia Publishing House, New Delhi,.
- 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 and Ballistic Missile Defence (BMD).

CONTENTS

- i. Science, Technology and National Security.
- 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. Ballistic Missile Defence (BMD): Concept and applications.

SUGGESTED READING

- Anand. A. (2003) Information Technology: The future warfare weapons, Ocean Books, New Delhi.
- Arcangelis, Mariode, (1990) Electronics Warfare, Ratna , New Delhi.
- Baranson, Jack. (1978) Technology and the Multinationals, Lexington Books, Lexington.

- Jasbir R.K, (1987) Handbook of military science and Armament Technology, Natraj publications, Dehradun.
- Johan Erickson (Ed.) (1966) The Military Technical Revolution: Its Impact on strategic and Foreign Policy, Frederick A Praeger, New York.
- Macksey, Kenneth (1986) Technology in War: The impact of Science on weapon development and modern battle, Prentice Hall, New York.
- Mann T.S., (1982) Transfer and Technology, Himalaya Publications House, Bombay.
- Rajan, Y.S. (2001) Empowering India (with Economic Business & Technological strengths for the twenty First Century), Har Anand Publications, New Delhi,.
- Rehman, A. (1972) Science Technology and Society, People's Publishing House, New Delhi.
- Robert H . Latiff, (2017) Future war : Preparing for the new global battlefield, Penguin Random House, New York.
- Singer, H.W.,(1988) Technology Transfer by Multinational Vol. I& II, Ashish Publishing House, New Delhi.
- Tiwari V.M. and Rajinikanth, (1996) The high tech war at twentieth Century, Vikas Publishing, New Delhi.

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;
- v. Mobilization of Resources for War with reference to Physical, Fiscal and Moral Mobilization.
- vi. Importance of Logistics in War.
- vii. Defence Planning, Programming and Budgeting in India.

SUGGESTED READING

- Ghosh, A. K., (1996) India's Defence Budget and Expenditure Management in wider Context, Lancer, New Delhi.
- Clark, J.J., (1996) The New Economics of National Defence, Random House.
- Jack, D.T., (1940) Studies in Economic Warfare, PS King & Sons, London.
- Jalan, B. (2000) India's economic policy- preparing for 21st century, Penguin, New Delhi.
- Knor, Klaus, (1962) War Potential of the Nations, Princeton University Press.
- Mathews, Ron, (1998) Defence production in India, ABC Publishers, New Delhi.
- Sandler T., Hartley K, (1995) The Economics of Defence, Cambridge University Press.
- Singh Jasjit, (2001) India's Defence Spending, Knowledge World, New Delhi.
- Subramanyam, K, (1972) Perspective in Defence Planning, Abhinav Publications, New Delhi.

- Subramanyam, K, (1973) Defence and Development, Minerva, Calcutta.
- Thomas, Raju G. C., (1978) The Defence of India: A Budgetary Perspective of Strategy and Politics, Macmillan, Bombay.

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, 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: Challenges and Responses.
- v. ISIS and Conflict in Iraq and Syria: Challenges and Responses.
- vi. Conflict in South China Sea: Contemporary Trends.
- vii. Problem of Jammu & Kashmir: Genesis and Contemporary Trends.
- viii. Uyghur Crisis in China: Genesis and Contemporary Trends.

SUGGESTED READING

- Buzan, Barry and Waever, Ole (eds) (2003) Regions and Powers, Cambridge.
- Chauhan, Sharad S., (2003) War on Iraq:, APH Publishers, New Delhi.
- Cooley, John K., (2000) Unholy Wars, Penguin Books, New Delhi.
- Gilbert, Adrian, (2000) The Encyclopedia of Warfare, Grange Books, Kent.
- Goldstein, Joshua S, (1994) International Relations, Harper-Collins New York.
- Hiro, Dilip, (2002) War without End, Routledge, London.
- Laqueur, Walter, (2003) No End to War, Continuum, New York.
- Midlarsky, Manus I. (ed.) (1989) Handbook of War Studies, Unwin Hyman, London.
- Moore, John Norton (ed) (1977) The Arab-Israeli Conflict, Princeton University Press.

- Nye, Joseph S. (2008) *Understanding International Conflicts: An Introduction to Theory and History* (7th Edition), Longman.
- Noah Coburn, (2016). *Losing Afghanistan*, Stanford University Press, Stanford, California.
- Tomsen Peter, (2011) *The Wars of Afghanistan: Messianic Terrorism, Tribal Conflicts, and the Failures of Great Powers*, Public Affairs, New York.
- Tucker, Spencer C. (2001) *Who's Who in Twentieth-Century Warfare*, Routledge, London.

CORE PAPER – 14**GEO POLITICS AND MILITARY GEOGRAPHY**

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

- Learn the concepts and relevant attributes of geo politics and military geography for national security.
- Concept and difference between Frontiers and Boundaries, its various types; and
- 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.
- b. Founders of Military Geography - A.T. Mahan, Mackinder, Karl Haushofer.

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

- Das, S.T., (1985) Geo-Strategies, Kitab Mahal, Allahabad.
- Black, Jeremy, Cambridge Illustrated Atlas, (1996) Warfare, Renaissance to Revolution: 1492-1792, Cambridge University Press, Cambridge.
- Chandler, David G., (1996) Atlas of Military Strategy : The Art, Theory and Practice of War, 1618-1878, Arms and Armour London.
- William D Puleston, (1939) The Life and Work of Alfred Thayer Mahan, U.N.S. (New Haven, CT,)
- Earl Meade, Edward, (1948) Makers of Modern Strategy: Military Thought from Machiavelli to Hitler, Princeton University Press, Princeton, NJ.

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
- iii. **Impact of Cyber Crime on National Security** - Impact on Armed Forces & Law enforcement Agencies' Information Systems - Impact on National Economy/Market - Impact on Citizen Security.
- iv. **Detection and Prevention methodologies** - Risk Identification - Levels of Protection - Cyber Defensive Measures
- v. **Cyber Laws** - Cyberspace and the Law - Introduction, Cyber Security Regulations, Roles of International Law, the state and Private Sector in Cyberspace, Cyber Security Standards. The INDIAN Cyberspace, National Cyber Security Policy 2013.

SUGGESTED READINGS:

- Beidleman, Scott W. (2009) Defining and Deterring Cyber War, Master's thesis, U.S. Army War College.
- Borum, Randy, and Ronald Sanders, (2015) Cyber Intelligence: Preparing Today: for Tomorrow's Threats, Intelligence and National Security Alliance.
- Godbole Nina, (2011) Cyber Security, Wiley India, New Delhi.

- Godbole Nina, (2017) Information Systems Security: Security Management, Metrics, Frameworks and Best Practices, Wiley India, New Delhi.
- Shoemaker, Dan and Conklin, Arthur (2011) Cyber Security – The Essential body of Knowledge, Cengage Learning.
- Kim Andreasson, ed., (2012) Cyber Security – Public Sector threats and responses, CRC Press, Boca Raton, FL.
- Lin V Choi ed., (2005) Cyber Security and Homeland Security, Nova Publishers, New York.

PAPER – 2**REMOTE SENSING AND NATIONAL DEFENCE**

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

- Significance of Remote Sensing for National Defence.
- 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

- C. S. Agarwal and P. K. Garg , (2002) Textbook on Remote Sensing, A.H Wheeler Publishing.
- Cracknell A.P. (1990) Introduction to Remote Sensing, Taylor & Francis, London.
- Curran, P.J. (1985) Principles of Remote Sensing, Longman, London.
- Lueder, D.R., 1959 Aerial Photographic Interpretation, McGraw-Hill, New York.
- Thomas M. Lilles and, Ralph W. Kiefer and Jonathan W. Chipman, (2015) Remote Sensing and Image Interpretation 7th edition, Wiley.

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

- Tandon, M.P, and Rajesh Tandon, (1987) An Introduction of International Law, Allahabad Law Agency, Allahabad.
- Kapoor, S.K., (1987) International Law, Central Law Agency, Allahabad.
- Chavan, R.S., (1971) An Approach to International Law, Sterling Publisher, New Delhi.
- Starke, J., (1972) An Introduction to International Law, Buttersworth, London.
- Oppenheim, L (2008) International Law. 9th Edition, University of Cambridge.

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.
- Kimberley L. Thachuk, (2007), Transnational threats: smuggling and trafficking in arms, drugs, and human life.
- Lal, Marie, (2008), The geopolitics of Energy in South Asia, Institute of Southeast Asian Studies, Singapore,
- Leena, (2009), Energy Infrastructure: Priorities, Constraints and Strategies for India, Oxford, India.

- 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.
- Richard A. Matthew and John Barnett, Bryan Macdonald and Karen L. O'Brien (2010) Global environment Change and Human Security.
- Robert Powis, (1992), The Money Launderer, Probus Publishing.
- Shahrbanou Tadjbakhsh, Anuradha M. Chenoy (2007) Human security: Concepts and Implications. Routledge Advances in International Relations and Global Politics.
- Sovacool K. Benjamin (2011), The Routledge Handbook of Energy Security. Singapore.

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.
- ii. Causes of Terrorism: Social, Economic, Political and Religious.
- iii. International Terrorism.
- iv. State Terrorism & State-sponsored Terrorism.
- v. Terrorism and National Security.
- vi. Strategies of Combating Terrorism.
- vii. Manifestations of terrorism: Small Arms Proliferation, Drug Trafficking and Money laundering.

SUGGESTED READING

- Alexander, Yonah and Seymour, Maxwell Finger (eds) (1977) *Terrorism : Interdisciplinary Perspective*: New York, The John Jay Press.
- Brass, Paul R., (1991) *Ethnicity and Nationalism*: New Delhi, Sage Publications.
- Combs, Cindy C., (1997) *Terrorism in the Twenty-first Century*: New Jersey, Prentice Hall.
- Juergensmeyer, Mark (ed), (2001) *Terror in the Mind of God- The Global Rise of Religious Violence*: New Delhi, Oxford University Press.
- Kartha, Tara, (1999) *Tools of Terror: Light Weapons and India's Security*: New Delhi, Knowledge World and IDSA.
- Lequeur, Walter, (1977) *Terrorism*: London, Little Brown and Company.

- Lequeur, Walter, (1987) *The Age of Terrorism*: London, Little Brown and Company.
- Lequeur, Walter, (2003) *No End to War*: New York, Continuum.
- Lequeur, Walter, (1999) *The New Terrorism*: Oxford, Oxford University Press.
- Marwah, Ved, (1995) *Uncivil Wars: Pathology of Terrorism in India*: New Delhi, Harper Collins.
- Sondhi, M.L.(ed), (1990) *Terrorism and Political Violence- A Source Book*: New Delhi, Har-Anand Publications.
- Wardlaw, Grant, (1982) *Political Terrorism*: Cambridge.
- Wilkinson, Paul, (1987) *Terrorism and the Liberal States*: New York, University Press.

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

- i. Weapons of Mass Destruction - Nuclear Weapons, Chemical & Biological Weapons.
- 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. Convention and Biological Weapons Convention.
- v. Concept of Nonproliferation, Nonproliferation Treaty, CTBT, PTBT, MTCR & other treaties.
- vi. Terrorism and Nuclear Proliferation.

SUGGESTED READING

- Emile Benoit & K.E. Bonding, (1963) Disarmament and the Economy, Harper & Row Publisher, New York.
- Faramazyan, R (1981) Disarmament and the Economy, Progress Publishers, Moscow.
- Kennedy, Garin (1974) The Military in the Third World, The Garden City Press, London.
- Military Balance, (Latest Edition), IISS, London
- Mishra, P.K. (1989) Arms Race Disarmament and Indian Ocean, UDH Publishing 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.
- b. Recruitment methods for Defence 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.

SUGGESTED READING

- Government of India, (1924) The Army of India and its Evolution, Calcutta.
- Ministry of Defence, Government of India, Indian Armed Forces Year Book, (Annual).
- Palit, D.K., (1989) Essentials of Military Knowledge, New Delhi.
- Singh, Nagendra., (1967) Defence Mechanism of Modern State, New Delhi.
- Venkateswaran, A.L., (1967) Defence Organisation in India, New Delhi: Government of India.

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.
- ii.** Nature of Conflict: Inter – state and Intra – state.
- 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

- Barash, David, P. (2014) Approaches to Peace: A Reader in Peace Studies, Oxford University Press, London.
- Garnett Johan, (1970) Theories of Peace and Security, Palgrave Macmillan, London.
- Galtung, Johan, (1996) Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage Publications, London.
- Galtung, Johan, (1984), The Struggle for Peace, Navajivan Publishing House, New Delhi.

- Kadloor, Savitri (2015) Conflict Resolution and Peace Building: UN Engagement in Cambodia, Pentagon Press, New Delhi.
- Murty, K. Satchidananda, (1986) Quest for Peace, Ajanta Publications, New Delhi.
- Murty, K. S. and Bouquet A. C., (1960) Studies in the Problems of Peace, Asia Publication House, Bombay.
- Rennie, Linda Forcey (ed.), (1986) Peace: Meanings, Politics and Strategies, Praeger, New York.
- Wallensteen, Peter ed. (1988) Peace Research: Achievements and Challenges, Westview Press, Boulder CO.
- Sandole, Dennis J.D. (2010), Peace Building: Preventing Violent Conflict in a Complex world, Polity Press, UK.
- Ursula, Oswald, (ed.), (2000) Peace Studies from a Global Perspective, Maadhyam Books, New Delhi.

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 Disciplinary)

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.
- iv. Sampling: concept, principles and types of sampling.
- v. Data collection: observation, questionnaire, schedule & interview.
- vi. Processing & analysis of data.
- vii. Interpretation, processing & report writing.

SUGGESTED READING

- Claire Selltiz et al (1959) Research Methods in Social Relations, rev. ed. New York: Holt, Rinehart and Winston
- N. Kerlinger (1964) Foundation of Behavioral Research.
- Festinger, Leon and Katz D., (1976) Research Methods in Behavioral Sciences, Holt, Rinehart, Winston, New York.
- Galtung, Johan (1970) Theory and Methods of Social Research, Allen & Unwin, London.

- Kothari C.R, (2007) Research Methodology- Methods and Techniques, Prentice-Hall, New Delhi.
- Kumar Ranjit, (2011) Research Methodology, 3rd Edition Sage Publications, New Delhi.
- Moser C.A. and G. Kalton (1971) Survey Methods in Social investigation, Heineman, London.
- Wilkinson, E.S. and Bhandarkar: P.I. (2010) Methodology and Techniques of Social Research, Himalaya Publishing House, New Delhi.
- Goode, William J. and Hatt, Paul K. (1952) Methods of Social Research McGraw-Hill Book Co., New York.

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.
- iv. Foundations and Limitations of National Power.
- v. Impact of Nuclear Developments on International Relations.
- vi. End of Cold War and emergence of New World Order: New Trends after Sept. 9/11, 2001.
- vii. New International Economic Order.

SUGGESTED READING

- Aron, Raymond (2003) Peace and War : A Theory of International Relations, Transaction Publishers.
- Calvocoressi, Peter. (2008) World Politics since 1945, 9th Edition Longman.
- Coulombis, T.A and Wolfe, J.H.(1986) International Relations: Power and Justice, Prentice-Hall, New Jersey.
- Frankel, Joseph (1979) International Relations in a changing world, Oxford university Press, London.
- Frankel, Joseph (1968) Making of the Foreign Policy: An Analysis of Decision-making, Oxford University Press, London.
- Knorr, Klaus and Verb, Sidney (1967) The International System: Theoretical Essays, Princeton University Press, N.J.

- Kumar, Mahendra (2017) Theoretical Aspects of International Politics, Shivlal Agarwala and Company, New Delhi.
- Morgenthau, Hans J. (1954) Politics Among Nations, Knopf, New York.
- Northedge F.S. ed., (1969) Foreign Policy of the Powers, Faber & Faber.
- 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

- Baynes, J.C.M., (1972) The soldier in Modern Society, Eyre Methuen, London.
- Doorn, Jacques Van, (1975) The Soldier and Social Change, , Sage Publications, New Delhi.
- 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 under developed Countries*, Princeton University Press.
- Parmar, Leena. (1994), *Society, Culture and Military System*, Rawat Publications, Jaipur.
- Parmar, Leena. Ed., (1999), *Military Sociology: Global Perspectives*, Rawat Publishers & Distributors, Jaipur.
- Shaw, Martin (ed.) (1984), *War, State & Society*, Macmillan Press, London.
- Strachey, Alix (1957) *The unconscious motives of war.*, Allen & Unwin, London.

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
- iii. Theory of Guerilla warfare: Mao – Tse -Tung and Che Guevara.
- 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

- Das, S T (1970) An Introduction to the Art of War, Sagar Publications, New Delhi.
- Galula, David (1971) Counterinsurgency Warfare, Sagar Publications, New Delhi.
- Guevara, Che (1969) Guerrilla Warfare, Penguin, London.
- Laqueur, Walter, (1977) Guerrilla: A Historical and Critical Study, Weidenfeld and Nicolson, London.
- Lawrence, T.E. (1927) Revolt in the Desert, Jonathan Cape, London.
- Osanka, Franklin Mark (ed.,) (1962) Modern Guerrilla Warfare, The Free Press of Glencoe, New York.
- Palit, D.K. (1970) The Essentials of Military Knowledge, The English Book Depot, Dehradun.

- Pye, Lucian W., (1956) Guerrilla Communism in Malaya, Princeton University Press, Princeton, New Jersey.
- S T Das, (1970) An Introduction to the Art of War, Sagar Publishers, New Delhi.
- David Galula, (1971) Counterinsurgency Warfare, Sagar Publishers.

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
- Role of United Nations in protecting Human Rights.

CONTENTS

- i. Human Right:**
 - a. Meaning, Nature and Development.
 - b. Three Generation Rights.
 - c. Contributions: Hobbes, Locke, Rousseau and Rawls.
- ii. United Nations & Human Rights.**
- iii. Indian Perspective (Basics)**
 - a. Human Rights in Indian tradition- Civil, Political, Economic, Cultural Rights & Women's Rights.
 - b. Constitutional & Legal framework in India- Human Rights Commission & Special Commission for weaker section.
- 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

- Bajwa, G.S., (1995) Human Rights in India : Implementations and Violations, Sterling, New Delhi.
- Deshta, S., Deshta, K., (2003) Fundamental Human Rights, Deep & Deep, New Delhi.
- Donnelly, Jack., (1985) The Concept of Human Rights, St.Martin's Press, New York .

- Gibson, John, S., (1996) Dictionary of International Human Rights Law, Scarecrow Press, Lanham, MD.
- Mehta, P.L., Verma, N., (1999) Human Rights Under the Indian Constitution, Deep & Deep, New Delhi .
- Sehgal, B.P.S., (2004) Human Rights in India : Problems and Prospects, Deep & Deep, New Delhi.

PAPER – 6

CONFLICT AND MEDIA

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.
- v. National Security and Role of Media.
- vi. Role of Media in Conflicts: Indian Perspective.
- vii. Terrorism and Media.
- viii. Media ethics and Laws regarding Conflict.

SUGGESTED READING

- Allen Tim and Seaton Jean, eds., (1999) *The Media of Conflict: War Reporting and Representations of Ethnic Violence*, University of Chicago Press.
- Andrew Hoskins, Ben O’Loughlin (2010) *War and Media: The Emergence of Diffused war*, John Wiley &ons.
- Carruthers Susan, (2000) *The Media at War: Communication and Conflict in the Twentieth Century*, St.Martin’s Press, New York.
- Daya Kishan Thussu, Des Freedman, (2003) *War and the Media: Reporting Conflict 24/7*, Sage Publications, California.
- Gilboa, Eytan (ed) (2002) *Media and Conflict: Framing Issues, Making Policy, Shaping Opinions*, Brill – Nijhoff.

- Haridakis Paul M., Hugenberg Barbara S., Wearden Stanley (eds.), (2009) War and the Media: Essays on news reporting, Propaganda and Popular Culture, McFarland.
- Hudson Miles, Stanier John, (1999) War and the Media : A Random Searchlight, NYU Press.

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.
- vi. Environmental Policies and Practices: Acts and Protocols.**
- vii. Human Communities and the Environment.**

SUGGESTED READING

- Carson, Rachel, (2002) Silent Spring, (Fortieth Anniversary Edition) Houghton Mifflin, New York.
- Gleeson, B. and Low, N. (eds.) (1999) Global Ethics and Environment, Routledge, London.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll, (2012) Principles of Conservation Biology, Sinauer Associates, Sunderland.

- Pepper, Ian L., Gerba, C.P. & Brusseau, M.L. (2011) Environmental and Pollution Science, Elsevier.
- Raven, Peter H., Hassenzahl, D.M. & Berg, L. R. (2015) Environment. 9th edition. John Wiley & Sons.
- Rosencranz, A., Divan, S., & Noble, M. L. (2001) Environmental law and policy in India, Oxford University Press, New Delhi.
- Sengupta, R. (2003) Ecology and economics: An approach to sustainable development. Oxford University Press.
- Sharma, P.D., (2007) Ecology and Environment. Rastogi Publication.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) Ecology, Environmental Science and Conservation, S. Chand Publishing, New Delhi.
- Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). (2013) Conservation Biology: Voices from the Tropics, John Wiley & Sons.

PAPER – 2
ENGLISH/HINDI/MIL COMMUNICATION

(This paper can be made by the respective universities through their Board of under graduate 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.
- iii.** Behavioral Concepts – Individual Behaviour – Perception – Learning – Attitude Formation and Change – Motivation – Theories of Motivation – Personality Development.
- iv.** Interpersonal Behaviour – Communication – Leadership – Influencing Relations – Transactional Analysis.
- v.** Group Dynamics – Roles – Morale – Conflict – Groups – Inter-Group Behaviour – Inter-Group Collaboration and Conflict Management.
- 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

- Aswathappa, (2007) Organisational Behaviour, Himalaya Publishing House, Mumbai
- Fred Luthans, Organizational Behaviour, (2007) Tata McGraw-Hill Publishing Co., New Delhi.

- Koontz Harold and O' Donnell Cyril, (2000) Essentials of Management, Tata McGraw-Hill Publishing Co., New Delhi.
- Newstorm J.W, and Keith Davis, (1995) Human Behaviour at Work, Tata McGraw-Hill Publishing Co., New Delhi.
- Robbins, Stephen P, (1996) Organisational Behaviour, 9th Edition, Prentice Hall of India, New Delhi.
- Stoner, James and Freeman Edward, (1989) Management, Prentice-Hall of India, New Delhi.

PAPER – 2

DEFENCE JOURNALISM

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

- 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.
- Differentiate between Civil Journalism & Defence journalism; and
- 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

- Bhatt, S.C., (2005) Practical Journalism, Aavishkar. Jaipur
- Chatterjee, R.K., (1973) Mass Communication, National Book Trust. New Delhi
- Dhara, R., (1945) Journalism, Industry Publishers. Calcutta.
- Waren ,K Agrie., (ed)., (1968) The Press and the Public Interest, Public Affairs Press. Washington, D.C.

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 –

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

- Katta G, Murty, (1992), Network Programming, Prentice Hall.
- Mather, M Paul (1991), Computer Application in Geography, John Wiley & Son.
- Shrivastava, Niranjana,(2010) Computer Application in Management, Wiley India.
- Kurose, F. James, Keith Ross, (2017) Computer Networking: A Top-Down Approach, Pearson.

- Shelly, B. Gary, Vermaat E. Misty, Carey Patrick (2014) Introduction to Computer Application and Concepts, Cenage.
- Castells, Manuel,(2002) The Internet Galaxy, Oxford University Press.

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.
3. Gradient – Determination of gradients.
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

- a. Battle of Zojilla, 1948.
- b. Battle of Thagla Ridge, 1962.
- c. Battle of Khem Karan, 1965.
- d. Battle of Shakargarh, 1971.
- 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**
- 6. Educational Tour and its 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 21st 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 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
