DEPARTMENT OF DEFENCE & STRATEGIC STUDIES

Learning Outcomes Based Curriculum Framework (LOCF)
As Envisioned in NEP 2020

4 Years Undergraduate (UG) Programme

Name of the Programme:
B.A. (Honours/ Honours with Research)

in
Defence & Strategic Studies
Course Syllabus-w.e.f. 2025-26

SCHOOL OF NATIONAL SECURITY STUDIES
CENTRAL UNIVERSITY OF JAMMU

जम्मूकेंद्रीय विश्वविद्यालय
Central University of Jammu
राया–सूचानी (बागला), जिलासांबा–181143, जम्मू (जम्मू एवं कश्मीर)
Rahya-Suchani(Bagla), District: Samba – 181143, Jammu (J&K)

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1947 2047

CUJ/Acad/04-XV/2025/**671**

22 August, 2025

अधिसूचना संख्या / **82**/2025

Sub: Course Scheme and Syllabus of 1ˢᵗ to 8ᵗʰ Semesters of 4 Year UG Programme in Defence & Strategic Studies (i.e. B.A. (Hons/Hons with Research) Defence & Strategic Studies) w.e.f. Academic Session 2025-26– Reg.

Ref: Notification No. 70/2025 dated 13.08.2025.

In supersession to the notification under reference, it is hereby notified for the information of the all concerned that on the recommendations of Board of Studies (BoS) in its 11ᵗʰ meeting held on 20.05.2025; in anticipation of the approval of next Academic Council, the Competent Authority has approved the **Course Scheme** and syllabus of 1ˢᵗ to 8ᵗʰ Semesters of **4 Year UG Programme** in **Defence & Strategic Studies (B.A. (Hons/Hons with Research) Defence & Strategic Studies)** w.e.f. **Academic Session 2025-26,** as detailed below:

Semester–I

Course Code	Course Title	L	T	P	C
	Major Course				
BDSS1C01	Fundamentals of Defence & Strategic Studies	4	0	0	4
	Minor Course				
BDSS1E01	Disarmament and Arms Control	4	0	0	4
	Inter-disciplinary/Multidisciplinary Course				
#	IDC-I/MDC-I	4	0	0	4
	Ability Enhancement Course (AEC)				
#	AEC-I	3	0	0	3
	Skill Enhancement Course (SEC)				
#	SEC-I	3	0	0	3
	Value-Added Course (VAC)				
#	VAC-I	2	0	0	2
	Total	-	-	-	20

Semester–II

Course Code	Course Title	L	T	P	C
	Major Course				
BDSS2C01	Strategic Thought	4	0	0	4
	Minor Course				
BDSS2E01	Defence Aspects of International Relations	4	0	0	4
	Inter-disciplinary/Multidisciplinary Course				
#	IDC-II/MDC-II	4	0	0	4
	Ability Enhancement Course (AEC)				
#	AEC-II	3	0	0	3
	Skill Enhancement Course (SEC)				
#	SEC-II	3	0	0	3
	Value-Added Course (VAC)				
#	VAC-II	2	0	0	2
	Total	-	-	-	20

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Semester–III

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS3C01	Maritime Security	4	0	0	4
BDSS3C02	Economic Aspects of National Security	4	0	0	4
Minor Course					
BDSS3E01	Understanding India's Borders	4	0	0	4
Inter-disciplinary/Multidisciplinary Course					
#	IDC-III/MDC-III	4	0	0	4
Skill Enhancement Course (SEC)					
#	SEC-III	2	0	0	2
Value-Added Course (VAC)					
#	VAC-III	2	0	0	2
	Total	-	-	-	20

Semester–IV

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS4C01	Military Geography	3	0	2	4
BDSS4C02	World Military History	4	0	0	4
BDSS4C03	Contemporary Wars	4	0	0	4
Minor Course					
BDSS4E01	Transformation of Warfare	4	0	0	4
Ability Enhancement Course (AEC)					
#	AEC-III	2	0	0	2
Skill Enhancement Course (SEC)/Internship/Dissertation with Credits					
#	SEC-IV	0	0	4	2
	Total	-	-	-	20

Semester–V

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS5C01	Military Psychology	3	0	2	4
BDSS5C02	Military Assessment of India's Neighborhood	4	0	0	4
BDSS5C03	Defence Acquisition and Procurement	4	0	0	4
BDSS5C04	India's Strategic Relations with Major Powers	4	0	0	4
Minor Course					
BDSS5E01	Military Operations in Independent India	4	0	0	4
	Total	-	-	-	20

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Semester–VI

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS6C01	Strategic Thinkers of India	4	0	0	4
BDSS6C02	Laws of Armed Conflicts	4	0	0	4
BDSS6C03	Conflict Resolution and Peace Building	4	0	0	4
BDSS6C04	Human Rights, Humanitarian Laws & Security	4	0	0	4
Minor Course					
BDSS6E01	Multilateralism and Global Security	4	0	0	4
Total		-	-	-	20

Semester–VII (Honours/Honours with Research)

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS7C01	Civil-Military Relations	4	0	0	4
BDSS7C02	Introduction to Research Methodology	4	0	0	4
BDSS7C03	Technology and Warfare	4	0	0	4
BDSS7C04	Defence Structure of India	4	0	0	4
Minor Course					
BDSS7E01	Insurgency and Counter-Insurgency	4	0	0	4
Total		-	-	-	20

Semester–VIII (Honours)

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS8C01	Legal Aspects of War	4	0	0	4
BDSS8C02	Social Dimensions of National Security	4	0	0	4
BDSS8C03	Coastal Security and Governance	4	0	0	4
Minor Courses					
BDSS8E01	Introduction to Critical Security Studies	4	0	0	4
BDSS8E02	India's Integrated Theatre Command	4	0	0	4
Total		-	-	-	20

Semester–VIII (Honours with Research)

Course Code	Course Title	L	T	P	C
Major Courses					
BDSS8C01	Legal Aspects of War	4	0	0	4
Minor Courses					
BDSS8E02	India's Integrated Theatre Command	4	0	0	4
Dissertation					
BSSS8D01	Dissertation	0	0	24	12
Total		-	-	-	20

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List of Open Electives Courses Offered by the Department of National Security Studies							
Course Code	Course Title	Nature of the Course	Semester	L	T	P	C
Inter-disciplinary/Multi-disciplinary Courses							
BDSS1O01	National Security of India	IDC/MDC	I	4	0	0	4
BDSS1O02	Geopolitics and Military Geography	IDC/MDC	I	4	0	0	4
BDSS1O03	Contemporary Strategic Environment	IDC/MDC	I	4	0	0	4
BDSS1O04	Introduction to International Law	IDC/MDC	I	4	0	0	4
BDSS2O01	Art of Warfare in India (Up to 1847)	IDC/MDC	II	4	0	0	4
BDSS2O02	Cyber Security	IDC/MDC	II	4	0	0	4
BDSS2O03	Introduction to Diplomacy and Negotiation skills	IDC/MDC	II	4	0	0	4
BDSS2O04	International Terrorism	IDC/MDC	II	4	0	0	4
BDSS3O01	Media and Security	IDC/MDC	III	4	0	0	4
BDSS3O02	Disaster Management - Humanitarian Assistance & Disaster Relief (HADR)	IDC/MDC	III	4	0	0	4
BDSS3O03	Military Laws in India	IDC/MDC	III	4	0	0	4
BDSS1O05	Leadership and Communication in Military Context	SEC	I	3	0	0	3
BDSS1O06	General Studies and Current Affairs	SEC	I	3	0	0	3
BDSS2O05	Firefighting, Emergency and First Aid	SEC	II	3	0	0	3
BDSS2O06	Soft Skills & Personality Development	SEC	II	3	0	0	3
BDSS3O04	Media Report Writing	SEC	III	2	0	0	2
BDSS4I01	Summer Internship	SEC	IV	0	0	4	2
Value-Added Courses							
BDSS1O07	Key Aspects of Indian Knowledge System in Warfare	VAC	I	2	0	0	2
BDSS2O07	Maritime Heritage of India: An Indian Knowledge System Perspective	VAC	II	2	0	0	2
BDSS3O05	Indian Knowledge System and Environment Security: Traditions and Practices	VAC	III	2	0	0	2

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1. Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject provided they secure 04 credits in work based vocational courses offered during summer term of internship/apprenticeship in addition to 06 credits form skill based vocational courses earned during first and second semester.

2. Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.

3. Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits.

4. Students will be awarded UG Degree (Honours) in the relevant Discipline/Subject provided they secure total 160 credits.

5. Students will be awarded UG Degree (Honours with Research) in the relevant Discipline /Subject provided they secure 160 credits including Research Project/ Dissertation of 12 Credits.

22/08/25

कुलसचिव

ईमेल: registrar@cujammu.ac.in

दूरभाष: 80821-97957

विभागाध्यक्ष, राष्ट्रीय सुरक्षा अध्ययन विभाग

प्रतिलिपि / Copy to:

परीक्षा नियंत्रक/ Controller of Examinations

Course Content

Semester – I

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course Code: BDSS1C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Fundamentals of Defence & Strategic Studies   **Credit:** 04 **(L-4,T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives
This course provides a foundational understanding of Defence and Strategic Studies by exploring its nature, scope, and interrelationship with allied disciplines such as Political Science and International Relations. It examines the historical evolution of military thought and the relevance of strategic studies in the contemporary world. The course emphasizes the concept of war, national security, and strategic culture, with a focus on India's internal and external security challenges, nuclear policy, and global strategic partnerships. Through this, students gain a comprehensive perspective on modern warfare, emerging threats, and India's security posture in the global arena.

Course Learning Outcomes (CLOs):

CLO:1- Understand the fundamental concepts, nature, and interdisciplinary scope of Defence and Strategic Studies.
CLO:2- Analyze the evolution of military thought and assess its relevance to present-day strategic and security challenges.
CLO:3- Explain various types of warfare and evaluate the role of strategic culture in shaping national security policies.
CLO:4- Critically examine India's internal and external security threats and assess the country's strategic posture and nuclear policy
CLO:5- Evaluate the impact of international organizations and emerging security domains such as cyber, space, and information warfare on India's national security.

Course Contents	
Unit I:	**Introduction**
	• Definition, Nature, and Scope of Defence & Strategic Studies
	• Relationship with Political Science, International Relations, and Military History
Unit II:	**Historical Evolution & Significance**
	• Evolution of Military Thought
	• Relevance of Defence & Strategic Studies in the Contemporary World
Unit III:	**Concept of War & Strategic Culture in National Security**
	• Meaning, Nature, and Objectives of War
	• Types of War: Conventional, Unconventional, Guerrilla, Hybrid, Cyber Warfare
	• Strategic Culture and its Impact on National Security
Unit IV:	**National Security Threats and Strategic Posture of India**

	• Internal & External Security Concerns • India's Nuclear Policy & Strategic Deterrence
Unit V:	**India's Security: Global Partnerships & New Threat Frontiers**
	• Role of International Organizations in India's Security - UN, SCO, QUAD • Emerging Security Challenges: Cyber Security, Information Warfare, Space Security

Teaching - learning process
·   review and questions & answer based tutorials
·   the use of prescribed available textbooks and e-learning resources and other self-study materials;
·   individual or team-based open-ended project work;
·   interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
·   time-constrained examinations; closed-book and open-book tests;
·   assignments/report writing;
·   team project reports;
·   oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Baylis, J., Wirtz, J., & Gray, C. (2018). *Strategy in the contemporary world.* Oxford: Oxford University Press.
2. Buzan, B. (2007). *People, states & fear: An agenda for international security studies in the post-Cold War era.* Colchester: ECPR Press.
3. Gautam, P. K. (2012). *National security: Perspectives and issues*. Routledge.
4. Gray, C. S. (2018). *The strategy bridge: Theory for practice*. Oxford University Press.
5. Karnad, B. (2008). *India's nuclear policy*. Routledge.
6. Luttwak, E. N. (2001). *Strategy: The logic of war and peace* (2nd ed.). Harvard University Press.
7. Pant, H. V. (2019). *India's National Security: A Reader.* New Delhi: HarperCollins.
8. Singh, J. (1998). *Defending India.* New York: St. Martin's Press.
9. Subrahmanyam, K. (2005). *India's security concerns: Reflections on strategic affairs*. Sage Publications.
10. Subramaniam, A. (2019). *India's national security strategy: The way forward.* New Delhi: Pentagon Press.
11. Walt, S. M. (1991). *The renaissance of security studies.* International Studies Quarterly, 35(2), 211-239.

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course No.: BDSS1E01 **Contact Hrs/Week:** 4 Hrs
Course Title: Disarmament and Arms Control **Credit:** 04 **(L-4,T-0, P-0)**
Duration of Examination: 3 Hrs **Maximum Marks:** 100

Course Objectives:
This course aims to provide an in-depth understanding of disarmament and arms control by analyzing the historical evolution of nuclear weapons and related treaties. It explores the technological advancements in missile development and their strategic implications. The course also covers major international treaties and conventions governing nuclear, chemical, and biological weapons. Special emphasis is placed on India's role in global arms control, including its policies on nuclear non-proliferation, peace initiatives, and bilateral agreements. By the end of the course, students will develop a critical perspective on contemporary disarmament efforts and their relevance to global security.

Course Learning Outcomes (CLOs):

CLO:1- Understand the evolution of nuclear weapons and their impact on global security.

CLO:2- Analyze different missile development theories and their strategic significance.

CLO:3- Examine key international treaties and conventions on arms control.

CLO:4- Assess the role of international organizations in preventing arms proliferation.

CLO:5- Evaluate India's contribution to global disarmament and arms control policies.

Course Contents	
Unit I:	**Introduction**
	• The evolution of the nuclear era since 1945 • Basics of nuclear technology, nuclear energy and its uses • Types of nuclear weapons – thermonuclear, atom bomb, dirty bombs etc.
Unit II:	**Development of Missiles**
	• Classifications and characteristics • Brief study of the theories of nuclear warfare: Preventive, Pre-emptive, Massive, Retaliation, Counter Force, Counter Value, Flexible Response, MAD and MAS
Unit III:	**Elementary study of Treaties**
	• Nuclear – weapon Treaties, (PTBT, TTBT, PNET & CTBT) • Nuclear Arms Limitation Treaties (ABM, SALT, INF and START) • Nuclear – Weapon proliferation Treaties (NPT, MTCR) FMCT, NSG and its impact on Indo-US Agreement
Unit IV:	**Conventions**

	• Conventions of Chemical • Conventions of Biological Weapons • Prevention of Accidental Wars
Unit V:	**India's contribution in the process of arms control**
	• Indian Ocean a zone of peace • No First Use Policy • India's Non-Proliferation Track Record • India signatory of Anti-Chemical and Biological Convention • India-Pakistan Nuclear installation Protocol of 1988

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Chakma, B. (2011). *The Politics of Nuclear Weapons in South Asia*. Routledge.
2. Cheema, P. I. (2004). *The Strategic Dynamics of Nuclear Weapons in South Asia*. Manohar Publishers.
3. Freedman, L. (2003). *The Evolution of Nuclear Strategy*. Palgrave Macmillan.
4. Ganguly, S. (2012). *India, Pakistan, and the Bomb: Debating Nuclear Stability in South Asia*. Columbia University Press.
5. Gertz, B. (2019). *Deceiving the Sky: Inside Communist China's Drive for Global Supremacy*. Encounter Books.
6. Mallik, A. (2016). *Technology and Security in the 21st Century: A Demand-Side Perspective*. Routledge.
7. Pant, H. V. (2018). *Indian Foreign Policy: An Overview*. Manchester University Press.
8. Perkovich, G. (1999). *India's Nuclear Bomb: The Impact on Global Proliferation*. University of California Press.
9. Sagan, S. D., & Waltz, K. (2012). *The Spread of Nuclear Weapons: An Enduring Debate*.
10. W. W. Norton & Company.10. Tellis, A. J. (2001). *India's Emerging Nuclear Posture: Between Recessed Deterrence and Ready Arsenal*. RAND Corporation.

Semester – II

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course Code: BDSS2C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Strategic Thought   **Credit:** 04 **(L-4,T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
The course aims to provide a comprehensive understanding of the evolution and diversity of strategic thought from ancient to contemporary times. It examines how ideas on war, power, politics, and ethics have shaped statecraft across civilizations. The course explores major thinkers—Western and non-Western—who contributed to theories of warfare, diplomacy, and national security. By engaging with classical texts and modern interpretations, students will develop a nuanced grasp of strategic reasoning and its relevance to current geopolitical realities. Emphasis is also placed on Indian contributions to strategic thought, highlighting indigenous traditions such as *Arthashastra*, *Dhamma*, and the philosophies of modern Indian strategists.

Course Learning Outcomes (CLOs):

CLO:1- The students shall be able to explain the meaning, scope, and evolution of strategic thought from ancient to modern periods

CLO:2- Compare and critically analyze the key ideas of classical and modern strategic thinkers such as Thucydides, Machiavelli, Clausewitz, and Kissinger.

CLO:3- Evaluate major theories of war, deterrence, and geopolitics within the broader context of international security.

CLO:4- Interpret non-Western and Indian perspectives on strategy, including Kautilya's *Arthashastra* and Ashoka's *Dhamma*.

CLO:5- Assess the relevance of contemporary Indian strategic thought (Nehru, Subrahmanyam, Menon) in understanding current national and global security challenges.

Course Contents	
Unit I:	**Foundations of Strategic Thought**
	• Meaning, scope, and nature of strategy • Relationship between politics and war • Evolution of strategic thought – from ancient to modern times
Unit II:	**Classical and Early Modern Thinkers**
	• Thucydides and the Peloponnesian War • Machiavelli's *The Prince* and political realism • Jomini's principles of warfare • Clausewitz Theory of War
Unit III:	**Modern Strategic Thinkers and Theories**

	• Strategic thought in the 20th century • Theories of deterrence and nuclear strategy (Kissinger) • Limited war and total war concepts • Geopolitics: Mackinder & Mahan
Unit IV:	**Non-Western and Indian Strategic Traditions**
	• Kautilya's *Arthashastra*: statecraft, intelligence and foreign policy • Ashoka's *Dhamma*: ethics in governance and state policy • Strategic ideas in *Mahabharata*
Unit V:	**Contemporary Indian strategic thought**
	• Nehru • Subrahmanyam • Menon

Teaching - learning process
· individual or team-based open-ended based learning
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· discussion based tutorials to clarify concepts and ideas
· develop critical thinking with comparative analysis of different strategic thinkers
·   interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· written assignments;
· oral tests and presentations, including seminar presentation;
· peer and self assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Chowdhry, S., Chaudhary, K., & Sharma, V. (2024). *India's Strategic Thought and Multi-Domain Warfare Perspectives*. New Delhi: Pentagon Press.
2. Clausewitz, C. von. (1976). *On War* (M. Howard & P. Paret, Eds. & Trans.). Princeton, NJ: Princeton University Press.
3. Jaishankar, S. (2024). *Why Bharat Matters*. New Delhi: Rupa & Co.
4. Kamal, K. (2023). *Kautilya's Arthashastra: Strategic Cultural Roots of India's Contemporary Statecraft*. New Delhi: Routledge India.
5. Kautilya. (1992). *The Arthashastra* (L. N. Rangarajan, Trans.). New Delhi: Penguin Books India.
6. Machiavelli, N. (1999). *The Prince* (G. Bull, Trans.). London: Penguin Classics.

7. Mackinder, H. J. (2004). *The Geographical Pivot of History.* London: Royal Geographical Society.
8. Mahan, A. T. (1987). *The Influence of Sea Power upon History, 1660–1783.* Boston, MA: Little, Brown and Company.
9. Menon, S. (2016). *Choices: Inside the Making of India's Foreign Policy.* New Delhi: Penguin Random House India.
10. Schelling, T. C. (1960). *The Strategy of Conflict.* Cambridge, MA: Harvard University Press.
11. Singh, H. (2024). *Introduction to Strategic Thought*. New Delhi: Pentagon Press LLP. Barnes & Noble
12. Singh, J. (1998). *Defending India.* New Delhi: Macmillan India.
13. Subrahmanyam, K. (2005). *Shedding Shibboleths: India's Evolving Strategic Outlook.* New Delhi: Wordsmith Publications.
14. Tanham, G. K. (1992). *Indian Strategic Thought: An Interpretive Essay.* New Delhi: Manohar Publishers.

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
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Course No.: BDSS2E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Defence Aspects of International Relations   **Credit:** 04 **(L-4,T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
The course aims to provide students with a comprehensive understanding of the relationship between military power, national security, and international diplomacy. Focusing on key theoretical perspectives, the course explores concepts such as national interest, balance of power, and collective security, offering a deep dive into how military and economic forces shape global politics. Students will learn how states navigate their interests using a variety of strategic instruments, such as alliances, deterrence, and diplomacy. The course further delves into the role of economic institutions and their impact on defense policy, particularly in the context of global economic shifts.

Course Learning Outcomes (CLOs):
  CLO:1- Define and explain the core concepts of defense and international relations, including their historical evolution, and assess their contemporary relevance.
  CLO:2- It facilitates the students to learn the mainstream theories and approaches and also acquire competency in different approaches of international relations.
  CLO:3- Evaluate the concept of national interest, components and assess strategic instruments (such as alliances, deterrence, and war) used by states to safeguard their interests.
  CLO:4- Examine the balance of power and collective security frameworks, evaluating their historical development and military relevance in maintaining global stability.
  CLO:5- Assess the role of strategic diplomacy, including defence diplomacy and coercive diplomacy, and analyze the impact of global economic shifts on defence policies and international cooperation.

Course Contents	
Unit I:	**Introduction**
	• Concept - intersection between defence strategies and international relations
	• Nature and Scope - importance of military power, defense policies, and their influence on global relations
	• Historical Evolution - evolution of defence strategies in international politics, from the pre-modern period to the contemporary global order
Unit II:	**Theories of IR & their Military Implications**
	• Morgenthau's Realist Theory - Analysis of power politics, state sovereignty, and national interest in shaping defence policies
	• System Theory of Morton Kaplan - Understanding the system approach to global politics and military influence
	• Decision Making Theory of Richard Snyder - decision-making models in national defence and foreign policy
Unit III:	**National Interest**

	• Concept and Definition • Vital and Non-Vital Components • Strategic instruments to secure national interest: alliances, deterrence, war
Unit IV:	**Balance of Power & Collective Security**
	• Conceptual evolution and military relevance • Historical and contemporary developments • Functioning of the system
Unit V:	**Strategic Diplomacy & Economic Power**
	• Types of diplomacy: Defence diplomacy, coercive diplomacy • Economic institutions and defence policy (IMF, World Bank, WTO) • Strategic impact of global economic shifts (Breton Woods to present)

Teaching - learning process
- review and questions & answer-based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Baiasu, Sorin; Loriaux, Sylvie (2021). *Sincerity in Politics and International Relations*. New York: Routledge
2. Chandra, P. (1979). *International politics*. Delhi: Vikas Publishing.
3. Chatterjee, Aneek. (2010). *International Relations Today: Concepts and Applications*. Delhi: Pearson
4. Jaishankar, S. (2024). *Why Bharat Matters*. New Delhi: Rupa Publications.
5. Johnstone, I. (2024). *Revitalising UN Collective Security*. In *Global Governance and International Cooperation*. London: Routledge
6. Kumar, M. (1967). *Theoretical Aspects of International Politics*. Agra: Shiv Lal Agarwal & Co.
7. Malhotra, V.K. (1993). *International Relations*. New Delhi: National Publishing House.
8. Morgenthau, H.J. (1948). *Politics Among Nations*. New York: Knopf
9. Paul, T.V., Wirtz, J.J., & Fortmann, M. (2024). *Balance of Power: Theory and Practice in the 21st Century*. Stanford, CA: Stanford University Press.
10. Singh, J. J. (2019). *The McMahon Line: A Century of Discord*. New Delhi: HarperCollins India.

Semester – III

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course No.: BDSS3C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Maritime Security   **Credit:** 04 **(L-4,T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course aims to provide an in-depth understanding of maritime security, its significance, and its evolving challenges in the modern geopolitical landscape. It covers the legal and operational framework of maritime zones, the roles and responsibilities of the Navy and Coast Guard, and the strategic importance of the Merchant Navy in both peacetime and wartime. The course also examines traditional and non-traditional threats, including piracy, terrorism, environmental hazards, and smuggling, while evaluating national and international responses to such challenges. Through case studies, students will critically analyze real-world incidents to develop a comprehensive understanding of maritime security operations and crisis management.

Course Learning Outcomes (CLOs):

CLO:1- Understand maritime boundaries, zones, and the legal framework governing maritime security.
CLO:2- Analyze the roles of the Navy and Coast Guard in protecting marine infrastructure
and responding to emergencies.
CLO:3- Evaluate the strategic and economic significance of the Merchant Navy in global trade and security.
CLO:4- Assess the nature of maritime threats and explore national and international responses.
CLO:5- Examine real-world case studies to understand maritime security challenges and crisis response mechanisms.

Course Contents	
Unit I:	**Marine Environment & Assets**
	• Maritime boundaries; Maritime Zones, 1976 Act; Territorial Sea, Contiguous Zone, Continental Shelf, Legal Continental Shelf, Exclusive Economic Zone, Maritime Choke Points, High Seas; Rights and duties of the coastal states in various zones • Infrastructure- ports, naval bases, oil rigs and exploration platforms; other infrastructure - warships, merchant ships, fishing vessels and crafts, dredgers, underwater pipelines etc.
Unit II:	**Navy, Coast Guard**
	• Historical backdrop - Functions including SAR • Anti-smuggling and anti-poaching roles, protection of marine environment. • Role in times of war and during emergencies such as massive oil pollution, Humanitarian Aid and Disaster Relief (HADR)
Unit III:	**Merchant Navy**

	• Commercial liners of ships including gas carriers and containerships etc • Role of Merchant Navy in Peacetime and Wartime • Merchant Navy as a crucial element in economic development
Unit IV:	**Maritime Threats**
	• Traditional threats • Non-Traditional threats • Responses to threats
Unit V:	**Case Studies**
	• Alondra Rainbow 1999 • USS Cole Incident 2000 • 26/11 Mumbai Attack 2008 • Major Oil Spills • Somalia Piracy • Post Tsunami Indian Navy response

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Bateman, S., & Chan, J. (2013). *Security and International Politics in the South China Sea: Towards a Cooperative Management Regime*. Routledge.
2. Bueger, C. (2022). *Understanding Maritime Security: The Politics of the Sea*. Oxford University Press.
3. Chatterjee, A. (2019). *Maritime Security and India: The Indian Ocean and Naval Strategy*. KW Publishers.
4. Devare, S. T. (2008). *India & Southeast Asia: Towards Security Convergence*. Institute of Southeast Asian Studies.
5. Gupta, A. (2020). *Maritime Security and Strategic Studies: Perspectives from India*. Pentagon Press.
6. Kraska, J. (2011). *Contemporary Maritime Piracy: International Law, Strategy, and Diplomacy at Sea*. Praeger Security International.
7. Menon, R. (2019). *The Indian Navy: A Maritime Security Perspective*. KW Publishers.

8. Rahman, C. (2010). *Naval Strategy in the 21st Century: The Theory and Practice of Maritime Strategy*. Routledge.
9. Samuels, R. J. (2007). *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Cornell University Press.
10. Till, G. (2018). *Seapower: A Guide for the Twenty-First Century*. Routledge.

Department of Defence and Strategic Studies
Central University of Jammu

Course Code: BDSS3C02	**Contact Hrs/Week:** 4 Hrs
Course Title: Economic Aspects of National Security	**Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs	**Maximum Marks:** 100

Course Objectives:
The course aims to provide a comprehensive understanding of the critical intersection between economics and national defence. It explores the economic foundations that underpin defence strategies, emphasizing how nations allocate resources to defence, industrialize military capabilities, and integrate economic measures with national security objectives. Through this course, students will understand the economic dimensions of war, defence production, and the interplay between diplomacy, development, and defence in shaping national power. The course also analyzes the resources and infrastructure necessary for modern defence systems, from manpower and natural resources to technological advancements. Further, it covers critical issues related to defence budgeting, financing, and the mobilization of resources for national security.

Course Learning Outcomes (CLOs):
 CLO:1- Comprehensively define and analyze the relationship between defence, development, and diplomacy, recognizing their interdependencies.
 CLO:2- Assess the war potential of a nation and how economic factors impact military operations and the broader economy during wartime.
 CLO:3- Identify key resources for economic warfare, including natural, industrial, and financial resources, and evaluate strategies for their mobilization.
 CLO:4- Critically examine the operations of defence industries, including India's defence production and research initiatives (e.g., DRDO, DPSUs).
 CLO:5- Understand defence budgeting processes, with a particular focus on India's defence budget, and assess the Financial Implications of Asymmetric Warfare.

Course Contents	
Unit I:	**Understanding of Defence Economics**
	• Meaning, Definition, and Scope • Key economic factors influencing national security • Defence, Development, and Diplomacy
Unit II:	**Economic Warfare in Modern Times**
	• War Potential of a Nation and its Operations • Effect of War on Economy and Development • Economic and Other sanctions, Tech Denial Regimes
Unit III:	**Resources of Economic Warfare**
	• Natural, Physical, Financial, Industrial, and Manpower • Mobilisation of Resources for Defence
Unit IV:	**Defence Industry**
	• Defence Production in India • Defence Research & Development Organization • DPSUs and their role in national security

Unit V:	Defence Budgeting/Financing
	• Defence Budget and Planning: Meaning and Necessity of Defence Budgeting • Defence Budgeting in India • Financing Defence needs in the context of asymmetric warfare (e.g. financing terrorism)

Teaching - learning process
- review and questions & answer-based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Chakrabarty, A. (2011). *Defence Economics and National Security: A Study of India*. New Delhi: Sage Publications.
2. Chandrashekhar, A. (2005). *The Economics of Defence: India and Beyond*. New Delhi: Shipra Publications.
3. Gholz, E., Press, D. G., & Sapolsky, H. M. (2012). *The Politics of Military Funding: The Economic Role of Defence in Modern Economies*. MIT Press.
4. Gul, S. (2006). *Financing Terrorism: International Regulation and Prevention*. Oxford University Press.
5. Hicks, R. A. (2009). *Economic Dimensions of Security: War, Peace, and the Global Economy*. Palgrave Macmillan.
6. Luttwak, E. N. (2001). *The Political Economy of Defence*. Oxford University Press.
7. Mishra, P. (2014). *Economic Warfare and National Security: India's Strategic Response*. New Delhi: Pentagon Press.
8. Nayak, P., & Bansal, R. (2023). *Defence Budgeting in India: Challenges and Reforms*. Springer.
9. Raman, B. (2013). *India's Defence and Security: The Role of Economics*. New Delhi: Lancer Publishers.
10. Sharma, S. & Singh, V. (2024). *India's National Security and Defence Budgeting: An Economic Perspective*. Sage Publications.

Course No.: BDSS3E01   **Contact Hrs/Week:** 4Hrs
Course Title: Understanding India's Borders   **Credit:** 04 **(L-03, T-01,P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
This course introduces the borders and their management in India, highlighting the unique geographical context. Through this course, students will learn about the significance of border studies from a non-Western perspective and the complexity involved in securing and managing them. The course covers a comprehensive theoretical framework in border studies, followed by a detailed introduction to India's northern, eastern, and maritime borders. Additionally, the course acquaints students with the approaches and roles of various stakeholders in India.

Course Learning Outcomes (CLOs): On completion of the course, students are able to: -
 CLO:1- Understand the theoretical framework and approaches of border studies.
 CLO:2- Distinguish and critically understand the nature and characteristics of Borders in South Asia.
 CLO:3- Identify India's diverse borders (both land and maritime) and their challenges.
 CLO:4- Asses the role and approaches of various stakeholders, and initiatives in managing India's diverse borders.
 CLO:5- Develop a critical understanding of the best border management practices in India.

Course Contents	
Unit I:	**Introduction**
	• Concepts and Theories of Border Studies
	• History of Evolution of Borders
	• Border Making In South Asia and India
Unit II:	**India's Northern Borders**
	• Issues and Challenges with Pakistan: International Border, Line of Control and Pakistan Occupied Jammu and Kashmir (POJK), Actual Ground Position Line (AGPL)
	• Line of Actual Control (LAC)- Contestation, and Evolving Landscape
	• India's Border with Nepal and Bhutan
Unit III:	**India's Eastern Borders**
	• Issues in Border Management with Myanmar and Bangladesh
	• Security Challenges from Border Regions: Evolving Landscape
	• Sub-regional Connectivity and Trade along Eastern Borders
Unit IV:	**India's Maritime Boundaries**
	• India- Sri Lanka Maritime Boundary–Katchathevu and Fishing Rights

	• Disputes with Other Countries: Pakistan, Myanmar, Bangladesh
Unit V:	**Securing and Managing Indian Borders**
	• Role of Armed Forces • Border Infrastructure Management Scheme, Comprehensive Integrated Border Management System • Border Management through Development–Border Areas Development Programme, Vibrant Villages Programme.

Teaching - Learning process

• Lectures supported by tutorial work;

• The use of prescribed textbooks, e-learning resources, and other self-study materials available in the MOODLE platform;

• Open-ended term paper and presentations, some of which may be team-based;

• Activities designed to promote the development of generic/transferable and subject-specific skills such as creative thinking and analytical writing;

• Field visits to Border areas/outposts to get a first-hand experience.

Assessment methods

Progress towards achievement of learning outcomes may be assessed using the following:

• Continuous Internal Assessment (CIA), including Unit wise discussions/seminars or tests

• Mandatory Term-paper/assignments;

• Book review and oral presentation and written submission of the review;

• Seminar oral presentation using PPT;

• Time-constrained closed-book examinations –Mid-semester and End-semester.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Das, P. (2021), *India's Approach to Border Management: From Barriers to Bridges, New Delhi, India:* KW Publishers Pvt Ltd.
2. Ferdous, S. (2023), *Partition as Border-Making: East Bengal, East Pakistan and Bangladesh*, New Delhi, India: Routledge India.
3. Das, G. (2011), *Securing India's Borders: Challenges and Policy Options*, New Delhi: Centre for Land Warfare Studies.
4. Joshi, M. (2022*), Understanding The India-China Border: The Enduring Threat of War in the High Himalayas*, India: HarperCollins.
5. Moffat, A. (2007), *The Borders: A History of the Borders from Earliest Times*, Birlinn Ltd.
6. Raza, M. (2021), *Contested Lands: India, China and the Boundary Dispute*, Westland.

7. Saikia, P.; Basu Ray Chaudhury, A. (Eds.) (2019), *India and Myanmar Borderlands: Ethnicity, Security, and Connectivity,* India: Routledge.
8. Sharma, C. K.; Banerjee, R. (2020), *Fixed Borders, Fluid Boundaries*, Taylor & Francis.
9. Sharma, S. K.*et al.,* (2019), *Pakistan Occupied Kashmir: Politics, Parties and Personalities*, New Delhi: Institute for Defence Studies and Analyses.
10. Tripathi, D. (Eds.) (2020), *Re-Imagining Border Studies in South Asia*, London: Taylor & Francis.

Semester – IV

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course No.: BDSS4C01 **Contact Hrs/Week:** 4 Hrs
Course Title: Military Geography **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs **Maximum Marks:** 100

Course Objectives:

This course aims to provide an in-depth understanding of the role of geography in military strategy and operations. It explores how terrain, physical landscapes, and geospatial technologies influence military planning and warfare. The course will also focus on battlefield analysis, urban warfare, and the impact of cultural and geopolitical factors on military operations.

Course Learning Outcomes (CLOs):

CLO:1- Understand the fundamental concepts and principles of military geography.

CLO:2- Analyze the impact of terrain and physical landscapes on military mobility and strategy.

CLO:3- Assess battlefield geography and its role in tactical and strategic military planning.

CLO:4- Evaluate the significance of urban and cultural geography in modern warfare.

CLO:5- Apply geospatial technologies like GIS, remote sensing, and GEOINT in military operations.

Course Contents	
Unit I:	**Introduction to Military Geography – Concepts and Principles**
	• Defining Military Geography: Scope and Significance • Historical Evolution of Military Geography • Key Concepts: Space, Place, Location, Scale, and Movement • The Relationship Between Geography and Military Strategy
Unit II:	**Terrain Analysis, Physical Landscapes, and Military Mobility**
	• Terrain Classification and Analysis; Landforms and Their Military Significance (Mountainous Terrain, Plains, Rivers, Coastal Terrain, etc.) • Obstacles and Barriers: Natural and Man-Made • Terrain Effects on Movement: Mobility, Cover, and Concealment • Maritime Chokepoints and Sea Lines of Communication (SLOCs) • Naval Operations and Maritime Strategy
Unit III:	**Tactical Geography and Battlefield Analysis**
	• Battlefield Geometry and Spatial Relationships • Analyzing the Area of Operations: Observation and Fields of Fire • Cover and Concealment in Tactical Maneuver • The Impact of Micro-Terrain on Combat • The Use of Maps and Overlays in Tactical Planning • Geographical Conventional Signs and Their Military Applications

Unit IV:	Urban and Cultural Geography – Military Implications
	• Urban Terrain and Its Unique Challenges •The Geography of Urban Warfare: Street Patterns, Buildings, and Infrastructure • Civilian Populations and Urban Conflict • Cultural Landscapes and Social Structures • The Impact of Culture on Military Operations • Study of Topographic Sheets and Military Conventional Signs
Unit V:	Practical
	• *Direction and Bearings:* Four-Figure and Six-Figure Grid References • *Strategic Map Exercises*: Given maps showing political boundaries, students analyze how borders and territorial disputes impact military strategies. For example, studying the strategic importance of choke points (e.g., Strait of Hormuz, Suez Canal). • *Security Threat Analysis:* Students simulate security threats (e.g., border invasions, insurgencies) and develop response plans based on geographical vulnerabilities.

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;
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Assessment methods
Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

Reference/Suggested Readings

1. Singh, R. L. (1993). *India: A regional geography*. National Geographical Society of India.
2. Krishan, G. & Nag, P. (1997). *Military geography: A study of space and war*. Concept Publishing Company.
3. Chaturvedi, S. (2002). *Geopolitics of South Asia: Post-colonial narratives*. Routledge India.
4. Mehta, R. (1981). *Indian military thought: Some interpretations*. Manohar Publishers.

5. Rai, R. B. (2004). *Strategic geography of the Indian Ocean*. Manak Publications.
6. Gautam, P. K. (2003). *Environmental security: Internal and external dimensions & response*. Institute for Defence Studies and Analyses (IDSA).
7. Bhat, V. (2013). *Geospatial intelligence and national security*. Pentagon Press.
8. Collins, J. M. (1998). *Military geography: For professionals and the public*. National Defense University Press.
9. O'Sullivan, P., & Miller, J. W. (1983). *The geography of warfare*. Routledge.
10. Woodward, R. (2024). *A research agenda for military geographies*. Edward Elgar Publishing.

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course Code: BDSS4C02   **Contact Hrs/Week:** 4 Hrs
Course Title: World Military History   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course aims to provide a comprehensive understanding of the evolution of military systems through key historical periods, starting with Ancient Greece, Ancient Rome, and the Medieval Empire, followed by the major global conflicts of World War I and II. It will explore the military organization, tactics, and strategic innovations that emerged in these eras, with a focus on significant battles and their outcomes. Through case studies of pivotal military campaigns such as the Peloponnesian War, the Roman-Cartridge conflict, the Napoleonic Wars, and the World Wars, students will gain insights into how these military systems shaped the course of history. By the end of this course, students will also critically analyze the military lessons from these wars and their relevance to contemporary military thought.

Course Learning Outcomes (CLOs):
 CLO:1- Narrate the evolution of warfare from early times and understand the military organization and strategies of ancient Greece.
 CLO:2- Analyze key military organizations and strategies and assess the impact of major battles and wars.
 CLO:3- Evaluate the military innovations and tactics employed during the medieval empire period.
 CLO:4- Evaluate the role of key military leaders and draw parallels between historical and modern military strategies while examining the causes, strategies, and military lessons of World War II, including Blitzkrieg tactics and the strategic use of air and naval power.
 CLO:5- Assess the military strategies and technological advancements during World War I, including trench warfare, the use of chemical weapons, and the role of naval and air power.

Course Contents	
Unit I:	**Military system in Ancient Greece**
	• Greek Military Organization • Peloponnesian war • Greeco-Persian War (Battle of Marathon, Thermopylae and Salamis) • Rise of Alexander's Empire (Battle of Isus, Arbela)
Unit II:	**Military System in Ancient Rome**
	• Roman Military organization • Rome- Carthage Conflict (Battle of Canne, Zama) • Julius Caesar's Military Campaigns
Unit III:	**Military System in Medieval Empire**
	• Military Reforms of Gustavus Adolphus • French Revolution – Causes and Consequences • Napoleon's art of war (Battle of Austerlitz and Waterloo) • Mongol invasion and conquests under Genghis Khan

Unit IV:	World War I
	• Causes• Trench and Static Warfare, Use of Gas • Role of Naval and Air Power • Military lessons
Unit V:	World War II
	• Causes • Blitzkrieg Tactics • Role of Air Power and Naval Power • Military Lessons

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Anderson, E. F. (2024). *Gustavus Adolphus: Military reforms and strategies*. University of Chicago Press.
2. Chaudhuri, K. (2019). *The Military System of Ancient Greece and Rome: Warfare in Classical Antiquity*. New Delhi: Sage Publications.
3. Davis, S. R. (2007). *Hannibal and Rome: The Second Punic War*. Harvard University Press.
4. Johnson, M. L. (2005). *The Peloponnesian War: A comprehensive analysis*. Cambridge University Press.
5. Miller, C. J. (2018). *Caesar's legions: The campaigns of Julius Caesar*. Princeton University Press.
6. Nguyen, T. V. (2019). *Genghis Khan: The Mongol conquests*. Cambridge University Press.
7. Patel, N. S. (2017). *The Role of Indian Soldiers in World War I: From Trenches to Combat*. Oxford University Press India.
8. Raghavan, V. (2017). *The World Wars: Military Strategies and the Lessons of History*. New Delhi: HarperCollins.
9. Taylor, P. H. (2024). *Alexander the Great: Campaigns and conquests*. Palgrave Macmillan.
10. Williams, R. T. (2024). *Battles of the ancient world: Marathon, Thermopylae, and Salamis*. Routledge.

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
Central University of Jammu

Course No.: BDSS4C03   **Contact Hrs/Week:** 4 Hrs
Course Title: Contemporary Wars   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course explores the concept of Continental and limited wars, analyzing their causes, conduct, and consequences within the framework of international security. It examines the nature and scope of conflicts, focusing on key historical case studies such as the Korean War, Vietnam War, Arab-Israeli Wars, and the Iran-Iraq War. It provides an in-depth analysis of conflicts in South and Southeast Asia, West Asia, Europe, Africa, and the Americas, highlighting the role of major powers, insurgencies, and international interventions. The course also explores the geopolitical, social, and humanitarian impacts of these wars, The course highlights the role of military strategy, air power, and international organizations like the UN in shaping conflict outcomes. Students will gain insights into the geopolitical and strategic implications of wars and the lessons learned from each case. By the end of the course, students will develop a critical understanding of the evolving nature of warfare in global security dynamics.

Course Learning Outcomes (CLOs):
  CLO:1- Examine the causes, strategies, and consequences of wars in South and Southeast Asia, including the role of insurgencies and foreign interventions.
  CLO:2- Analyze conflicts in West Asia, particularly their impact on regional stability, terrorism, and global security.
  CLO:3- Understand the geopolitical and military dimensions of wars in Europe, including ethnic tensions and international responses.
  CLO:4- Evaluate the causes and consequences of African conflicts, including foreign interventions and humanitarian challenges.
  CLO:5- Assess key conflicts in the Americas, studying their strategic, geopolitical, and post-war implications.

Course Contents	
Unit I:	**Wars in South and Southeast Asia**
	• The Korean and Vietnam war causes, Role of the UNO and lessons learned.
	• The Sino-Vietnam War (1979): Causes, military strategies, and consequences
	• Sri Lankan Civil War: Rise and fall of the LTTE, ethnic conflict, and post-war reconciliation
	• U.S. Invasion of Afghanistan: Causes, Taliban insurgency, U.S. withdrawal, and Taliban resurgence (2021)
Unit II:	**Wars in West Asia**
	• The Iran – Iraq War causes, operation and lessons.
	• Gulf war I and II causes, Operation and Role of UN
	• U.S. Invasion of Iraq (2003): Causes, strategic implications, and the rise of ISIS

	• The Arab-Israel wars, and Israel-Hamas Conflict (2022): Origins, military strategies, and geopolitical effects • The Rise of ISIS: Its impact on Syria and Iraq, counterterrorism measures, and regional security
Unit III:	**European Conflicts**
	• Serbian War: Ethnic conflicts, NATO intervention, and post-war stability • Chechen Wars: Origins, insurgency tactics, and Russian countermeasures • Russian Invasion of Ukraine: Causes, military strategies, and potential geopolitical outcomes
Unit IV:	**African Wars**
	• Rwandan Civil War: Ethnic tensions, genocide, and international response • Ethiopian Invasion of Somalia: Strategic objectives, insurgency, and regional impact • Libyan Civil War: Causes, foreign interventions, and ongoing instability
Unit V:	**Wars in the Americas**
	• Falklands War (1982): British-Argentine conflict, military operations, and geopolitical impact • U.S. Invasion of Panama (1989): Causes, military strategy, and outcomes

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Beckett, I. (2001). *Modern Insurgencies and Counter-Insurgencies: Guerrillas and Their Opponents Since 1750*. Routledge.
2. Boot, M. (2018). *The Road Not Taken: Edward Lansdale and the American Tragedy in Vietnam*. Liveright.
3. Collins, J. (2010). *Military Strategy: Principles, Practices, and Historical Perspectives*. Potomac Books.
4. Cordesman, A. H. (2003). *The Iraq War: Strategy, Tactics, and Military Lessons*. CSIS Press.

5. Freedman, L. (2017). *The Future of War: A History*. PublicAffairs.
6. Gray, C. S. (2012). *War, Peace and International Relations: An Introduction to Strategic History*. Routledge.
7. Hastings, M. (2015). *The Secret War: Spies, Ciphers, and Guerrillas 1939–1945*. Harper.
8. Kaldor, M. (2012). *New and Old Wars: Organized Violence in a Global Era*. Polity Press.
9. Kilcullen, D. (2015). *Out of the Mountains: The Coming Age of the Urban Guerrilla*. Oxford University Press
10. Westad, O. A. (2007). *The Global Cold War: Third World Interventions and the Making of Our Times*. Cambridge University Press.
11. Cumings, B. (2011). *The Korean War: A History*. Modern Library.
12. Cordesman, A. H. (1994). *The Iran-Iraq War and Western Security 1984-87: Strategic Implications and Policy Options*. Routledge.

4 Years UG Course Syllabus, W.e.f. 2025-26
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Central University of Jammu

Course No.: BDSS4E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Transformation of Warfare   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course aims to provide students with a comprehensive understanding of the evolution and transformation of warfare from historical times to the contemporary era. It examines the causes and principles of war, the nature of 20th-century conflicts, and the rise of unconventional and technologically advanced forms of warfare. The course also explores the Revolution in Military Affairs (RMA), hybrid and cyber warfare, and resource-based conflicts. Case studies focusing on India-Pakistan and India-China conflicts offer practical insights into regional security dynamics.

Course Learning Outcomes: After completing this course, the student shall be able to:
 CLO:1- Explain the historical evolution, causes, and principles of warfare.

 CLO:2- Distinguish between different types of 20th-century warfare, including guerrilla and low-intensity conflicts.
 CLO:3- Analyze the concept and implications of the Revolution in Military Affairs, including the use of advanced technologies.
 CLO:4- Evaluate the characteristics and impact of new forms of warfare such as hybrid, cyber, and resource-based conflicts.
 CLO:5- Assess contemporary case studies of India-Pakistan and India-China conflicts in the context of regional and global security.

Course Contents	
Unit I:	**Evolution of Warfare**
	• Concept and Meaning of War - historical development • Causes of War • Principles of War and their importance
Unit II:	**20th Century Warfare**
	• Guerrilla Warfare: Concept, Origin & fighting Techniques • Low Intensity Conflict (LIC): Meaning and Objectives • Total, Limited & Modern War - Nature, concept and features
Unit III:	**Revolution in Military Affairs**
	• Revolution in Military Affairs – background • Components of RMA, Network War and RMA • Role of Drone/Satellite/ UAV
Unit IV:	**New Forms of Warfare**
	• Hybrid War/Fourth Generation Warfare • Information and Cyber Warfare • Conflicts of Environment, War over Water, Energy and Resources

Unit V:	Case Studies
	• Conflicts: India-Pakistan and India-China

Teaching - learning process

· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods

· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Baylis, J., Wirtz, J. J., & Gray, C. S. (2018). *Strategy in the Contemporary World: An Introduction to Strategic Studies* (6th ed.). Oxford University Press.
2. Boot, M. (2006). *War Made New: Technology, Warfare, and the Course of History 1500 to Today*. Gotham Books.
3. Chatterjee, A. (2012). *Modern Warfare: An Overview*. New Delhi: Kalpaz Publications.
4. Freedman, L. (2013). *Strategy: A History*. Oxford University Press.
5. Hammes, T. X. (2006). *The Sling and the Stone: On War in the 21st Century*. Zenith Press.
6. Kanwal, G. (2018). *The New Arthashastra: A Security Strategy for India*. New Delhi: HarperCollins India.
7. Prabhakar, W. L. (2014). *Essays on Modern Warfare and National Security*. Anamika Publishers.
8. Rana, M. S. (2006). *National Security and Strategic Studies*. Jaipur: Pointer Publishers.
9. Singh, J. (2013). *India's Security in a Turbulent World*. Knowledge World Publishers.
10. Toffler, A. & Toffler, H. (1993). *War and Anti-War: Survival at the Dawn of the 21st Century*. Boston: Little, Brown and Company.

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Course Code: BDSS4I01   **Contact Hrs. /Week:** 2 Hrs
Course Title: Summer Internship   **Credit:** 02
Duration of Examination: **Marks:** 50

SUMMER INTERNSHIP

Multi-Disciplinary Courses

4 Years UG Course Syllabus, W.e.f. 2025-26
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Course Code: BDSS1O01   **Contact Hrs/Week:** 4 Hrs
Course Title: National Security of India   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course provides a comprehensive understanding of India's national security framework, addressing both internal and external threats. It explores the conceptual foundations of national security, including the role of the state, military, and other institutions in safeguarding sovereignty. The course critically examines traditional and non-traditional security threats, including regional conflicts, insurgency, terrorism, and economic challenges. Additionally, it assesses India's strategic posture in the evolving global security landscape, with a focus on policy formulation and security doctrines. The course aims to equip students with analytical tools to evaluate contemporary security challenges and develop policy-oriented solutions.

Course Learning Outcomes (CLOs):

CLO:1- Understand the fundamental concepts of nation, state, and national security, along with key security structures.
CLO:2- Analyze the spectrum of security threats and instruments of national security.

CLO:3- Evaluate the process of threat perception, analysis, and policy formulation.

CLO:4- Examine internal security threats, including insurgency, communal disharmony, and terrorism.
CLO:5- Assess external security challenges, particularly India's strategic concerns with Pakistan, China, and the Indian Ocean region.

Course Contents	
Unit I:	**Introduction**
	• Concepts of Nation, State and Nation–State • Origin, concept and objectives of National Security • Definition of Threats & Challenges • Security Structure & Spectrum
Unit II:	**Spectrum of Threats**
	• National Security Paradigm – Tangibles/Intangibles • Instruments of National Security • Comprehensive National Power • Military power and its components
Unit III:	**Evaluation of Threat Assessment**
	• Threat Perception • Threat Analysis and Policy Formulation • Components and formulation of Security • Defence Policies and their linkages

Unit IV:	Internal Security Threats
	• Poverty and Communal Disharmony • Regionalism • Insurgency in North East • Left Wing Extremism- Naxalism • Terrorism
Unit V:	External Security Threats
	• Pakistan – J&K, Siachen, Sir Creek, Cross border terrorism • China - Boundary dispute, Mutual Rivalry for Regional and Global Dominance • Indian Ocean - Strategic significance India's interests, Power rivalry (militarization)

Teaching - learning process
·   review and questions & answer based tutorials
·   the use of prescribed available textbooks and e-learning resources and other self-study materials;
·   individual or team-based open-ended project work;
·   interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
·   time-constrained examinations; closed-book and open-book tests;
·   assignments/report writing;
·   team project reports;
·   oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Bajpai, K., Basit, S., & Krishnappa, V. (Eds.). (2013). *India's Grand Strategy: History, Theory, Cases*. Routledge.
2. Chellaney, B. (2018). *Asian Juggernaut: The Rise of China, India, and Japan*. HarperCollins India.
3. Cohen, S. P. (2018). *The Indian Army: Its Contribution to the Development of a Nation*. Oxford University Press.
4. Dutta, S. (2012). *India's National Security: Annual Review 2011-12*. Routledge.
5. Gautam, P. K. (2013). *National Security: A Primer*. Institute for Defence Studies and Analyses.
6. Karnad, B. (2018). *Staggering Forward: Narendra Modi and India's Global Ambition*. Penguin Random House India.
7. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford University Press.
8. Pant, H. V. (2019). *India's National Security: A Reader*. Oxford University Press.
9. Sahni, A. (2010). *Counterterrorism: A Police Perspective*. Sage Publications.
10. Singh, J. (1998). *Defending India*. St. Martin's Press.

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Course No.: BDSS1O02   **Contact Hrs/Week:** 4 Hrs
Course Title: Geo Politics and Military Geography   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective (s):

To provide a frame work of knowledge relating to the concepts of Geography that connected with military and to make the students understand the application, factors of military role in geography.

Course Learning Outcomes (CLO) - After undergoing this course, a student will be in a position to –

CLO:1- Understand the fundamental concepts and significance of geopolitics and military geography, including key physical and human elements influencing military operations.
CLO:2- the contributions of notable thinkers like Ratzel, Mahan, Mackinder, Haushofer, and Spykman.
CLO:3- Analyze the impact of geographical factors such as boundaries, communication routes, and population on inter-state relations and strategic considerations.
CLO:4- Evaluate India's geopolitical and geostrategic position focusing on its land and maritime borders, resources, and role in the Indian Ocean region.
CLO:5- Apply modern tools for spatial analysis and strategic military planning in contemporary contexts.

Course Contents	
Unit – I	**Introduction**
	• Concept, Meaning, Scope and Importance of Geo-politics • Meaning, Nature and Scope of Military Geography • Elements of Military Geography – Earth, size, shape, location, climate, topography and population
Unit – II	**Evolution of Military Geography**
	• History and Development • Thinking on Military Geography - F. Ratzal, A.T. Mahan • Sir. Halfred Mackinder, Karl Haushofer, N.J. Spykman.
Unit – III	**Inter-State relations and Geographical Factors**
	• Frontiers and Boundaries - Meanings and Differences, Types, Boundary Making and Functions. • Communication Routes- Land, Sea and Aerial- Strategic scope. • Population and Power.

Unit - IV	Geography and Foreign Policy of India
	• India's Geo-strategic significance - location, size, shape, Climate, topography, and Resources • India's Border: Nature and Characteristics of land borders; Maritime Boundary • Indian Ocean Territory and Strategic Significance.
Unit - V	Applied Military Geography
	• Basic of Global Positioning System (GPS) • Global Information System (GIS) and spatial analysis • Remote Sensing and satellite surveillance

Teaching Learning Process:
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- lectures delivered by eminent experts from different institutions on topic of interestrelated to course
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self-assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.*A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings:
1. Bateman, M., & Riley, R. (Eds.). (2015). *The geography of defence*. Routledge.
2. Black, J. (1996). *Cambridge illustrated atlas: Warfare, Renaissance to Revolution, 1492–1792*. Cambridge University Press.
3. Chakraborty, B. (2016). *Geopolitics: Emerging trends in the 21st century*. Sage Publications India.
4. Chakravorty, S. (2010). *India's borders: Dynamics of peace and conflict*. Lancer Publishers.
5. Chandler, D. G. (1996). *Atlas of military strategy: The art, theory and practice of war, 1618–1878*. Arms and Armour.
6. Chandler, D. G. (n.d.). *The atlas of military strategy: The art, theory and practice of war*. London: [Publisher not specified].
7. Chaturvedi, S. (1996). *The polar regions and the development of international law*. Oxford University Press.
8. Das, S. T. (1985). *Geo-strategies*. Kitab Mahal.
9. Dodds, K. J. (2014). *Global geopolitics: A critical introduction*. Routledge.
10. Galgano, F., & Palka, E. J. (Eds.). (2012). *Modern military geography*. Routledge.

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Course Code: BDSS1O03   **Contact Hrs/Week:** 4 Hrs
Course Title: Contemporary Strategic Environment   **Credit:** 04 (L-3, T-1, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
The course aims to equip learners with a critical understanding of the current global conflicts and the underlying issues that have given rise to them. By exploring the causes and consequences, the course will enable learners to develop a nuanced perspective on some of the most pressing conflicts in the modern world.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Analyze the history and evolution of the Korean Peninsula conflict and identify the contemporary trends associated with this.

CLO:2- Evaluate the Israel-Palestine conflict through the intersection of history, religion, and ideology and identify and understand its dynamics from 1948 onwards.

CLO:3- Asses Islamic fundamentalism in Afghanistan, Iraq and Syria in the regional context and evaluate its relationship with global security.

CLO:4- Examine China's Revisionism in South East Asia and South Asia.

CLO:5- Contextualize the Russia-Ukraine conflict through history, ideology and geopolitics.

Course Contents	
Unit I:	**Korean Conflicts**
	• Korean Peninsula Conflict: History and Evolution
	• Nuclearization of Korean Peninsula
	• Contemporary Trends: Regional and Global Geopolitics
Unit II:	**Israel-Palestine Conflict**
	• Israel-Palestine conflict: History, Religion and Ideology
	• 1948 to Present: Conflict and Peace Processes
	• Post-October 2023 trends
Unit III:	**Conflicts in Afghanistan, Iraq and Syria**
	• Islamic fundamentalism in Afghanistan
	• ISIS in Iraq and Syria
	• From Regional to Transnational: Al Qaeda and ISIS and threat to International Security
Unit IV:	**China's Revisionism**
	• Uyghur Crisis
	• China and South China Sea Dispute

	• Cartographical Aggression and Territorial Conflict with India. • China Debt Trap's Diplomacy in South Asia
Unit V:	**Russia-Ukraine Conflict**
	• Causes of Conflict: History, Ideology, Geopolitics • Militarization and Stalemate • Renewal of East-West Tensions

Teaching - Learning process
- The use of prescribed available textbooks, e-learning resources, and other self-study materials;
- Discussion-based tutorials to clarify concepts and ideas;
- Individual or team-based open-ended based learning;
- Lectures delivered by eminent experts from different institutions on topics of interest related to the course.
- Interaction with eminent experts from different fields, including academia, defence personnel and researchers.

Assessment methods
- Time-constrained examinations;
- Closed-book and open-book tests;
- Written assignments;
- Oral tests and presentations, including seminar presentations;
- Peer and self-assessment

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bhatt. P. (2024), *Nine Dash Line: Deciphering the South China Sea Conundrum*, Routledge: USA.
2. Filipec, O. (2020), *The Islamic State- From Terrorism to Totalitarian Insurgency,* Routledge: New York.
3. Hodes, C. and Sedra, M. (2013), *The Search for Security in Post-Taliban Afghanistan,* Routledge: New York.
4. Joshi, M (2022), *Understanding the India-China Border: The Enduring Threat of War in the High Himalayas,* HarperCollins: India.
5. Kumaraswamy, P. R. (2009), *The A to Z of the Arab-Israeli Conflict*, Scarecrow Press.
6. Maxwell, J. P. (2019), *The Korean War: The Fight Across the 38th Parallel*, Amber Books Limited: London.

7. Panda, J. P. et.al. (2022), *The Future of Korean Peninsula: Korea 2032 and Beyond*, Routledge: New York.
8. Plokhy, S. (2023), *The Russo-Ukrainian War: The Return of History*, New York: W.W. Norton & Company.
9. Rashid, A. (2022), *Taliban: The Power of Militant Islam in Afghanistan and Beyond,* New Haven, CT: Yale University Press.
10. Whitlock, C. (2021), *The Afghanistan Papers – A Secret History of the War,* Simon & Schuster: New York.

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Course No.: BDSS1O04   **Contact Hrs/Week:** 4 Hrs
Course Title: Introduction to International Law   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective (s):

This course aims to provide students with a comprehensive understanding of International Law, its principles, and its application in various areas. It covers the foundational concepts, sources, and evolution of International Law, alongside the functions of international organizations like the UN and ICJ. Students will explore key areas such as International Human Rights Law, International Humanitarian Law, and the Geneva Conventions. The course also examines emerging issues in International Cyber Law, including the Tallinn Manual and Budapest Convention, and India's role in global cyber governance. Finally, it addresses the International Law of the Sea, focusing on UNCLOS and maritime dispute resolution.

Course Learning Outcomes (CLOs):

After the completion of this course, the students will be able to:

CLO:1- explain the definition, nature, principles, functions, sources and evolution of international.

CLO:2- describe the functions, structures, and jurisdiction of international organizations like the United Nations and the International Court of Justice, including case studies like the Kulbhushan Yadhav case.

CLO:3- analyze the evolution and enforcement of international human rights law including the Geneva Conventions and responses to atrocities such as genocide.

CLO:4- assess international cyber law instruments such as the Tallinn Manual and Budapest Convention, and assess India's legal engagement in international cyber security efforts.

CLO:5- Analyze UNCLOS, India's maritime role, dispute resolution mechanisms like ITLOS, and the impact of emerging technologies in maritime legal framework.

Course Contents	
Unit – I	**Introduction of International Law**
	• Definition and Nature and International Law • Functions of International Law • Sources and Evolution of International Law • Principles and Subjects of International Law
Unit - II	**Law of International Organizations**
	• UN Charter Blueprint: Prohibition of Threat or Use of Force • Privileges and Immunities under International law (e.g., Convention on the Privileges and Immunities of the United Nations) • International Court of Justice: jurisdiction, structure and function • India's engagement in the ICJ with Kulbhushan Jadhav case (2016)

Unit - III	International Human Rights Law and International Humanitarian Law
	• Defining, Protecting and Challenging Human Rights • The Holocaust and the Genocide Convention • Concept, Theories, and Fundamental Principles of IHL • The Four Geneva Conventions and its Additional Protocols
Unit - IV	International Cyber Law
	• Tallinn Manual on the International Law Applicable to Cyber Warfare • Budapest Convention on Cybercrime • The role of INTERPOL, EUROPOL, and UN resolution • India's cyber-Law framework and India's role in international cyber law
Unit - V	International Law of the Sea
	• The UN law of the Sea Convention (UNCLOS): Past, Present & Future • India's Role in UNCLOS • Dispute Settlement in the Law of the Sea & the Role of ITLOS • Emerging Technologies in the Law of the Sea

Teaching - Learning process
Teaching methods guided by such a framework may include:
- Individual or team-based open-ended based learning
- Use of prescribed textbooks, e-learning resources, and other self-study materials;
- Classroom discussions to clarify concepts and ideas
- Develop critical thinking by analysing various concepts and issues related to civil-military relations in modern societies
- Interaction with eminent experts from different fields, including academia, defence personnel, and researchers

Assessment methods:
- time-constrained examinations;
- problem-based assignments;
- observation of individual project reports;
- team project, oral presentations, including seminar presentations;
- Self- assessment etc. and any other pedagogic approaches as per the context.

Attendance Requirements:
Students are expected to attend all lectures in order to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in the examination.

Reference/Suggested Readings:
1. Anand, R. P. (1983). *Origin and development of the law of the sea*. Vikas Publishing House.
2. Anand, R. P. (1987). *International law and developing countries: Confrontation or cooperation?* Banyan Publications.
3. Anand, R. P. (2008). *New states and international law*. Vikas Publishing House.
4. Boyle, A. E. (1997). Dispute settlement and the law of the sea convention: Problems of fragmentation and jurisdiction. *International and Comparative Law Quarterly, 46*, 37–54.

5. Brownlie, I. (2008). The relation of municipal and international law. In *Principles of public international law* (7th ed., pp. 31–54). Oxford University Press.
6. Churchill, R. R., & Lowe, A. V. (1983). *The law of the sea*. Manchester University Press.
7. Council of Europe. (2001). *Budapest Convention on Cybercrime*.
8. Desai, B. H. (2020). On the elimination of female genital mutilation: Making international human rights law work. *Indian Journal of International Law, 60*(3–4), 195–229.
9. Desai, B. H. (2022). *Factoring in international law: Taking it seriously*. A note for the Standing Committee on External Affairs, Parliament of India, Lok Sabha Secretariat.
10. Desai, B. H. (2023). *The era of a planetary crisis: Making international law work*. Prof. R. P. Anand Memorial Lecture, JGU.

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Course Code: BDSS2O01   **Contact Hrs/Week:** 4 Hrs
Course Title: Art of Warfare in India (Upto 1847)   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
The course aims to provide students with a comprehensive understanding of the evolution of military systems in India, from ancient times to the early modern period. It aims to explore the military organization, strategies, and tactics employed by different Indian empires and kingdoms, analyzing the impact of these systems on the course of Indian history. The course will cover key historical battles, such as the Battle of Hydaspes, the Battle of Panipat, and the First War of Independence, offering a detailed examination of military tactics and strategies used in each. Students will also learn about the rise and military systems of major Indian dynasties, including the Mauryas, Guptas, Cholas, Mughals, and Marathas, with a special focus on the military innovations, intelligence systems, and naval capabilities of these empires. Through this course, students will gain an in-depth understanding of the role of warfare in shaping the political, social, and economic structures of ancient and medieval India.

Course Learning Outcomes (CLOs):

CLO:1- Identify and explain the military systems during the Vedic, Puranic, and Epic ages, and assess their significance in shaping warfare in ancient India.
CLO:2- Examine Key historical battles and their military tactics and explore the rise of empires like the Mauryan, Gupta, and Harsha's dynasty, and assess their military organization, strategies, and innovations.
CLO:3- Examine the military strategies and systems employed by South Indian dynasties such as the Pallavas, Cholas, and Vijayanagar Empire, and their role in regional power dynamics.
CLO:4- Investigate the rise of the Maratha military system under Chhatrapati Shivaji, their guerilla warfare tactics, and the development of Sikh military systems under Maharaja Ranjit Singh.
CLO:5- Assess the Impact of European Influence on Indian Warfare.

Course Contents	
Unit I:	**Warfare in Ancient India**
	• Military system in Vedic, Puranic and Epic Ages • Battle of Hydaspes 326 BC • Rise of Mauryan empire and its military system • Military Organisation of India under Guptas and Harsh Vardhana
Unit II:	**Warfare in Medieval India**
	• Battle of Rawar • Battle of Somnath • Battle of Terrain I and Terrain II • Battle of Panipat I and II, Mughal Military system • Ahom Kingdom and battle of Saraighat 1671

Unit III:	**Military System of South Indian Kingdoms**
	• Rise of Pallavas and their military system • Chola imperial power, navy and intelligence military system • Vijayanagar empire and military system
Unit IV:	**Revival of Hindu Monarchy and Sikh Military System**
	• Maratha Military System under Chhatrapati Shivaji and Guerilla warfare • Third Battle of Panipat • Maharaja Ranjit Singh and Sikh Military system, Battle of Sobraon 1846 AD • Dogra kingdom and General Zorwar Singh
Unit V:	**Coming of the Europeans**
	• British Conquest of Bengal and Battle of Assaye • Anglo -Mysore wars • Anglo -Maratha war, Rise of presidency armies • First war of Independence 1857 (Causes and Consequences)

Teaching - learning process

- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Chakravarti, P. (2016). *Ancient Indian Warfare: Systems, Tactics, and Strategy.* New Delhi: Bharatiya Vidya Bhavan.
2. Bhatia, S. (2012). *The Mauryan Military System and its Impact.* New Delhi: Pentagon Press.
3. Sundaram, S. (2015). *The Military System of the Guptas and Harshavardhana.* New Delhi: Vikas Publishing.
4. Prasad, R. (2017). *War and Strategy in South India: From Pallavas to Vijayanagar.* New Delhi: Pustak Mahal.
5. Sharma, R. (2020). *The Maratha Military System and Guerilla Warfare.* New Delhi: Random House India.

6. Stone, J. (2019). *The Military History of India: From Ancient to Modern Times.* London: Routledge.
7. Malleson, G. B. (2013). *The History of the First War of Indian Independence, 1857.* New York: Cambridge University Press.
8. Alam, M., & Subrahmanyam, S. (2002). *The Mughal Military System and the Battle of Panipat.* London: Oxford University Press.
9. Berg, M. D. (2015). *War and Power in the Early Modern World: A Study of the Marathas, Sikhs, and Mughals.* New York: Palgrave Macmillan.
10. Jones, M. (2021). *The Anglo-Mysore Wars and Their Impact on Indian Military History.* London: Cambridge University Press.

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Course No.: BDSS2O02   **Contact Hrs/Week:** 4 Hrs
Course Title: Cyber Security   **Credit:** 04 (**L-4, T-0, P-0**)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives
To equip students with a comprehensive understanding of cyber technologies, cybercrimes, their impact on national security, detection and prevention methodologies, and relevant cyber laws, with a focus on their implications for defence and strategic studies.

Course Learning Outcomes (CLOs)

CLO:1- Understand the role of cyber technologies in modern defence systems.

CLO:2- Identify and classify different types of cybercrimes.

CLO:3- Analyse the strategic and economic consequences of cybercrimes.

CLO:4- Develop skills to identify and mitigate cyber risks in defence systems.

CLO:5- Understand the legal and regulatory frameworks for cyberspace.

Course Content	
Unit - I	**Introduction to Cyber Technologies**
	• Overview of Information Systems: Components, architecture, and role in defence operations. • Networks: LAN, WAN, and their strategic importance in military communications. • Military Sensors: Types, functions, and integration with cyber systems for situational awareness.
Unit - II	**Types of Cyber Crime**
	• Hacking: Techniques, motives, and impact on defence infrastructure. • Password Cracking: Methods and vulnerabilities in secure systems. • Insecure Network Connections and Theft of Telecommunication Services: Risks to military and civilian networks.
Unit - III	**Impact of Cyber Crime on National Security**
	• Impact on Armed Forces and Law Enforcement Agencies' Information Systems: Data breaches, espionage, and operational disruptions. • Impact on National Economy/Market: Economic losses, intellectual property theft, and market destabilization. • Impact on Citizen Security: Privacy violations, identity theft, and public trust erosion.

Unit - IV	**Detection and Prevention Methodologies**
	• Risk Identification: Threat assessment and vulnerability analysis in defence systems. • Levels of Protection: Firewalls, encryption, and intrusion detection systems. • Cyber Defensive Measures: Incident response, threat mitigation, and resilience strategies.
Unit-V	**Cyber Laws and Policy Frameworks**
	• Post-conflict reconstruction: Disarmament, demobilization, reintegration (DDR), state-building. • Ethical dilemmas: Justice vs. peace, amnesty vs. accountability. • Emerging issues: Cyber conflicts, climate-induced conflicts, hybrid warfare. • Future trends: Technology, AI in conflict analysis.

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Beidleman, Scott W. (2009) *Defining and Deterring Cyber War*, Master's thesis, U.S. Army War College.
2. Borum, Randy, and Ronald Sanders, (2015) *Cyber Intelligence: Preparing Today: for Tomorrow's Threats*, Intelligence and National Security Alliance.
3. Godbole Nina, (2011) *Cyber Security*, Wiley India, New Delhi.
4. Godbole Nina, (2017) *Information Systems Security: Security Management, Metrics, Frameworks and Best Practices*, Wiley India, New Delhi.
5. Kim Andreasson, (ed.), (2012) *Cyber Security – Public Sector threats and responses*, CRC Press, Boca Raton, FL.
6. Lin V Choi (ed.), (2005) *Cyber Security and Homeland Security*, Nova Publishers, New York.
7. Shoemaker, Dan and Conklin, Arthur (2011) *Cyber Security – The Essential body of Knowledge*, Cengage Learning.

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Department of Defence and Strategic Studies
Central University of Jammu

Course No.: BDSS2O03   **Contact Hrs/Week:** 4 Hrs
Course Title: Introduction to Diplomacy and Negotiation Skills   **Credit:** 04 (L-4,T-0,P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:

This course introduces students to the fundamentals of diplomacy and its critical role in international relations. It aims to build an understanding of negotiation strategies in both bilateral and multilateral settings, while enhancing practical skills through simulations and case studies. The course also examines India's diplomatic history and current global practices, enabling students to apply diplomatic and negotiation frameworks to real-world defence and security scenarios.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO:1- understand the theories, concepts, and tools of diplomacy and negotiation.

CLO:2- analyze real-world examples of diplomatic practices and negotiation outcomes.

CLO:3- develop effective communication, persuasion, and conflict-resolution skills.

CLO:4- apply learned skills through simulations and problem-solving exercises in international contexts

CLO:5- Compare classical and modern diplomacy with examples from international security contexts.

Course Content	
Unit – I	**Fundamentals of Diplomacy**
	• Definition, origin, and evolution of diplomacy. • Types of diplomacy: Bilateral, multilateral, summit diplomacy, public diplomacy. • Key concepts: National interest, sovereignty, diplomatic immunity, protocol. • Tools of diplomacy: Treaties, alliances, sanctions, and mediation.
Unit - II	**Theoretical Foundations of Diplomacy**
	• Classical theories of diplomacy: Realism, Liberalism, Constructivism. • Hard power vs. soft power in diplomacy. • The role of non-state actors in modern diplomacy. • Contemporary trends: Track I, Track II, and Track III diplomacy.
Unit - III	**Introduction to Negotiation**
	• Definition and importance of negotiation in conflict resolution. • Principles of negotiation: Preparation, positioning, bargaining, and closure. • Types of negotiation: Competitive, collaborative, integrative. • Key negotiation strategies: BATNA (Best Alternative to a Negotiated Agreement), ZOPA (Zone of Possible Agreement). • Case Studies/Group Assignments.

Unit - IV	Diplomatic Communication Skills
	• Effective Communication: Clarity, tone, and cross-cultural sensitivity. • Building trust and rapport during negotiations. • Persuasion and influencing techniques in diplomacy. • Crisis communication and managing difficult conversations. • Case Studies/ Group Assignments.
Unit-V	Contemporary Challenges in Diplomacy and Negotiation
	• Digital diplomacy: Social media and cyber negotiations. • Economic diplomacy: Trade wars and sanctions. • Environmental diplomacy: Climate agreements and resource disputes. • Non-state actors in diplomacy: Terrorist groups, corporations, and civil society. • Case Studies/Group Assignments.

Teaching - learning process
Teaching methods guided by such a framework may include:
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- lectures delivered by eminent experts from different institutions on topic of interestrelated to course
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.*A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings
1. Abiew, F. K. (1999). *The Evolution of the Doctrine and Practice of Humanitarian Intervention*. Martinus Nijhoff Publishers.
2. Barston, R. P. (2019). *Modern Diplomacy* (5th ed.). Routledge.
3. Berridge, G. R. (2015). *Diplomacy: Theory and Practice* (5th ed.). Palgrave Macmillan.
4. Cohen, R. (2013). *Negotiating Across Cultures: International Communication in an Interdependent World* (2nd ed.). United States Institute of Peace Press.
5. Crocker, C. A., Hampson, F. O., & Aall, P. R. (eds.). (2004). *Turbulent Peace: The Challenges of Managing International Conflict*. United States Institute of Peace Press.

6. Faure, G. O., & Rubin, J. Z. (eds.). (1993). *Culture and Negotiation: The Resolution of Water Disputes*. Sage Publications.
7. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement without Giving In* (3rd ed.). Penguin Books.
8. Gulliver, P. H. (1979). *Disputes and negotiations: A Cross-Cultural Perspective*. Academic Press.
9. Hopmann, P. T. (1996). *The Negotiation Process and the Resolution of International Conflicts*. University of South Carolina Press.
10. Kissinger, H. (1994). *Diplomacy*. Simon & Schuster.

4 Years UG Course Syllabus, W.e.f. 2025-26
Department of Defence and Strategic Studies
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Course No.: BDSS2O04   **Contact Hrs/Week:** 4 Hrs
Course Title: International Terrorism   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course provides a comprehensive understanding of international terrorism, its origins, classifications, and impact on global security. It explores the historical evolution of terrorism, the various types and causes of terrorist activities, and the financial mechanisms that sustain terrorist organizations. The course also examines the responses of major global powers and international organizations, such as the United Nations, in countering terrorism. Furthermore, through case studies of major terrorist incidents across different regions, students will gain insights into the complexities of terrorism and the strategies employed to combat it.

Course Learning Outcomes (CLOs):
 CLO:1- Define and analyze the historical evolution, nature, and tactics of terrorism.

 CLO:2- Classify different types of terrorism, understand their causes, and assess their threat
levels.
 CLO:3- Examine the financial mechanisms supporting terrorism and the role of state sponsorship in terrorist activities.
 CLO:4- Evaluate global responses to terrorism, including counterterrorism strategies adopted by major powers and international organizations.
 CLO:5- Analyze case studies of major terrorist incidents to understand their motivations, impacts, and countermeasures.

Course Contents	
Unit I:	**Introduction**
	• Definition and meaning of Terrorism • History of Terrorism • Nature and tactics of terrorism
Unit II:	**Classification of Terrorism**
	• Causes of terrorism • Types of terrorism • levels of terrorism
Unit III:	**Terror Financing & Impact**
	• Terrorism sources • terror financing • state sponsored • impact of terrorism on economy
Unit IV:	**Global Perspective of Terrorism**

	• War against terrorism- Responses of major powers • Terrorism and united nation organizations (terrorism and other global organizations)
Unit V:	**Case Studies**
	• Palestinian issue • Irish issue • Sri Lanka- LTTE issue • September 11 attack in the USA- AI Qaeda • 26/11 Mumbai Attack

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods
   Progress towards achievement of learning outcomes may be assessed using the following:
- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

Reference/Suggested Readings

1. Byman, D. (2019). *Road Warriors: Foreign Fighters in the Armies of Jihad*. Oxford University Press.
2. Chalk, P. (2013). *The Latin American Drug Trade: Scope, Dimensions, Impact, and Response*. RAND Corporation.
3. Choudhury, T. (2020). *Terror Financing in South Asia: Case Studies and Lessons for Policy*. Sage Publications.
4. Crenshaw, M. (2011). *Explaining Terrorism: Causes, Processes, and Consequences*. Routledge.
5. Gupta, D. (2008). *Understanding Terrorism and Political Violence*. Routledge India.
6. Hoffman, B. (2017). *Inside Terrorism (3rd ed.)*. Columbia University Press.
7. Jha, L. K. (2018). *Terrorism: Threats and Responses in the Indian Context*. Pentagon Press.
8. Nacos, B. L. (2016). *Terrorism and Counterterrorism (5th ed.)*. Routledge.
9. Ranstorp, M. (2007). *Understanding Violent Radicalization: Terrorist and Jihadist Movements in Europe*. Routledge.
10. Singh, B. (2012). *Global Terrorism: Issues, Challenges, and Responses*. Kalpaz Publications.

4 Years UG Course Syllabus, W.e.f. 2025-26
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Course Code: BDSS3O01   **Contact Hrs/Week:** Hrs
Course Title: Media and Security **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 75

Course Objectives:

The course aims to provide students with a comprehensive understanding of the intricate relationship between media and security, focusing on their interconnections and influence on national and global security. It will explore how the media shapes public opinion, frames security issues, and plays a critical role in policy-making. The course will delve into the theories of media and security, examining how media can be both a tool for advancing state interests and a platform for shaping public perceptions. Additionally, the course will explore contemporary challenges such as information warfare, the ethics of reporting in conflict zones, the rise of misinformation, and the growing role of social media in security discourse. Through case studies, students will analyze real-world examples of how media coverage influences security decisions, conflicts, and diplomatic relations.

Course Learning Outcomes (CLOs):
CLO:1- Understand and analyse the significance & inter-relations of media and security along with their impacts on national security.
CLO:2- Assess how media functions as a tool for propaganda, information warfare, and ethical reporting, particularly in war zones and conflict scenarios.
CLO:3- Understand the media's influence in global security issues, including the role of state media and private media in international diplomacy, and the consequences of disinformation.
CLO:4- Evaluate the role of social media, fake news, and emerging technologies like AI in shaping security narratives and public opinion.
CLO:5- Analyze and assess the media's coverage of contemporary security events with the help of case studies.

Course Contents	
Unit I:	**Introduction**
	• Defining Media and Security, Significance, Inter-relations • National security and role of media • Theories of media and security • Media as a tool for shaping public opinion, and its influence on security policies
Unit II:	**Media and Conflict**
	• Propaganda and information warfare (during peace and war) • Ethics of Reporting in War Zones • Media and terrorism • Challenges of media coverage in conflicts and war

Unit III:	**Global Security and Media**
	• Role of media in shaping global security issues • Media and public diplomacy (state media and private media) • Disinformation, global security and instability
Unit IV:	**Trends in Media and Security**
	• Social media, misinformation, fake news • Role of Alternate media (blogs, vlogs, podcasts etc.) • AI and security reporting • Impact on security and state response
Unit V:	**Case Studies Media and Security Coverage in Contemporary Warfare**
	• Global Context: 9/11 and the War on Terror; Russia-Ukraine War 2022 onwards; Israel-Palestine conflict • Indian Context: Mumbai attack 26/11; Exodus of Northeast from Bangalore 2012; Article 370 narratives

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bhatt, C. (2018). *Media and national security: A theoretical framework*. Routledge India.
2. Dawar, V. (2011). *The media, terrorism, and national security: A study of Indian media's role in reporting on security threats*. Sage Publications.
3. Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.
4. Jain, A., & Kumar, S. (2023). *Media ethics and cybersecurity: Balancing freedom and safety*. Springer
5. Kumar, K. (2019). *Media, terrorism, and national security: A study of Indian media's role in security threats*. Sage Publications.
6. Lynch, J., & McGoldrick, A. (2005). *The war on terror and the media: The first draft of history*. Pluto Press.

7. Puri, R. (2017). *Indian media and global security issues*. New Age Publishers.
8. Raghavan, S. (2016). *National security and media: The role of press in Indian defense policy*. Pearson India.
9. Robinson, P. (2002). *The CNN effect: The myth of news, foreign policy, and intervention*. Routledge.
10. Tumber, H., & Palmer, J. (2015). *Journalism, media and the military: From the invasion of Iraq to the rise of ISIS*. Routledge.

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Course Code: BDSS3O02   **Contact Hrs/Week:** 4 Hrs
Course Title: Disaster Management – Humanitarian   **Credit:** 04 **(L-4, T-0, P-0)**
                  Assistance & Disaster Relief (HADR)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
The course aims to provide students with a comprehensive understanding of the various types of disasters, including natural and man-made, and the processes involved in managing their impacts. It focuses on the significance, nature, and dimensions of disaster management, covering critical areas such as recovery, rehabilitation, reconstruction, and disaster mitigation. The course covers risk assessment and vulnerability analysis, emphasizing the importance of reducing risks and vulnerabilities in communities and infrastructure. Additionally, emerging trends in disaster management, including the use of modern technologies, early warning systems, and information dissemination, have been explored. Case studies on significant natural and man-made disasters provide practical insights into the lessons learned from past experiences and the effectiveness of response and management strategies.

Course Learning Outcomes (CLOs):

CLO:1- Differentiate between natural and man-made disasters, and grasp the meaning, nature, and importance of disaster management, along with understanding its dimensions and scope across various sectors and levels.

CLO:2- Understand the concepts of recovery, rehabilitation, and reconstruction, and the role of governmental and non-governmental organizations in disaster management.

CLO:3- Evaluate risk concepts, strategies for risk reduction, and the impact of vulnerability analysis on disaster preparedness and response.

CLO:4- Explore the use and application of emerging technologies in disaster management, including early warning systems and the dissemination of critical information.

CLO:5- Analyze real-world case studies of both natural and man-made disasters, deriving lessons from their management and response efforts.

Course Contents	
Unit I:	**Introduction to Disaster Management**
	• Types of disasters: Natural & Man Made • Meaning, Nature, Importance of Disaster Management • Dimensions & Scope of Disaster Management
Unit II:	**Recovery, Rehabilitation & Reconstruction**
	• Rehabilitation, Reconstruction & Recovery: Concept, Meaning & Types • Disaster Mitigation • Role of different Govt. and Non-Govt. Organizations

Unit III:	Risk Assessment & Vulnerability Analysis
	• Risk Concepts, Elements & Perception of Risk, • Risk Reduction: Strategies & international Mobilisation • Vulnerability: Concept, Observation & Perception • Physical & Social Infrastructure for Vulnerability Reduction
Unit IV:	Emerging Trends in Disaster Management
	• Use & Application of Emerging Technologies in Disaster Management • Early Warning Systems • Dissemination of information in disaster management
Unit V:	Case Studies
	• Man-Made Disasters - Bhopal Gas (1984), Chernobyl (1986), Uttarakhand Floods (2013) • Natural Disasters – Bhuj Earthquake (2001), Tsunami (2004), Fukushima Disaster (2011)

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Davis, I. (2011). *Chernobyl and the Crisis of Nuclear Power: Global Lessons from the 1986 Disaster.* London: Routledge.
2. Hansen, M. (2013). *Fukushima: The First Five Years.* London: Palgrave Macmillan.
3. Klein, R., & Chien, S. (2007). *The Tsunami Disaster of 2004: Global and Regional Perspectives.* New York: Routledge.
4. Nair, N. (2014). *Bhopal Gas Tragedy: Lessons in Disaster Management and Response.* New Delhi: Oxford University Press.
5. Patel, K. & Sharma, R. (2016). The *Bhuj Earthquake: A Study of India's Response to Natural Disasters.* New Delhi: Cambridge University Press.
6. Rawat, M. (2014). *The Uttarakhand Floods: Crisis, Recovery, and Resilience.* New Delhi: Routledge India.

7. Reddy, P. (2019). *Disaster Management in India: Policies, Strategies, and Case Studies.* New Delhi: Sage Publications.
8. Sharma, R. (2018). *Introduction to Disaster Management: An Indian Perspective.* New Delhi: Vikas Publishing.
9. Srinivasan, K. (2017). *Risk Assessment and Disaster Management.* New Delhi: Macmillan India.
10. Tierney, K. (2014). *Disaster Response and Recovery: Strategies and Tactics for Resilience.* New York: CRC Press.

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Course No.: BDSS3O03   **Contact Hrs/Week:** 4 Hrs
Course Title: Military Laws in India   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective (s):

The course aims to provide students with a comprehensive understanding of the legal framework governing the armed forces in India. It explores the evolution, structure, and key statutes related to military law, including the Army, Navy, and Air Force Acts, as well as special laws like AFSPA and the National Security Act. The course also examines the interface between constitutional provisions and military justice, emphasizing due process, human rights, and the role of military tribunals. Students will develop the ability to critically analyze legal procedures, institutions, and contemporary issues related to national security and the armed forces.

Course Learning Outcomes (CLOs): After the completion of this course, the students will be able to:

CLO:1- Define and explain the fundamental concepts of military law, martial law, military justice, and military discipline, and differentiate them from civil legal systems.

CLO:2- Demonstrate understanding of key statutory frameworks such as the Army Act, Air Force Act, Navy Act, and their evolution in the post-independence Indian context.

CLO:3- Interpret and analyze constitutional provisions applicable to the armed forces, particularly Articles and evaluate the balance between national security and fundamental rights.

CLO:4- describe and critically assess the procedures involved in courts of inquiry, courts martial, and the functioning of military tribunals including the role of the Judge Advocate General (JAG).

CLO:5- Evaluate the role and impact of national security legislations such as UAPA, AFSPA, and AFT Act on civil liberties, legal procedures, and military operations.

Course Contents	
Unit – I	**Introduction**
	• Definition and Scope of Military Law
	• Historical Evolution of Military Law
	• Defining Martial Law, Military Law, Military Justice and Military Discipline
	• Differentiating Military and Civil Laws
Unit - II	**Development of Military Laws in the Post Independence India**
	• Basics of Army Act, 1950 and The Army Rules, 1954: Statues, Rules, Regulation, Convention
	• Basics of Air Forces Act, 1950: Statues, Rules, Regulation, Convention
	• The Navy Act, 1957: Statues, Rules, Regulation, Convention

Unit - III	Constitutional Provisions
	• Constitutional provisions related to Armed Forces i.e. Article 33, 34, 136, 226, 227 • Fundamental Rights and their applicability to Armed Forces personnel • Role of National Human Rights Commission (NHRC) • Law of Armed Conflict and International Criminal Court (ICC)
Unit - IV	Procedures of the Court of Martial
	• Procedures: Court of Inquiry, Committees, Boards of Officers, Courts of Inquest • Court Martial: Types, Jurisdiction, Power • Role of the Judge Advocate General (JAG) • Key Case Laws and Precedents
Unit - V	Military Law and Powers
	• Armed Forces (Special Powers) Act, 1958 - AFSPA • The Unlawful Activities (Prevention) Act of 1967 - UAPA • Armed Forces Tribunal Act, 2007: Establishment, Jurisdiction, Powers and Functions

Teaching - learning process
Teaching methods, guided by such a framework, may include:
- individual or team-based open-ended based learning
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- develop critical thinking with comparative analysis of different strategic thinkers
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations; closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.*A minimum of 75% attendance is a must, failing which a student may not be permitted to appearin examination.*

Reference/Suggested Readings

1. Anand, A. S. (2004). *Justice for the armed forces*. Universal Law Publishing.
2. Basu, D. D. (2014). *Introduction to the constitution of India* (21st ed.). LexisNexis.
3. Chaudhary, R. S. (2010). *Military law and the Indian legal system*. Universal Law Publishing.
4. Department of Defence Studies. (2017). Military justice system in India: Need for reform. *Journal of Defence Studies*, 11(3), 45–61. Institute for Defence Studies and Analyses.

5. Dhawan, P. (2012). *Law relating to the armed forces in India*. Deep & Deep Publications.
6. Gautam, M. (2003). *Military justice in India: Evolution and current trends*. Satyam Law International.
7. Harvard Law Review. (2014). Military law: A comparative overview. *Harvard Law Review*, 127(4), 1215–1234.
8. Joshi, A. (2016). Women in Indian armed forces: Gender, equality, and legal reform. *NALSAR Law Review*, 12(1), 75–93.
9. Jha, U. C. (2016). *Military law in India*. Vij Books India Pvt Ltd.
10. Kapoor, S. K. (2011). *Law of armed conflict and human rights*. Central Law Agency.
11. Kumar, N. (2009). *Introduction to military law*. LexisNexis Butterworths.
12. Malhotra, R. (2004). *The armed forces and the law in India*. Oxford University Press.

Skill Enhancement Courses

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Course Code: BDSS1O05   **Contact Hrs. /Week:** Hrs
Course Title: Leadership and Communication in   **Credit:** 03 **(L-3, T-0, P-0)**
              Military Context
Duration of Examination: Hrs   **Marks:** 75

Course Objective:
This course aims to equip students with foundational understanding of military leadership and communication, highlighting essential traits, styles, and historical applications of effective leadership in military contexts. Emphasizing both theoretical concepts and practical tools, the course explores the dynamics of communication under stress, ethical decision-making, emotional intelligence, and team cohesion—skills critical for aspiring professionals in the defence and security sector.

Course Learning Outcomes (CLOs): By the end of the course, students will be able to:

CLO:1- Define and differentiate various leadership styles used in military and strategic contexts.
CLO:2- Analyze historical examples of military leaders and draw leadership lessons from their experiences.
CLO:3- Demonstrate understanding of effective communication practices in high-pressure military environments.
CLO:4- Understand trust building and team cohesion
CLO:5- Apply concepts of emotional intelligence and team coordination to hypothetical defence-related scenarios.

Course Contents	
Unit I	**Foundations of Military Leadership**
	- Definition and characteristics of leadership - Types and styles of leadership: Authoritarian, Transformational, Situational - Leadership in historical military contexts (e.g., Subhas Chandra Bose, Sam Manekshaw, Napoleon, Eisenhower)
Unit II	**Military Communication Techniques**
	- Principles of military communication - Communication under high-stress and combat conditions - Verbal and non-verbal communication in team settings - Barriers to effective communication and methods to overcome them
Unit III	**Ethics, Morality, and Team Coordination**
	- Military ethics and codes of conduct - Leadership accountability and moral dilemmas in conflict - Ethical frameworks in decision-making

Unit IV	Team Coordination and Emotional Intelligence
	• Building trust and team cohesion • Role of emotional intelligence and empathy in leadership • Applied leadership skills through team-building exercises

Teaching and Learning Process:
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- practical based teaching
- lectures delivered by eminent experts from different institutions on topic of interest related to course

Assessment Methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- observation of practical skills;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

Attendance Required:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must, failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Bass, B. M., & Bass, R. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications* (4th ed.). New York, NY: Free Press.
2. Cohen, E. A. (2002). *Supreme command: Soldiers, statesmen, and leadership in wartime*. New York, NY: Free Press.
3. Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York, NY: Bantam Books.
4. Hackett, J. (1983). *The profession of arms*. London, UK: Sidgwick & Jackson.
5. Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications.
6. Sharma, R. K. (2019). *Military leadership: Principles, practices, and processes*. New Delhi, India: Pentagon Press.
7. Singh, J. (2009). *Leadership in the Indian armed forces: Biographies of twelve combat leaders*. New Delhi, India: KW Publishers.
8. Snider, D. M., & Watkins, G. L. (2000). *The future of Army professionalism: A need for renewal and redefinition*. Carlisle, PA: Strategic Studies Institute, U.S. Army War College.
9. Wong, L. (2004). *Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom*. Carlisle, PA: Strategic Studies Institute, U.S. Army War College.
10. Yukl, G. A. (2013). *Leadership in organizations* (8th ed.). Boston, MA: Pearson Education.

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Course Code: BDSS1O06   **Contact Hrs/Week:** Hrs
Course Title: General Studies and Current Affairs   **Credit:** 03 **(L-3, T-0, P-0)**
Duration of Examination: Hrs   **Maximum Marks:** 75

Course Objective(s):

This course aims to provide students with a comprehensive understanding of functions and role of armed forces and paramilitary forces. It focuses on equipping learners with all the current affairs related to defence and national security issues. The course would also help students to prepare for competitive examinations facilitating their career profile.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Understand the role and function of armed forces

CLO:2- Analyze the dynamic security environment and India's military initiatives.

CLO:3- Examine the role and functions of paramilitary forces and CAPF.

CLO:4- Assess the role of media, social networks, and public opinion in shaping national security discourse.

CLO:5- Aware about India and world geography with special focus on current geopolitical Issues

Course Contents	
Unit I:	**Indian Armed Forces-An introduction**
	- Indian Army - Indian Navy - Indian Air Force
Unit II:	**Current Military Affairs**
	- LOC, LAC & McMahon Line - General defence and Security Issues - India's military initiatives and military exercises with other countries.
Unit III:	**Paramilitary Forces and CAPFs: Function & Role**
	- Assam Rifles, Rashtriya Rifles and Coast Guard - CRPF and BSF - ITBP, SSB and CISF
Unit IV:	**General Awareness**
	- Indian and world geography, emphasizing on current geo-political issues - The Role of Media and Social Networking Sites in Addressing Security Challenges. - Development and Spread of Extremism

Teaching and Learning Process:

Teaching methods, guided by such a framework, may include:

- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods

Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Golani, Anil (Ed.) (2024). Asian Defence Review 2024: Emerging Technologies and Changing Dimensions of Threats for India. Centre for Air Power Studies (CAPS), New Delhi.
2. Kumar, Naveen (2024). India's Border Issues: LAC of China and LOC of Pakistan. Harper Publications, New Delhi.
3. Kalyanaraman, S. (2017). India's Military Strategy: Countering Pakistan's Challenge. Institute for Defence Studies and Analyses (IDSA), New Delhi.
4. Chakrabarty, Bidyut & Kujur, Rajat Kumar (2010). Maoism in India: Reincarnation of Ultra-Left Wing Extremism in the Twenty-First Century. Routledge, New Delhi.
5. Sharma, M.D. & Sharma, M.C. (2008). Paramilitary Forces of India. Gyan Publishing House, New Delhi.
6. Sharma, Shrey (2024). Criterions for Applying into Indian Armed Forces: Full Details upon Army, Air Force, Navy & Paramilitary Forces. Puffins Publishers, India.
7. Pandey, Swapnil (2024). Balidan: Stories of India's Special Forces. Penguin Random House India, New Delhi.
8. Shah, Giriraj (2023). Paramilitary Forces of India (2 Vols.). Indian Books & Periodicals, New Delhi.

9. Mohanty, Rudra Narayan (2022). National Security and the Role of Media in India. In: Behera, A. & Mishra, S. (Eds.), Varying Dimensions of India's National Security. Springer, Singapore.

10. Vaishnav, Milan (2024). Institutional Roots of India's Security Policy. Oxford University Press, New Delhi.

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Course Code: BDSS2O05   **Contact Hrs/Week:** Hrs
Course Title: Firefighting, Emergency & First Aid   **Credit:** 02 **(L-2, T-0, P-0)**
Duration of Examination: Hrs   **Maximum Marks:** 75

Course Objective(s):
The course will introduce students to the nature and classification of fire. It aims to develop an understanding of various firefighting tools and protective equipment. Additionally, it will enable students to study fire management in strategic and defence installations.

Course Learning Outcomes (CLOs): On completion of the course, students are able to: -

CLO:1- Identify different types of fire, their causes, and the appropriate firefighting equipment and techniques.

CLO:2- Learn about Fire Fighting Tools and Protective Equipment.

CLO:3- Examine fire prevention tips and techniques.

CLO:4- Analyze emergency scenarios and make rapid, informed decisions to minimize harm and loss.

CLO:5- Acquire knowledge on Fire Management in Strategic and Defence Installations.

Course Contents	
Unit I:	**Nature and Causes of Fire**
	• Definition and nature of Fire • Classes of fire (A, B, C, D, K) & Causes of fire • Fire safety rules in homes, educational Institutions and defence establishments
Unit II:	**Fire Fighting Tools and Protective Equipment**
	• Availability of firefighting equipment to deal with common fires, Forest or Wildfires, chemical fires, fires due to electric short circuits, etc. • Types of fire extinguishers and their uses • Requirement & use of water, including hydrants, in the extinction of fire
Unit III	**Fire Management in Strategic and Defence Installations**
	• Fire hazards in various types of installations -INS Sindhurakshak Fire Incident, etc. • Fire fighting in war, disaster, and counter-terrorism scenarios • Role of NDRF, SDRF, Civil Defence, and Fire Services

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods
Progress towards achievement of learning outcomes may be assessed using the following:
- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Arora, R. (2015). *First aid and emergency care*. Rajiv Arora Publications, New Delhi, India.
2. Bergeron, J. & Westra, M. (2018). *First responder: A skills approach* (10th ed.). Pearson, Boston, MA, USA.
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5. Goel, S. L. (2009). *Encyclopaedia of disaster management* (Vols. 1–3). Deep & Deep Publications, New Delhi, India.
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8. Pandey Rajendra K.(2024), *Disaster Management in India: Policies, Institutions, Practices*, Routledge India, New Delhi, India.
9. Sharma, B.R. (2019). *Fire safety management*. Universal Law Publishing, New Delhi, India.
10. Zafar Fahmina, Ghosal Anujit (Eds.)(2020). *Fire Safety and Management Awareness*, IntechOpen, New Delhi, India.

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Course Code: BDSS2O06   **Contact Hrs/Week:** Hrs
Course Title: Soft Skills & Personality Development   **Credits:** 3 **(L-3, T-0, P-0)**
Duration of Examination: Hrs   **Maximum Marks:** 75

Course Objective(s):
In addition to the other subject-specific major courses, this course is designed to equip students with essential competencies and skills that are crucial for their overall personal and professional development. The course focuses on enhancing and strengthening a range of soft skills, thereby making students more competent and confident in various settings. The course is designed to facilitate positive behavioral changes and foster the development of employability skills. In addition, it emphasizes the importance of interpersonal communication, team building and leadership, equipping students with tools needed to thrive in collaborative and dynamic environments.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Achieve an understanding of the importance of soft skills in personal and professional life.

CLO:2- Demonstrate effective communication in both individual and group interactions

CLO:3- Develop self awareness and identify areas for personal growth and improvement.

CLO:4- Apply teamwork and leadership abilities in collaborative environments.

CLO:5- Students can design personal development plan focused on enhancing employability skills.

Course Contents	
Unit I:	**Understanding Soft Skills**
	• Definition and Characteristics of Soft Skills • Importance of soft skills in academic, personal and Professional life • Relevance of soft skills and personality development in Defence and Strategic Studies
Unit II:	**Interpersonal and Team Skills**
	• Interpersonal Communication, Assertiveness • Confrontation, Conflict Resolution, Team Skills • Team Building, Negations, Mediations, arbitrations
Unit III:	**Leadership Quality & Skills**
	• Leadership Skills, Team Building and Leadership • Common Leadership mistakes, Best Practices of Leadership, Successful Leadership • Identifying your Individual Leadership Style, Managing change

Unit IV:	Personal Enrichment Skills
	• Definition of Personality, Need for Personality Development • Definition and importance of Memory, Positive Attitude, Stress Management, • Strategies for Self Motivation, Problem Solving, Creativity

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:

- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods
  Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Smith, B. (2004). *Body language*. Delhi: Rohan Book Company.
2. Ricketts, C., & Ricketts, J. (2018). *Leadership: Personal development and career success*. Boston, USA: Cengage.
3. Mile, D. J. (2004). *Power of positive thinking*. Delhi: Rohan Book Company.
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7. Mishra, R. K. (2018). *Personality development*. New Delhi: Rupa & Company.
8. Sandole, D. J. (Ed.). (n.d.). *Handbook of conflict analysis and resolution*. New York: Routledge.
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Course Code: BDSS3O04   **Contact Hrs. /Week:** Hrs
Course Title: Media Report Writing   **Credit:** 03 **(L-3, T-0, P-0)**
Duration of Examination: Hrs.   **Marks:** 75

Course Objective:
This course is designed to equip students with the essential skills of news and report writing, combining foundational journalistic techniques with modern media practices. It introduces the structure and elements of news, explores various forms of media reporting, and builds competence in research, sourcing, and verification. Students will also gain practical experience in writing across print, television, and digital platforms while understanding the ethical and professional responsibilities of journalism in a rapidly evolving media landscape.

Course Learning Outcomes (CLOs):

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

CLO:1- Define and explain the structure, elements, and styles of effective news and report writing.
CLO:2- Identify and produce various types of news reports including political, crime, court, and feature stories.
CLO:3- Apply techniques for accurate news gathering, source verification, and ethical attribution.
CLO:4- Create media content suitable for print, broadcast, and digital platforms, including headlines and visual components.
CLO:5- Critically assess the role of ethics and emerging trends such as mobile journalism and live reporting in contemporary media.

Course Contents	
Unit I	**Fundamentals of News and Report Writing**
	• Definition and elements of news • Structure of a news report: Headline, lead, body, conclusion • Types of leads and their impact
Unit II	**Types of Media Reports**
	• Spot/Breaking news reports • Political, crime, and court reporting • Human-interest stories and feature reports • Investigative reporting
Unit III	**Research, Verification & Sourcing**
	• News gathering techniques, Source credibility and verification • Use of official data, reports, and RTI • Interviewing techniques for quotes • Attribution and avoiding plagiarism

Unit IV	Practical Writing & Contemporary Trends
	• Writing reports for print, TV, and digital media, Headline writing and sub-editing basics, Photo captions and visual elements in reporting • Mobile journalism and live reporting • Ethical reporting and challenges in the digital era

Teaching and Learning Process:

· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· discussion based tutorials to clarify concepts and ideas
· individual or team-based open-ended based learning
· practical based teaching
· lectures delivered by eminent experts from different institutions on topic of interest related to course

Assessment Methods:
· time-constrained examinations;
· closed-book and open-book tests;
· written assignments;
· observation of practical skills;
· oral tests and presentations, including seminar presentation;
· peer and self assessment

Attendance Required:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must, failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Ahuja, B. N. (2015). *Theory and Practice of Journalism*. Surjeet Publications.
2. Fedler, F., Bender, J. R., Davenport, L., & Drager, M. (2011). *Reporting for the Media* (10th ed.). Oxford University Press.
3. Harrower, T. (2012). *Inside Reporting: A Practical Guide to the Craft of Journalism* (3rd ed.). McGraw-Hill Education.
4. Mencher, M. (2010). *News Reporting and Writing* (11th ed.). McGraw-Hill Education.
5. Parthasarathy, R. (2009). *Journalism in India: A History*. Sterling Publishers.
6. Raghavan, G. N. S. (2006). *The Press in India: A New History*. Gyan Publishing House.
7. Ray, D., & Ramachandran, M. (2010). *Feature Writing for Media: A Practical Guide to Writing News Features*. PHI Learning.
8. Rich, C. (2016). *Writing and Reporting News: A Coaching Method* (8th ed.). Cengage Learning.
9. Scanlan, C., & Craig, R. (2014). *Newswriting and Reporting: The Complete Guide for Today's Journalist* (2nd ed.). Oxford University Press
10. Sharma, K. C. (2017). *Journalism: Principles and Practice*. Kanishka Publishers, New Delhi.

Value Added Courses

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Course Code: BDSS1O07   **Contact Hrs/Week:** 2 Hrs
Course Title: Key Aspects of Indian Knowledge System in Warfare   **Credit:** 02 (L-2, T-0, P-0)
Duration of Examination: 2 Hrs   **Maximum Marks:** 50

Course Objective:
The course aims to provide students with an understanding of the foundations of Indian military traditions through the lens of Indian Knowledge Systems (IKS). It explores the historical evolution of warfare in ancient India, ethical and strategic insights from classical texts like the *Mahabharata*, *Ramayana*, *Bhagavad Gita*, and *Arthashastra*, and examines the tactical innovations such as *Chaturanga*, *Vyuha* formations, and guerrilla strategies. Emphasis is placed on the role of ethics, dharma, and knowledge systems in warfare, alongside technological and architectural advancements. The course also highlights India's influence on global military traditions, fostering a holistic appreciation of India's rich strategic heritage.

Course Learning Outcomes (CLOs)

CLO:1- Understand and explain the historical development of warfare in ancient India and the contribution of Indian Knowledge Systems (IKS) to military thought.
CLO:2- Analyse and interpret key philosophical and strategic insights from ancient Indian texts such as the *Mahabharata*, *Ramayana*, *Bhagavad Gita*, and *Arthashastra*.
CLO:3- Describe and evaluate strategic and tactical concepts like *Chaturanga*, *Vyuha* formations, guerrilla warfare techniques, and espionage methods used in ancient Indian warfare.
CLO:4- Examine the ethical dimensions of warfare in Indian traditions, including the principles of Dharma, just war theories (*Niti* and *Nyaya*), and the role of non-violence (*Ahimsa*).
CLO:5- Assess the role of innovation and technology in ancient Indian military practices, including weaponry, fortifications, psychological warfare, and India's influence on global military traditions.

Course Contents	
Unit I:	**Foundations of Indian Military Traditions**
	• Scope of IKS in warfare - Historical context • Warfare in ancient texts: Mahabharata, Ramayana, and Vedas • Concept of *Dharma Yuddha* and *Kshatra Dharma* • Role of kingship, valor, and statecraft in war • Influence of Indian warfare on global military traditions
Unit II:	**Strategic Thought, Ethics, and Tactical Knowledge**
	• Kautilya's *Arthashastra*: Strategy, espionage, and state security • Concepts of *Rajadharma*, *Nyaya*, and moral dimensions of war • Chaturanga-The four-fold division of the army and *Vyuha* (battle formations) • Guerrilla and naval warfare in ancient India

Unit III:	Military Systems, Technology, and Warfare Psychology
	• Training and education in Gurukulas and royal military institutions, Use of discipline and mental conditioning • Intelligence systems, Psychological warfare: Fear, symbolism, and illusion • Ancient Indian weapons and metallurgy; Use of elephants, chariots, rockets, and early artillery • Fortification, architecture, and strategic planning

Teaching - learning process

· individual or team-based open-ended based learning
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· discussion based tutorials to clarify concepts and ideas
· develop critical thinking with comparative analysis of different strategic thinkers
· interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· written assignments;
· oral tests and presentations, including seminar presentation;
· peer and self assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bashan, A.L. (2015). *The wonder that was India*. Picador India.
2. Chaturvedi, B.K. (2006). *Chanakya's political wisdom*. Diamond Pocket Books.
3. Fuller, C.J. (1992). *The camphor flame: Popular Hinduism and society in India*. Princeton University Press
4. Gautam, P.K. (2013). *Ancient Indian strategic thought: Some conceptual and theoretical dimensions*. Institute for Defence Studies and Analyses (IDSA).

5. Kangle, R.P.(2010). *The Kautilya Arthashastra (Vols. I–III)*. Motilal Banarsidass Publishers.
6. Majumdar, R. C. (1971). *The military system in ancient India*. Firma KLM.
7. Possehl, G.L. (2002). *The Indus civilization: A contemporary perspective*. Rowman Altamira.
8. Sen, S. N. (1999). *Ancient Indian history and civilization*. New Age International.
9. Sharma, R. S. (1999). *Aspects of political ideas and institutions in ancient India*. Motilal Banarsidass.
10. Tripathi, R. S. (1999). *History of ancient India*. Motilal Banarsidass Publishers.

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Course No: BDSS2O07   **Contact Hrs/Week:** 2 Hrs
Course Title: Maritime Heritage of India: **Credit:** 02 **(L-2, T-0, P-0)**
                  An Indian Knowledge System Perspective
Duration of Examination: 3 Hrs   **Maximum Marks:** 50

Course Objective(s):

This course aims to introduce students about the evolution of India's maritime history from ancient times exploring the roots of Indian maritime heritage by delving into its philosophical foundations, literary references, and traditional knowledge systems. The course will examine the contributions of indigenous shipbuilding, coastal communities, and ancient maritime infrastructure in shaping India's naval history. Students will gain an understanding of traditional navigational techniques and the wide-reaching maritime trade networks that connected India with other ancient civilizations. The course further evaluates the strategic and naval capabilities of Indian kingdoms through the lens of the Indian Knowledge System (IKS). Finally, it emphasizes the contemporary relevance of these traditions in shaping modern maritime education, technology, and cultural identity.

Course Learning Outcomes (CLOs): On Completion of the course, students are able to:-

CLO:1-   Explain key concepts in Indian maritime philosophy and analyze references to seafaring in Indian epics and literature.
CLO:2-   Describe the design, materials, and traditional techniques used in indigenous Indian shipbuilding.
CLO:3-   Illustrate the significance of India's historical trade relations and maritime connectivity with other civilizations
CLO:4-   Critically examine ancient Indian naval powers, strategies, and infrastructure from a culturally rooted perspective
CLO:5-   Case studies would allow students to evaluate the relevance of traditional maritime practices in the present context.

Course Contents	
Unit I:	**Foundations of Indian Maritime Heritage**
	• Indian philosophical thoughts and maritime traditions • Maritime literature and references in Indian epics • Ancient Indian ports and trade hubs • Indigenous shipbuilding: materials, methods, and design • Coastal communities and their livelihood practices in fishing and shipping
Unit II:	**Navigation, Trade, Indigenous Maritime Power and Naval Strategies**
	• Traditional navigation techniques and weather prediction • Maritime trade with Southeast Asia, East Africa, and the Arab world

	• Naval strategies and power of Indian kingdoms: Cholas, Mauryas, Cheras, Pallavas, Kalingas, and Marathas • Maritime expansion and infrastructure in ancient India
Unit III:	**Contemporary Relevance and Indigenous Knowledge Systems**
	• Relevance of traditional shipbuilding practices in the modern era • Contributions of India's maritime history to present-day maritime education • Indian Knowledge System perspectives on naval traditions and strategies • Case studies highlighting the continuity and application of indigenous maritime knowledge

Teaching - learning process

• Lectures supported by tutorial work;

• The use of prescribed textbooks and e-learning resources and other self-study materials are made available in MOODLE platform;

• Open-ended term-paper work, some of which may be team-based;

• Activities designed to promote the development of generic/transferable and subject-specific skills such as creative thinking, analytical writings

Assessment methods:

Progress towards achievement of learning outcomes may be assessed using the following:
• Continuous Internal Assessment (CIA) including Unit wise discussions/seminars or tests
• Mandatory Term-paper/assignments;
• Book review and oral presentation and written submission of the review;
• Seminar oral presentation using PPT
• Time constrained closed-book examinations –Mid-semester and End-semester.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Dixit, P. (2024). The Case for India's Seafaring Legacy – Ancient Indian Shipbuilding. Retrieved from National Maritime Foundation website: https://maritimeindia.org/the-case-for-indias-seafaring-legacy-ancient-indian-shipbuilding/
2. Dr Avantika Lal. (2018). Naval Warfare in Ancient India. Retrieved from World History Encyclopedia website: https://www.worldhistory.org/article/1259/naval-warfare-in-ancient-india/
3. Dr. Nalini K Tembhekar. (2016). International Journal of Multidisciplinary Research and Development Shivaji: The architect of Maratha navy. *International Journal of*

Multidisciplinary Research and Development Online, *3*(10), 2349–5979. Retrieved from https://www.allsubjectjournal.com/assets/archives/2016/vol3issue10/3-11-60.pdf

4. Dr. W Lawrence S. Prabhakar (2016). Growth of Naval Power in the Indian Ocean: Dynamics and Transformation. In *Maritimeindia.org*. New Delhi: National Maritime Foundation. Retrieved from https://www.maritimeindia.org/View%20Profile/Growth%20of%20Naval.pdf

5. Hancock, J. (2021). Indian Ocean Trade before the European Conquest. Retrieved from World History Encyclopedia website: https://www.worldhistory.org/article/1800/indian-ocean-trade-before-the-european-conquest/

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8. Sharma, D. (2013). Maritime History of Ancient India: Exploring Trade Routes, Naval Warfare, and Cultural Exchanges. *International Journal of Creative Research Thoughts (IJCRT)*, *1*(1), 2320–2882. Retrieved from https://ijcrt.org/papers/IJCRT1135450.pdf

9. Tripati, S., & Raut, L. N. (2006). Monsoon wind and maritime trade: a case study of historical evidence from Orissa, India. *Current Science*, *90*(6), 864–871. http://www.jstor.org/stable/24089206

10. Utkarsh Nikoshe. (2024). Chola Navy: The world's first blue water maritime force. Retrieved from Organiser website: https://organiser.org/2024/01/14/216201/bharat/chola-navy-the-worlds-first-blue-water-maritime-force/

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Course No: BDSS3O05   **Contact Hrs/Week:** 2 Hrs
Course Title: Indian Knowledge System   **Credit:2 (L-2, T-0, P-0)**
and Environment Security: Traditions and Practices
Duration of Examination: 3 Hrs   **Maximum Marks:** 50

Course Objective(s):
This course introduces students to the key components of the Indian Knowledge System (IKS) as they relate to environmental security and sustainable living. It explores traditional ecological wisdom, practices, and philosophies rooted in Indian civilization and examines their relevance for contemporary environmental challenges and national security

Course Learning Outcomes (CLOs): On Completion of the course, students are able to:-

   CLO:1- To understand the concept of nature and the philosophical foundations of Indian environmental thought.
   CLO:2- To identify traditional environmental practices
   CLO:3- To explore Strategic and Security Dimensions of Environmental Wisdom

Course Contents	
Unit I:	**Philosophical Foundations of Indian Environmental Thought**
	- Concept of Prakriti (Nature) in Vedas and Upanishads - Panchamahabhutas and Ecological Balance - Dharma and Environmental Ethics - Indigenous Perspectives on Harmony with Nature (Ahimsa, Vasudhaiva Kutumbakam)
Unit II:	**Traditional Environmental Practices**
	- Sacred Plants and Trees, Sacred Rivers, and Biodiversity Conservation - Ancient Water Management Systems: Baolis, Step-wells, and Traditional Irrigation - Agro-ecological Practices in Ancient India - Ayurveda and Ecological Health
Unit III:	**Strategic and Security Dimensions of Environmental Wisdom**
	- Environment and National Security - Role of Indian Traditional Knowledge in Disaster Risk Reduction - Environmental Degradation, Conflict, and Security Threats - Integrating IKS into Modern Environmental Policy and Security Planning

Teaching - learning process
- Lectures supported by tutorial work;

- The use of prescribed textbooks and e-learning resources and other self-study materials are made available in MOODLE platform;
- Open-ended term-paper work, some of which may be team-based;
- Activities designed to promote the development of generic/transferable and subject-specific skills such as creative thinking, analytical writings

Assessment methods:
Progress towards achievement of learning outcomes may be assessed using the following:
- Continuous Internal Assessment (CIA) including Unit wise discussions/seminars or tests
- Mandatory Term-paper/assignments;
- Book review and oral presentation and written submission of the review;
- Seminar oral presentation using PPT
- Time constrained closed-book examinations –Mid-semester and End-semester.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. All India Institute of Ayurveda. (2024). *Ayush Decade Growth Report: A Decade of Transformative Growth in AYUSH*. New Delhi: Government of India. Retrieved from https://aiia.gov.in/wp-content/uploads/2024/03/AyushDecadeGrowthReport-Eng-Final.pdf
2. Chakravarty, K. K., Badam, G. L., & Paranjpye, V. (Eds.). (2006). Traditional water management systems of India (1st ed.). New Delhi: Aryan Books International.
3. Dwivedi, M. (2021). *Environment and ecology in the Indian knowledge system (भारतीय ज्ञान-परंपरा में पर्यावरण एवं पारिस्थितिकी)*. New Delhi: Vidyanidhi Prakashan.
4. Ghosh, S. (Ed.). (2019). *Indian environmental law: Key concepts and principles*. Hyderabad: Orient BlackSwan.
5. Krishna, N. (2014). Sacred plants of India. New Delhi: Penguin Books India.
6. Malla, B. L., & Bezbaruah, D. (Eds.). (2017). *Cultural ecology: Prehistory and ethnoarchaeological context of Indian rock art*. New Delhi: Aryan Books International.
7. Ministry of Environment, Forest and Climate Change. (2019). *Biodiversity and climate change: An Indian perspective*. New Delhi: Government of India. Retrieved from http://moef.gov.in/uploads/2019/10/Biodiversity_ClimateChange.pdf
8. Ministry of Environment, Forest and Climate Change. (2022). *Annual Report 2021–22*. Government of India. Retrieved from http://moef.gov.in/uploads/2022/03/Annual-report-2021-22-Final.pdf
9. Puligandla, R. (1997). Fundamentals of Indian philosophy. New Delhi: D.K. Printworld Ltd.
10. Sheikh, M. M. (2025). Indian knowledge system and sustainable development: Integrating ancient wisdom with modern sustainable development goals. *Journal of Global Resources*, 11(1), 62–67. Retrieved from https://isdesr.org/wp-content/uploads/2025/01/6.-M-M-Sheikh.pdf
11. Supkar, A. C., Chauhan, A. S., Srivastava, S. K., & Singh, V. K. (Eds.). (2024). Indian knowledge systems for sustainable well-being. New Delhi: Excel India Publishers.

Semester – V

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Course Code: BDSS5C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Military Psychology   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course aims to provide an in-depth understanding of the psychological aspects of military life, including the cognitive, emotional, and behavioral responses of personnel in combat and non-combat situations. It explores the historical evolution of military psychology, its role in leadership, decision-making, motivation, and stress management. The course also delves into the psychological weapons of war, including propaganda and indoctrination, and their effects on soldiers and society. Additionally, it examines the psychological challenges faced by military personnel during both wartime and peacetime, along with strategies for coping and resilience-building. By integrating theoretical and applied perspectives, students will gain insights into the unique psychological dynamics that influence military effectiveness and personnel well-being.

Course Learning Outcomes (CLOs):

CLO:1- Understand the historical evolution, role, and significance of military psychology in enhancing the effectiveness of armed forces.
CLO:2- Evaluate the use of psychological weapons such as propaganda, rumor, and indoctrination in warfare and their impact on morale and society.
CLO:3- Examine the psychological attributes of military leadership, motivation, and personnel management in the armed forces.
CLO:4- Identify the emotional challenges faced by military personnel during war and peace
and explore coping mechanisms for resilience and adjustment.
CLO:5- Evaluate and examine OLQ through various Military psychology test.

Course Contents	
Unit I:	**Introduction to Military Psychology**
	• History, Role and scope of psychology in military settings
• Importance in enhancing overall effectiveness of armed forces
• Key Areas of military psychology- combat stress, leadership, morale, military training, mental health, resilience
• Difference between military and civil psychology
Unit II:	**Psychological Weapons of War**
	• Propaganda - Nature, Types and techniques of civil propaganda
• Rumour - Nature, techniques, merits and demerits of Rumour, its impact on war and society
• Indoctrination – scope and impact
• Fear and Panic in war – causes, consequences and management
Unit III:	**Military Attributes and Relation to Psychology**

	• Military Leadership – meaning, importance and role of training • Motivation and morale factors and their utilization in the armed forces • Man-management – concept, importance and strategy vis-à-vis armed forces
Unit IV:	**Emotional Problems and Adjustment During War and Peace**
	• Emotional problems during war – post-traumatic stress disorder, grief and loss, anxiety and fear, emotional numbing, depression and hopelessness, anger and aggression • Emotional problems during peacetime– social and family strain, alienation and isolation, health issues, financial challenges, erosion of trust • Coping and healing strategies
Unit V:	**Military Psychology Test**
	• Thematic Apperception Test (TAT) • Word Association Test (WAT) • Situation Reaction Test (SRT) • Self-Description (SD) • Group Planning exercises (GPE)

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bartone, P. T., & Adler, A. B. (2019). Military Psychology: Clinical and Operational Applications. Guilford Press.
2. Bliese, P. D. (2006). Military Life: The Psychology of Serving in Peace and Combat. Praeger Security International.
3. Dixit, J. (2012). Military Psychology: Concepts, Trends and Interventions. Pearson India.
4. Gupta, A. K. (2019). Psychological Aspects of Warfare and Military Strategies. Sage Publications.
5. Janowitz, M. (2017). The Professional Soldier: A Social and Psychological Portrait. Free Press.
6. Krueger, J. I. (2020). The Psychology of War and Peace: Cognitive, Social, and Psychological Perspectives. Oxford University Press.

7. Mukherjee, S. (2015). Indian Military Psychology: A Perspective on Combat Stress and Resilience. Pentagon Press.
8. Sharma, R. K. (2018). Leadership and Psychology in the Indian Armed Forces. KW Publishers.
9. Stouffer, S. A. (2004). The American Soldier: Combat and Its Aftermath. Princeton University Press.
10. Taylor, S. (2017). PTSD: A Short History. Johns Hopkins University Press

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Course No.: BDSS5C02   **Contact Hrs/Week:** 4 Hrs
Course Title: Military Assessment of India's Neighbourhood   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives: This course aims to provide a comprehensive assessment of the military capabilities and strategic postures of India's neighboring countries. It explores the military structures, technological advancements, and security doctrines of Pakistan, China, Bangladesh, Sri Lanka, Afghanistan, and Nepal. The course will examine regional security dynamics, alliances, and India's military strategies in response to evolving threats. By analyzing conventional and non-conventional military challenges, the course seeks to enhance students' understanding of India's defence policies and strategic planning in the region.

Course Learning Outcomes (CLOs):

CLO:1- Analyze Pakistan's military strategy, force structure, and its concept of strategic depth.
CLO:2- Assess China's military modernization, nuclear capabilities, and its strategic posture in South Asia.
CLO:3- Evaluate the military strengths and security concerns of Bangladesh and Sri Lanka, including their regional implications.
CLO:4- Examine the evolving security challenges in Afghanistan and Nepal, and their impact on India's defence policies.
CLO:5- Understand India's military strategy in the region, including joint exercises, border security, and alliances.

Course Contents	
Unit I:	**Military Capabilities of Pakistan**
	• Overview of Pakistan's military organization and capabilities • Pakistan's defence strategy and force structure • Key military technologies and nuclear capabilities • Pakistan's Concept of strategic depth • Pakistan's military alliances
Unit II:	**Military Capabilities of China**
	• The structure of China's military and its modernization • China's defence policies and strategies • Military technologies, nuclear capabilities • Strategic interests of China in South Asia • The Sino-Indian military dynamic and String of Pearls
Unit III:	**Military Capabilities of Bangladesh and Sri Lanka**
	• Overview of Bangladesh's military structure and defence strategy • Sri Lanka's military capabilities post-civil war • Cross-border security concerns between India and Bangladesh • Sri Lanka-China Axis

Unit IV:	Military Capabilities of Afghanistan and Nepal
	• Afghanistan's evolving military and security challenges • Taliban and Afghan Military Post 2021 • Nepal's defence structure and Indo-Nepalese military cooperation • Indo-Nepal border disputes
Unit V:	India's Military Strategy in the Neighbourhood
	• India's defence strategy in its neighbourhood • Joint military exercises with regional countries • Alliances with Bhutan • Indian military strategy in relation to neighbours-Pakistan, China & Bangladesh

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings

1. Bajpai, K., Basit, S., & Krishnappa, V. (2014). *Pakistan's military and its strategy*. Routledge.
2. Chakma, B. (2018). *South Asia's nuclear security dilemma: India, Pakistan, and China*. Routledge.
3. Chandran, D. (2012). *India's security: Challenges and responses*. Manohar Publishers & Distributors.
4. Cloughley, B. (2008). *War, coups, and terrorism: Pakistan's army in years of turmoil*. Pen and Sword Books.
5. De Silva, K. M. (2012). *Sri Lanka and the defeat of the Tamil Tigers*. Penguin India.
6. Fravel, M. T. (2019). *Active defense: China's military strategy since 1949*. Princeton University Press.
7. Giustozzi, A. (2018). *Afghanistan: Military control and political power*. Hurst Publishers.
8. Gurung, A. (2021). *Nepal's strategic shift and India's security concerns*. KW Publishers.
9. Raghavan, V. (2013). *War and peace in modern India*. Palgrave Macmillan.
10. Rajgopalan, R. (2013). *India's strategic options: Security and foreign policy dilemmas*. Routledge.

11. Shambaugh, D. (2015). *China goes global: The partial power*. Oxford University Press.
12. Subrahmanyam, K. (2005). *India's security concerns: Reflections on strategic affairs*. Sage Publications.
13. Tharoor, S. (2010). *Rising India: The making of the world's next superpower*. Picador.

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Course No.: BDSS5C03   **Contact Hrs/Week:** 4 Hrs
Course Title: Defence Acquisition and Procurement   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
The course aims to provide a structured understanding of India's defence procurement framework, beginning with the organization of the Indian Defence Forces and the key national security challenges they face. It covers the evolution of defence procurement, distinguishing between capability building and sustenance. The course explores the organizational setup for defence acquisition, integrated planning processes, and the role of the Department of Defence Production. It also provides insights into the evolution and reforms of the Defence Procurement Procedure (DPP) and Defence Acquisition Procedure (DAP) 2020. Further, it examines the Defence Procurement Manual (DPM), the concept of offsets, restructuring of DPSUs, and the impact of initiatives like 'Make in India' and 'Atma Nirbhar Bharat' on enhancing self-reliance in defence.

Course Learning Outcomes (CLOs):
  CLO:1- Identify the key components of India's defence structure, including the armed forces, defence acquisition organizations, and their roles along with challenges in national security.
  CLO:2- Track the history and evolution of defence procurement in India, with a particular focus on key reforms such as the transition from DPP 2002 to DAP 2020.
  CLO:3- Explore the Defence Procurement Procedures (DPP), their evolution, and the changes introduced under DAP 2020, assessing the effectiveness of these reforms.
  CLO:4- Gain knowledge on the Defence Procurement Manual (DPM) and its silent features.
  CLO:5- Assess the concept and implementation of offsets in India's defence procurement system, including the impact of Make in India and Atma Nirbhar Bharat on India's defence industry.

Course Contents	
Unit I:	**Introduction**
	• Organisation of Indian Defence Forces • National security challenges and force structure • Evolution of Defence Procurement • Capability building vs Capability Sustenance
Unit II:	**Organisation for Defence Acquisition**
	Organisation and structure for defence acquisition • Integrated capability development plans • Department of defence production
Unit III:	**Defence Procurement Procedure (DPP)**
	• Evolution of DPP 2002 – An insight into Kargil Review Committee • DPP 2002 and beyond till DAP 2020 • DAP 2020: Major reforms and policy changes • Acquisition process and Major issues

Unit IV:	Defence Procurement Manual (DPM)
	• Genesis – 2006 onwards • Comparison with DPP, salient features and differences
Unit V:	Offset in Defence Acquisition
	• Understanding the concept of offsets • Meaning and procedures. • India's policy on offsets and its implementation • Restructuring of DPSUs • Make in India and Atma Nirbhar Bharat

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bhatnagar, P., & Aggarwal, R. (2017). *Indian Defence Industry and Global Procurement Trends.* Washington, DC: Cambridge University Press.
2. Cohen, S. P., & Dasgupta, S. (2021). *India's Defence Procurement Challenges: International and Domestic Perspectives.* New York: Oxford University Press.
3. Defence Acquisition Procedure (DAP) 2020 Dated 30 September 2020, Ministry of Defence, New Delhi
4. Defence Procurement Manual (2020). Ministry of Defence. New Delhi
5. Gupta, V. (2021). *Modern Defence Procurement Procedures: India's Journey from DPP 2002 to DAP 2020.* New Delhi: Macmillan.
6. Jain, A. (2020). *Defence Procurement Procedures and Offsets: Global Perspectives.* London: Routledge.
7. Kumar, P. (2020). *Defence Procurement in India: Challenges and Reforms.* New Delhi: Pentagon Press.
8. Moser, P. D., & Morris, J. M. (2018). *The Evolution of Defence Procurement Systems: A Global Perspective.* New York: Palgrave Macmillan.
9. Ravi, S. (2018). *The Indian Defence Acquisition System: Evolution and Policy Shifts.* New Delhi: Vikas Publishing.
10. Suri, A. (2019). *National Security and Defence Procurement in India.* New Delhi: Sage Publications.

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Course No.: BDSS5C04   **Contact Hrs/Week:** 4 Hrs
Course Title: India's Strategic Relations with Major Powers   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course aims to provide students with a comprehensive understanding of India's strategic relations with key global powers in the evolving international order. It explores India's bilateral and multilateral engagements with countries like the United States, Russia, China, the European Union, and Japan. The course focuses on historical evolution, defence cooperation, economic and technological ties, and strategic convergence or divergence in the context of regional and global geopolitics. It equips students to critically assess India's foreign policy choices and strategic autonomy in balancing great power relations.

Course Learning Outcomes (CLOs):

CLO:1- Understand the historical evolution of India's strategic relations with major powers

CLO:2- Examine India's foreign policy objectives in bilateral and multilateral contexts

CLO:3- Analyze defence, economic, and technological dimensions of strategic partnerships

CLO:4- Evaluate India's role in balancing power dynamics, especially vis-à-vis China and the U.S.

CLO:5- Develop a critical perspective on India's strategic autonomy and its implications for global security

Course Contents	
Unit I:	**Introduction**
	• Principles of non-alignment and strategic autonomy • Evolution of India's foreign policy since Independence • India's changing role in the post-Cold War global order
Unit II:	**India–United States Strategic Partnership**
	• Historical background and turning points • Defence and nuclear cooperation (e.g., 123 Agreement) • Indo-Pacific strategy and QUAD • Trade and technology partnerships
Unit III:	**India–Russia Strategic Relations**
	• Legacy of Indo-Soviet friendship • Defence and energy cooperation • Divergences in global alignments: Russia-China ties, India-U.S. engagement • BRICS and SCO platforms
Unit IV:	**India–China Strategic Rivalry**

	• Historical tensions and border disputes • Economic interdependence and strategic mistrust • Indo-Pacific balance and Galwan conflict • China's rise and India's counter-strategies
Unit V:	**India's Relations with EU, Japan, and Other Key Powers**
	• India–EU: trade, investment, and technology • India–Japan: economic corridors, maritime cooperation • Strategic ties with France, Australia, and emerging partnerships in West Asia and Africa

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings
1. Bajpai, K., Basit, S., & Krishnappa, V. (Eds.). (2014). *India's Grand Strategy: History, Theory, Cases*. Routledge.
2. *Chatham House.* (2024, October 17). India–Russia relations. Chatham House.
3. Kapur, A. (2011). *India and the South Asian Strategic Triangle*. Routledge.
4. Kapur, H. (2018). *India's Strategic Partnership with the EU: The Rhetoric of Interdependence*. Palgrave Macmillan.
5. Khan, C. A. (2022). *India–Russia Relations: Prospects and Challenges in the Changing Global Order*. KW Publishers.
6. Mohan, C. R. (2004). *Impossible Allies: Nuclear India, the United States and the Global Order*. India Research Press.
7. Mukherjee, R., & Malone, D. M. (2011). *India's Foreign Policy: Coping with the Changing World*. Oxford University Press.
8. Pant, H. V. (2008). *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*. Palgrave Macmillan.
9. Stobdan, P. (2020). *The Great Game in the Buddhist Himalayas: India and China's Quest for Strategic Dominance*. Penguin Random House India.
10. Stobdan, P. (2024). *China in Xi Jinping's new era: Politics, economy and foreign policy*. Pentagon Press.
11. Tellis, A. J. (2006). *India as a New Global Power: An Action Agenda for the United States*. Carnegie Endowment for International Peace.

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Course Code: BDSS5E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Military Operations in Independent India   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
The course provides a comprehensive understanding of key military operations and historical events that have shaped India's defence strategy and security. It explores critical moments such as the partition of the British Indian Army, the integration of princely states post-independence, and various military engagements such as the India-Pakistan wars and the Chinese invasion of 1962. The course emphasizes the lessons learned from both successes and failures in military operations, examining the strategic, political, and military implications of events like Operation Polo, the Kashmir conflict, and the Kargil War. It further highlights internal security operations, including counter-insurgency efforts, cross-border military strikes, and peacekeeping missions.

Course Learning Outcomes (CLOs):

CLO:1- Identify and explain major military operations undertaken by India since its independence.
CLO:2- Examine the geopolitical factors that influenced India's military decisions and operations.
CLO:3- Assess the role of India's military in national security.
CLO:4- Evaluate the effectiveness of India's military strategy and tactics and analyse the coordination between military leadership and decision makers of India.
CLO:5- Assess the importance of internal security and cross-border operations, examining operations such as Operation Blue Star, Operation Pawan, Operation Rhino, and the Surgical Strikes of 2016 and 2019.

Course Contents	
Unit I:	**Introduction**
	• Partition of British Indian Army
• Early Challenges: Annexation of Junagadh – 1947, Operation Polo (Integration of Hyderabad 1948), Operation Vijay (Integration of Goa 1961)
Unit II:	**Integration of Kashmir (1947-48)**
	• Events Leading to Accession
• Operations of India army
• Failures and lessons learnt
Unit III:	**Chinese invasion of India (1962)**
	• Causes of War
• Important operation of war
• Military Lessons-Anderson Brooks report, failure of Panchsheel
• 1967 – Cho La incident

Unit IV:	India-Pakistan Wars
	• India-Pakistan war of 1965 • India-Pakistan war 1971 • Kargil conflict 1999
Unit V:	Internal Security/Cross Border Operations
	• Operation Blue Star- 1985, • Operation Pawan – IPKF • Operation Rhino- 2003 • Surgical Strikes- Uri 2016 & Balakote 2019

Teaching - learning process
- · review and questions & answer based tutorials
- · the use of prescribed available textbooks and e-learning resources and other self-study materials;
- · individual or team-based open-ended project work;
- · interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- · time-constrained examinations; closed-book and open-book tests;
- · assignments/report writing;
- · team project reports;
- · oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Cohen, S. P. (2021). *India and China: The 1967 Cho La incident and its significance in Indo-China relations*. Sage Publications.
2. Ganguly, S. (2021). *Kashmir: India's military operations and the challenges of integration*. Sage Publications.
3. Kaur, J. (2021). *Internal security in India: Operation Rhino and its impact on insurgency*. Routledge.
4. Khurana, A. (2021). *The British Indian Army and its partition: The impact on India and Pakistan's defence*. Oxford University Press.5. Norton, R. (2021). *Operation Blue Star: India's response to militancy in Punjab*. Oxford University Press.
6. Sharma, S. (2021). *Operation Pawan: The IPKF's intervention in Sri Lanka*. Oxford University Press.
7. Sisson, R., & Rose, L. E. (2020). *War and secession: Pakistan, India, and the creation of Bangladesh*. University of California Press.
8. Steele, J. (2018). *The Chinese Threat: The 1962 War and Its Aftermath*. Washington, DC: Brookings Institution Press.
9. Sundarji, K. (2020). *India-Pakistan wars: Military operations and lessons learned*. Cambridge University Press.
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Semester – VI

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Course Code: BDSS6C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Strategic Thinkers of India   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
To make the students realize the value of Indian Strategic thought in policy formation in from the context ancient Indian civilization and conceptual application of such strategies in war and peace from Puranic times. This gives basic understanding about evolution Indian military strategic thinker's ideas and thoughts based on the requirement securing the interest of the king and the state of that era. The strategic thought plays vital role in understanding and shaping the thinking perspective of the student of defence and strategic studies regarding planning and formulation war strategies based on Indian knowledge system and its application in principles of war. The paper intends to provide historical perspective of Indian civilizations resilience, resurgence and in the process protecting its culture and values in spite of several foreign invasions.

Course Learning Outcomes (CLOs): on the completion of this course, the students shal be able to:-

CLO:1- Understand and explain the core principles of Ancient Indian strategic thought as outlined in classical texts.

CLO:2- Analyse the contributions of Shukracharya in shaping early ideas of statecraft, military strategy, and resource management.

CLO:3- Evaluate the strategic philosophy of Kautilya and Thiruvalluvar in the context of alliances, governance, and ethical leadership.

CLO:4- Assess the role of Netaji Subhas Chandra Bose and the Indian National Army in India's struggle for independence through armed resistance.

CLO:5- Critically examine Sardar Vallabhbhai Patel's strategies in unifying princely states and their relevance to modern Indian statecraft.

Course Contents	
Unit I:	**Introduction**
	• Concept of Ancient Indian strategic thought • importance in state craft and art of war • Ramayana – Rama's alliance formation, hanuman surgical strike and coercive diplomacy • Mahabharata – Krishna's Coercive Diplomacy, Vidur Niti, Misinformation warfare and Drona's death
Unit II:	**Shukracharya**
	• Concept of state craft and state power• Military objectives • Importance military preparedness • Resource allocation
Unit III:	**Kautilya & Thiruvalluvar**

	• Kautilya – system of alliances, Raja mandala theory, six forms of state policy • Thiruvalluvar - Strategic alliances, Decision making, Government and justice, Wealth, Harmony
Unit IV:	**Netaji Subash Chandra Bose**
	• logic of armed resistance • formation of INA • Organized Military counter to British rule in India • Indian Mutiny of 1946 and INA role in Indian Independence
Unit V:	**Sardar Vallabhbhai Patel**
	• The modern Chankya • Strategy to unify India – 562 princely states • Case study of Sardar's Approach towards unification of: J&K, Junagudh, Jodhpur, Bhopal, Hyderabad, Travancore

Teaching - learning process
·   review and questions & answer based tutorials
·   the use of prescribed available textbooks and e-learning resources and other self-study materials;
·   individual or team-based open-ended project work;
·   interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
·   time-constrained examinations; closed-book and open-book tests;
·   assignments/report writing;
·   team project reports;
·   oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Jain, M. (2024). *Ancient Indian Military Thought: The Influence of Shukracharya and Kautilya*. Sage Publications India.
2. Kangle, R. P. (1990). *The Kautilya Arthashastra*. Motilal Banarsidass Publishers.
3. Kohli, R. **(**2024). *The Political Strategy of Sardar Vallabhbhai Patel: Leadership and National Security*. Routledge India.
4. Mukherjee, S. (2024). *Netaji Subhas Chandra Bose and Indian Strategic Thought*. Routledge India.
5. Pandit, M. **(**2024). *Indian Strategic Thought: From Chanakya to the Modern Era*. Oxford University Press India.
6. Raghavan, V. (2024). *Shaping India's Strategic Culture: The Role of Thinkers and Institutions*. Springer.
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8. Rothermund, D. (1992). *The Path of the Warrior: Subhas Chandra Bose and the Indian National Army*. Palgrave Macmillan.
9. Sen, S. (2015). *Vidur Niti: Moral and Political Wisdom*. Orient BlackSwan.
10. Subramanian, N. (1990). *Thiruvalluvar's Strategic Wisdom: Insights into Leadership and Governance*. Indian Institute of Philosophy.

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Course No.: BDSS6C02   **Contact Hrs/Week:** 4 Hrs
Course Title: Laws of Armed Conflicts   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:
This course provides a comprehensive understanding of the legal frameworks governing armed conflicts, emphasizing the principles of International Humanitarian Law (IHL) and the Geneva Conventions. It explores the rules of engagement in war, accountability for violations, and the legal status of combatants and non-combatants. The course further examines the laws regulating warfare across land, sea, air, space, and cyberspace, highlighting key treaties and legal frameworks such as UNCLOS and the Outer Space Treaty. Additionally, students will analyze contemporary issues, including cyberwarfare and the militarization of space, in the context of international law. By the end of the course, students will develop a critical perspective on the legal and ethical dimensions of modern warfare.

Course Learning Outcomes (CLOs):

CLO:1- Understand the fundamental principles of the laws of armed conflict and their application in warfare.
CLO:2- Analyze the Geneva Conventions and other international legal instruments governing land, sea, air, space, and cyber warfare.
CLO:3- Examine the rights and responsibilities of combatants, non-combatants, and prisoners of war.
CLO:4- Assess the legal implications of war crimes, military occupation, and violations of International Humanitarian Law.
CLO:5- Evaluate emerging legal challenges in cyberwarfare and space militarization.

Course Contents	
Unit I:	**Rules of Engagement in War**
	• Rules of engagement in War • The concept of belligerent occupation and military governance • Armistices, ceasefires, cessation of hostilities, and surrender • War crimes and accountability for violations
Unit II:	**Laws of Land Warfare**
	• Definition of International Humanitarian Law (IHL) • Geneva Conventions and armed conflict • Combatants and non-combatants • Prisoners of war (POWs)
Unit III:	**Law of Sea Warfare**
	• Law of the Sea (UNCLOS) • Rules of naval warfare and the rights of neutral states • The treatment of shipwrecked personnel and prisoners at sea

Unit IV:	Law Air Warfare
	• The laws governing the use of air power in armed conflicts • The protection of civilian airspace and the regulation of air strikes • Aircraft and aerial warfare in armed conflict under IHL
Unit V:	**Space and Cyberspace in Armed Conflict**
	• Laws of space warfare and the militarization of space • The Outer Space Treaty and its implications for armed conflict • Understanding legal aspects of Cyberwarfare

Teaching - learning process
· review and questions & answer based tutorials
· the use of prescribed available textbooks and e-learning resources and other self-study materials;
· individual or team-based open-ended project work;
· interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
· time-constrained examinations; closed-book and open-book tests;
· assignments/report writing;
· team project reports;
· oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings
1. Blank, L. R., & Noone, G. P. (2018). *International Law and Armed Conflict: Fundamental Principles and Contemporary Challenges in the Law of War*. Aspen Publishers.
2. Dinstein, Y. (2016). *The Conduct of Hostilities under the Law of International Armed Conflict*. Cambridge University Press.
3. Gill, T. D., & Fleck, D. (2015). *The Handbook of the International Law of Military Operations*. Oxford University Press.
4. Green, L. C. (2008). *The Contemporary Law of Armed Conflict*. Manchester University Press.
5. Karns, M. P., & Mingst, K. A. (2015). *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner Publishers.
6. Kapoor, S. K. (2021). *International Law and Human Rights*. Central Law Agency.
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9. Thakur, R. (2018). *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge University Press.
10. Tiwari, A. (2020). *Cyberwarfare: Legal and Strategic Perspectives in India*. Pentagon Press.

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Course No.: BDSS6C03   **Contact Hrs/Week:** 4 Hrs
Course Title: Conflict Resolution and Peace Building   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course objective(s):

- To understand the concept and types of Conflict resolution and peace building.
- To explain various methods and techniques of confict resolution and Peace buiding
- To introduce and enrich the students on role of various national and international organisations in peace building measures.

Course Learning Outcomes: After completing this course, the student shall be able to:

CLO:1- Learn the meaning, concept and significance of Conflict Resolution and Peace Building.
CLO:2- Study the nature, type and methods for conflict resolution

CLO:3- Understand peaceful methods of resolving issues or conflicts at national and international level.
CLO:4- Learn peace measures in Kashmir and Northeastern states of India

Course Contents	
Unit I:	**Introduction to Conflict Resolution**
	• Meaning and Definition • concept of conflict Resolution • Significance of Conflict resolution
Unit II:	**Meaning and Significance of Peace Building**
	• Meaning and concept of Peace Building • Significance of Peace Building • Mahatma Ghandi's perspective on Peace
Unit III:	**Types and Methods of Conflict**

	• Nature and types of Conflict: Inter – state and Intra – state conflicts
	• Methods for conflict resolution:-
	  a. Pacific Methods
	  b. Coercive Methods

Unit IV:	**Peace building and Confidence Building Measure**
	• Peace Building: Local, Regional and International perspective. • Confidence Building Measure: Concept and Techniques • Conflict Resolution and Peace Building: Role of intergovernmental organisations (IGOs), Role of NGOs and, Role of UN

Unit V:	Case Studies
	• Kashmir issue • Northeastern States of India

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Chandra, Sudhir (2020). *Mahatma Gandhi: A Nonviolent Perspective on Peace*. Vitasta Publishing, New Delhi.
2. Das, Pushpita and Goswami, Namrata (2008). *India's North East: New Vistas for Peace*. Pentagon Press, New Delhi.
3. Gurumurthy, S. (2023). *Constitutional India's Conflict Resolution Efforts*. Perfect Paperback. Illustrated by Skandabhirama N.
4. Kadloor, Savitri (2015). *Conflict Resolution and Peace Building: UN Engagement in Cambodia*. Pentagon Press, New Delhi.
5. Murty, K. Satchidananda (1986). *Quest for Peace*. Ajanta Publications, New Delhi.
6. Murty, K. S. and Bouquet, A. C. (1960). *Studies in the Problems of Peace*. Asia Publication House, Bombay.
7. Rennie, Linda Forcey (ed.) (1986). *Peace: Meanings, Politics and Strategies*. Praeger, New York.
8. Sandole, Dennis J.D. (2010). *Peace Building: Preventing Violent Conflict in a Complex World*. Polity Press, UK.
9. Oswald, Ursula (ed.) (2000). *Peace Studies from a Global Perspective*. Maadhyam Books, New Delhi.
10. Wallensteen, Peter (ed.) (1988). *Peace Research: Achievements and Challenges*. Westview Press, Boulder CO.

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Course No.: BDSS6C04   **Contact Hrs/Week:** 4 Hrs
Course Title: Human Rights and Humanitarian Laws   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course objective(s):

This course is designed to understand the meaning, concept and various theories related to human rights. It helps students understand the international human rights framework and Indian perspectives on human rights. Furthermore, upon completing this course, students will be able to explain various issues and challenges related to human rights.

Course Learning Outcomes: After completing this course, the student shall be able to:

CLO:1- Learn meaning, nature and scope of human rights

CLO:2- Understand the contributions and theories of various philosophers in the development of human rights

CLO:3- Examine Role of United Nations in protecting Human Rights understand various issues and challenges related to Human rights

CLO:4- learn Human Rights in Indian tradition and Constitutional & Legal framework in India

Course Contents	
Unit I:	**Introduction to Human Rights**
	• Meaning and Concept • Nature and scope • Three-Generation rights
Unit II:	**Contribution and Theories**
	• Thomas Hobbes's contributions to human rights • Concept of Natural Rights- John Locke • Rousseau and Rawls' contributions to the development of human rights theory.
Unit III:	**International Human Rights Framework**

	• United Nations & Human Rights
	 • Universal Declaration of Human Rights (1948)
	 • International treaties on Human Rights:
	    a) International Covenant on Civil and Political Rights (ICCPR)
	    b) International Covenant on Economic, Social and Cultural Rights (ICESCR)

Unit IV:	**Indian Perspective (Basics)**
	• Human Rights in Indian tradition- Civil, Political, Economic, Cultural Rights & Women's Rights. • Constitutional & Legal framework in India- Human Rights Commission & Special Commission for weaker section.

Unit V:	Issues and Challenges
	• Human Rights and challenges - Ethnic conflict, social & political violence, global terrorism, environmental sources. • Rights of Refugees • Internally Displaced people

Teaching - learning process
- · review and questions & answer based tutorials
- · the use of prescribed available textbooks and e-learning resources and other self-study materials;
- · individual or team-based open-ended project work;
- · interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- · time-constrained examinations; closed-book and open-book tests;
- · assignments/report writing;
- · team project reports;
- · oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bajwa, G.S., (1995) *Human Rights in India: Implementations and Violations*, Sterling, New Delhi.
2. Chowdhury, A.M., (2022) *Humanitarian Law and Armed Conflicts in South Asia: Perspectives and Practices*, KW Publishers, New Delhi.
3. Deshta, S., Deshta, K., (2003) *Fundamental Human Rights*, Deep & Deep, New Delhi.
4. Donnelly, Jack., (1985) *The Concept of Human Rights*, St. Martin's Press, New York.
5. Gibson, John, S., (1996) *Dictionary of International Human Rights Law*, Scarecrow Press, Lanham, MD.
6. Mehta, P.L., Verma, N., (1999) *Human Rights Under the Indian Constitution*, Deep & Deep, New Delhi.
7. Pathak, Ajay Kumar., (2019) *International Humanitarian Law: An Indian Perspective*, Vij Books India Pvt Ltd., New Delhi.
8. Rajyalakshmi, V., (2020) *Human Rights and Humanitarian Law*, Asia Law House, Hyderabad.
9. Sehgal, B.P.S., (2004) *Human Rights in India: Problems and Prospects*, Deep & Deep, New Delhi.
10. Sharma, Arvind., (2021) *Human Rights: Concept and Perspectives*, Sage Publications, New Delhi.

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Course No.: BDSS6E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Multilateralism and Global Security   **Credit:** 04 **(L-3, T-1,P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):

The course introduces the role and significance of multilateralism in shaping global security. It aims to equip students with an understanding of the historical evolution of global multilateral institutions like the League of Nations and the United Nations. The course also examines the role of key multilateral institutions during the Cold War and Post-Cold War periods, addressing the various dimensions of security at a global level. Learners will critically assess the challenges and future directions for multilateral institutions in addressing global security issues.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Understand the development of Multilateral Institutions and their role in Global Security.
CLO:2- Identify the role of global multilateral institutions like the UN, WTO, and WHO in addressing various dimensions of Global Security.
CLO:3- Assess the challenges and understand the need for reforms within the Global multilateral Institutions.
CLO:4- Analyse the effects of emerging challenges like technology, globalization and non-state entities with respect to multilateralism.
CLO:5- Cultivate a critical understanding of the future course of multilateralism and its impact on international order and disorder.

Course Contents	
Unit I:	**Introduction**
	• Definition and Conceptual Framework • Evolution of Multilateralism • Multilateralism and Global Security.
Unit II:	**Historical Evolution**
	• Pre-War Multilateral Institutions • The League of Nations and Its Legacy • The United Nations: Foundation and Principles
Unit III:	**Multilateral Institutions in the Post-War Period**
	• The United Nations Role in Collective Security and Peacekeeping • World Trade Organization and the Global Economic Security • Role of the World Health Organization in Promoting Global Health Security

Unit IV:	Discontents and Reforms
	• Emerging Powers and Alternative Multilateralism
	• Role of BRICS countries
	• Regional Organizations and Minilateralism
Unit V:	Contemporary Issues
	• Nationalism and Reverse Globalization?
	• The Impact of Technology
	• The Role of Non-State Actors

Teaching - Learning process
- The use of prescribed available textbooks, e-learning resources, and other self-study materials;
- Discussion-based tutorials to clarify concepts and ideas;
- Individual or team-based open-ended based learning;
- Lectures delivered by eminent experts from different institutions on topics of interest related to the course.

Assessment methods
- Time-constrained examinations;
- Closed-book and open-book tests;
- Written assignments;
- Oral tests and presentations, including seminar presentations;
- Peer and self-assessment

Attendance Requirements:
Students are expected to attend all lectures. *A minimum of 75% attendance is a must; failing which, a student may not be permitted to appear in the examination.*

Reference/Suggested Readings

1. Alexandroff, A. S., & Cooper, A. F. (Eds.). (2010). *Rising States, Rising Institutions: Challenges for Global Governance*. Rowman & Littlefield.
2. Brummer, C. (2014). Minilateralism: *How Trade Alliances, Soft Law and Financial Engineering Are Redefining Economic Statecraft*. Cambridge University Press.
3. Chimni, B. S. (2017). *International Organisations,* 1945–present. In J. K. Cogan, I. Hurd, & I. Johnstone (Eds.), *The Oxford handbook of International Organizations*. Oxford University Press.
4. Cottrell, M. (2017). *The League of Nations: Enduring legacies of the first experiment at world organization*. Routledge.
5. Fowler, A. (2013). *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organisations in International Development*. Routledge.
6. Hurd, I. (2011). *International Organizations: Politics, Law, Pactice.* Cambridge University Press.
7. Iriye, A. (2002). *Global Community: The Role Of International Organizations in the Making of The Contemporary World*. University of California Press.

8. Rushton, S., & Youde, J. R. (Eds.). (2015). *Routledge Handbook of Global Health security*. Routledge.
9. Simma, B., Khan, D. E., Nolte, G., & Paulus, A. (2024). *The Charter of the United Nations: a commentary*. Oxford University Press.
10. Stuenkel, O. (2017). *Post-Western world: How Emerging Powers Are Remaking Global Order*. John Wiley & Sons.

Semester – VII

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Course Code: BDSS7C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Civil-Military Relations   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
The course is designed to introduce students to the military organization and its significant role in society, helping them understand its structure, values, and contribution to national security and public service. It aims to develop a comprehensive understanding of the various problems and challenges faced by army personnel both during active combat and in the post-war period, including psychological, social, and economic aspects. Additionally, the course seeks to enable students to appreciate the vital role the military plays in assisting civil authorities during times of crisis.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Understand the significance and role of armed forces during war and peace

CLO:2- Learn about the civil-military relations and army's contribution in nation building

CLO:3- Recognize various social causes of war and understand the adjustment and emotional problems faced during war

CLO:4- Learn about military professionalism and their role in assisting civil authorities

CLO:5- Learn about the Civil-Military Relations in India

Course Contents	
Unit I:	**Introduction**
	• Military Psychology: Significance and its role during war & peace • Armed Forces: Discipline, Leadership and Morale • Historical Perspectives on Civil-Military Relations
Unit II:	**Civil-Military Relations**
	• Civil-military relations in modern societies • Politics of civil-military relations- Basic values and perspectives • Challenges to civil-military relations
Unit III:	**Sociology of War and Post-War Challenges**
	• Social Causes and Mobilization for War • Adjustment and Emotional Problems during War & peace • Post-War Social Problems and Rehabilitation of Ex-Servicemen Personnel
Unit IV:	**The Soldier and the State**
	• Military professionalism and civilian control • Professional military ethics in the relation of the military to the state • Military's role in assisting civil authorities

Unit V:	Civil-Military Relations in India
	- Civil-military relations in India since Independence - Constitutional framework – principles of civil-military relations specified - Impact of the military modernization process on society

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods
   Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Barlett, F. C. (1927). *Psychology and the Soldiers*. Cambridge University Press.
2. Britt, T. W. (Editor), Castro, C. A. (Editor), Adler, A. B. (Editor). (2005). *Military Life: The Psychology of Serving in Peace and Combat*. Praeger Publishers Inc.
3. Bruneau, T. C., & Matei, F. C. (Eds.). (2013). *The Routledge Handbook of Civil-Military Relations.* Routledge.
4. Grossman, D. (Author), Christensen, L. W. (Author). (2008). *On Combat: The Psychology and Physiology of Deadly Conflict in War and in Peace* (3rd edition). Human Factor Research Group Inc.
5. Huntington, S. P. (1985). *The Soldier and the State: The Theory and Politics of Civil-Military Relations*. Harvard University Press.
6. Khan, J. A. (2006). *Indian Armed Forces and Society*. Anmol Publication.
7. Lal, A. K. (2012). *Transformation of the Indian Armed Forces: 2025*. USI, Vij Books India Pvt Ltd.
8. Maheshwari, N. (2016). *Military Psychology: Concepts, Trends, and Interventions*. Sage Publication India Pvt Ltd.
9. Rosen, S. P. (1996). *Societies and Military Power: India and Its Armies*. Cornell University Press.
10. Wilkinson, S. I. (2015). *Army and Nation: The Military and Indian Democracy since Independence*. Harvard University Press.

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Course No.: BDSS7C02   **Contact Hrs/Week:** 4 Hrs
Course Title: Introduction to Research Methodology   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective: The course aims to enable students to identify a research area and research questions to be investigated, to collect data from online and offline databases and to write a literature review and to write research proposal.

Course Learning Outcomes (CLOs):
Upon the completion of this course, the student shall be able to:

CLO:1- Identify a research area and research questions to be investigated.

CLO:2- Collect data from online and offline research databases.

CLO:3- Assimilate from various sources and write a literature review

CLO:4- Write a research proposal

CLO:5- Apply suitable research methodology

Course Contents	
Unit I:	**Introduction to Research Methodology**
	• Meaning & Types of Research • Purpose of Research • Characteristics of Research
Unit II:	**Research Design and Proposal**
	• Selection and formulation of Research Problem • Writing a Research Proposal • Literature Review • Designing Research Questions and Hypothesis • Footnotes, Endnotes, References, Bibliography
Unit III:	**Quantitative and Qualitative Tools and Techniques**
	• Introduction to Quantitative Tools and Techniques (Data collection, Designing and Selecting samples, Basics of statistical Tools and techniques to Analyse Data) • Introduction to Qualitative Tools and Techniques in Social Science Research (Questionnaire, Field Work, Interviews) • Field Trip
Unit IV:	**Data Analysis and Report Writing**

	• Data Analysis • Interpretation of Data • Techniques of Report/Thesis Writing • Format of the Research Report
Unit V:	**Research Ethics**
	• Understanding of Research Ethics • Importance of Research Ethics in Research • Responsibility and Accountability of researcher • Plagiarism and its Detection Tools

Teaching - learning process
- review and questions & answer based tutorials
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- individual or team-based open-ended project work;
- interaction with eminent experts from different fields including academia, defence personnels' and researchers

Assessment methods
- time-constrained examinations; closed-book and open-book tests;
- assignments/report writing;
- team project reports;
- oral presentations, including seminar presentation

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. *A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Sage Publications.
2. Galtung, J. (1970). *Theory and methods of social research*. Columbia University Press.
3. Kothari, CR (2007). *Research Methodology – Methods and Techniques*. Prentice-Hall. New Delhi
4. Howard Lune and Bruce L. Berg (2017), *Qualitative Research Methods for Social Sciences*, Pearson.
5. John W Creswell (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage, 2nd Edition, 2007.
6. John W. Creswell (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Sage.
7. Kumar, R., & Sharma, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications India.
8. N.L. Spoull (1995). *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2nd Ed., Metuchen, NJ: Scarecrow Press
9. Neuman, W. L., & Robson, K. (2018). *Basics of social research: Qualitative and quantitative approaches* (4th ed.). Pearson Education.
10. Ranjit Kumar (2011). *Research Methodology: A Step by Step Guide for Beginners*, Sage.
11. Wilkinson, E.S. & Bhandarkar, P.I (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House. New Delhi

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Course No.: BDSS7C03   **Contact Hrs/Week:** 4 Hrs
Course Title: Technology and Warfare   **Credit:** 04 **(L-4, T-0, P-0)**
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):

Historically, technological advancements have shaped military strategies and outcomes of various conflicts. The objective of this course is to explore the intricate relationship between technology and warfare, historically and contemporarily. The course also aims to apprise students of historical role of technology in shaping the key battlefields. This will help learners understand and critically assess the implications of technology in peace and conflict.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO: 1-   Examine the impact of key technological advancements on military strategies and outcomes in history.
CLO: 2-   Assess the roles of state and non-state actors in regulating and controlling key technologies relating to warfare.
CLO: 3-   Explore the significance and implications of modern technologies like nuclear, information technology, and artificial intelligence in the contemporary period.
CLO: 4-   Utilise theoretical frameworks to analyse case studies on the technology preparedness by different countries.
CLO: 5-   Develop a critical understanding of the ethical and strategic dilemmas of the integration of technology in warfare.

Course Contents	
Unit I:	**Introduction**
	- Concept and Rationale - Technology and Military Strategies - Technology: Promises and Pitfalls
Unit II:	**Historical Perspective**
	- Telegraph and Communication - Telemetry and Psychological Operations (PSYOPS) - Mobility, Maneuvering and Warfare
Unit III:	**Modern Technologies in Military Warfare**
	- Gunpowder and 15th-Century Warfare - Chemical Weapons and World War I - Air Power and World War II
Unit IV:	**Technology and Warfare in the Contemporary Period**
	- Nuclear Weapons: Survival and Security - Information Technology, System Integration and Military Operations - Artificial Intelligence: Horizons and Limitations

Unit V:	Case Studies
	• US and Military Technologies • India: Technology and Warfare Dynamics • Russia's War with Ukraine: Role of Technology

Teaching - Learning process
- The use of prescribed available textbooks, e-learning resources, and other self-study materials;
- Discussion-based tutorials to clarify concepts and ideas;
- Individual or team-based open-ended based learning;
- Lectures delivered by eminent experts from different institutions on topics of interest related to the course.

Assessment methods
- Time-constrained examinations;
- Closed-book and open-book tests;
- Written assignments;
- Oral tests and presentations, including seminar presentations;
- Peer and self-assessment

Attendance Requirements:
Students are expected to attend all lectures. *A minimum of 75% attendance is a must; failing which, a student may not be permitted to appear in the examination.*

Reference/Suggested Readings
1. Roy, K. (2022). *A Global History of Warfare and Technology: From Slings to Robots.* Springer.
2. Buzan, B. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. Springer.
3. Thee, M. (2025). *Military Technology, Military Strategy and the Arms Race.* London: Routledge.
4. Behera, L. K. (2016), *Indian Defence Industry: An Agenda for Making in India*, New Delhi, India: Pentagon Press.
5. Buchanan, B. (2020). *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics,* Harvard University Press.
6. Chibbar, A. (2020), *Navigating the Indian Cyberspace Maze: Guide for Policymakers*, KW Publishers.
7. Luger, G. F. (2024). *Artificial Intelligence: Principles and Practice.* Springer.
8. Lele, A. (2019). *Disruptive Technologies for the Militaries and Security*, Springer.
9. Malik, V. P. (2010). *Kargil: From Surprise to Victory.* HarperCollins.
10. Fedorchak, V. (2024). *The Russia-Ukraine War*. Routledge.

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Course Code: BDSS7C04
Course Title: Defence Structure of India
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04 **(L-4, T-0, P-0)**
Maximum Marks: 100

Course Objective (s):

This course aims to provide a comprehensive understanding of the organizational structure and operational dynamics of the Indian Defence Forces, including the Army, Air Force, and Navy. It covers essential aspects such as the rank structure, recruitment processes, and training institutions for each service, as well as the role of second-line defence organizations like the BSF, Coast Guard, CISF, RR, and ITBP. Additionally, the course explores the functioning of higher defence organizations, including the Ministry of Defence, National Security Council, and key committees. It further delves into the specific structures and functions of the Army, Air Force, and Navy, examining their leadership roles, formations, weapons, and types of equipment, such as aircraft and warships, to provide a well-rounded perspective on India's defence infrastructure.

Course Learning Outcomes (CLO) - After undergoing this course, a student will be in a position to –

CLO:1- Understand the rank structure, recruitment methods, and training institutions of the Indian Defence Forces, including the role of second-line defence organizations.

CLO:2- Analyze the structure and functions of India's higher defence organizations, including the Ministry of Defence, Defence Committees, and National Security Council.

CLO:3- Explain the organizational hierarchy and operational components of the Indian Army, including its arms, services, and weapon systems

CLO:4- Describe the structure and functioning of the Indian Air Force, including its formations, aircraft types, and global military presence.

CLO:5- Illustrate the organizational framework of the Indian Navy, detailing its formations, leadership, and classifications of warships.

Course Contents	
Unit – I	**The Indian Defence Forces**
	• Rank Structure of Three Services • Important Training Institution of the Three Services • Recruitment methods for Defence Services • Second Line of Defence (Introduction of Border Security Force (BSF), Coast Guard (CG), Central Industrial Security Force (CISF), Rashtriya Riffles (RR), and Indo-Tibetan Border Police (ITBP)
Unit – II	**Higher Defence Organizations of India**

	• Power of the President of India with reference to Defence • Role and Function of Ministry of Defence • Composition and Functions of Defence Committees/National Security Council (NSC) • Chief of Staff Committee and Joint Intelligence Committee
Unit – III	**Army Organization**
	• Organization of Army Headquarters, Role of Chief of Army Staff (COAS) and Principal Staff Officer (PSO) • Static and Field formation of Indian Army • Arms and Services • Weapons of Indian Army
Unit - IV	**Air Force Organization**
	• Organization of Air Force Headquarters Chief of Airforce Staff (CAS) and Principal Staff Officer (PSO) • Static and Field formation of Indian Air Force • Global Military Station of Indian Air Force • Types of Aircrafts
Unit - V	**Navy Organization**
	• Organization of Naval Headquarters, Chief of Naval Staff (CNS) and Principal Staff Officer (PSO) • Static and Field formation of Indian Navy • Types of Warships

Teaching - learning process
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- lectures delivered by eminent experts from different institutions on topic of interestrelated to course
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self-assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.

Reference/Suggested Readings:

1. Asthana, N. C., & Nirmal, A. (2012). *Indian defence: Crisis and challenges*. Pointer Publishers.
2. Behera, L. K. (2016). *Indian defence industry: An agenda for making in India*. Pentagon Press.
3. Government of India. (1924). *The army of India and its evolution*. Calcutta: Government of India.
4. Jaishankar, S. (2020). *The India way: Strategies for an uncertain world*. HarperCollins India.
5. Joshi, M. (2017). *Understanding the Indian military: Four essays*. ORF Press.
6. Kampani, G. (2010). *Indian strategic culture and the nuclear option*. Manohar Publishers.
7. Kapoor, D. (Ed.). (2018). *India's national security: Annual review 2018*. Routledge India.
8. Lal, R. (2022). *The making of India's integrated defence policy: Structures and strategies*. Pentagon Press.
9. Maheshwari, N., & Kumar, V. V. (2016). *Military psychology: Concepts, trends and interventions*. Sage Publications India.
10. Menon, S. (2016). *Choices: Inside the making of India's foreign policy*. Brookings Institution Press.

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Course Code: BDSS7E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Insurgency and Counter-Insurgency   **Credit:** 04
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives:

This course aims to provide a comprehensive understanding of insurgency, revolutionary war, and guerrilla warfare, highlighting their strategic importance in modern conflicts. It delves into the historical evolution and theoretical foundations of insurgent movements, while also addressing the rise of cyber insurgency and its convergence with unconventional warfare. The course examines the tactics and operational strategies employed in both traditional and cyber domains, and further explores counter-insurgency principles alongside cyber defence techniques to effectively combat emerging threats.

Course Learning Outcomes (CLOs):

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

CLO:1- Understand and differentiate between insurgency, revolutionary war, and guerrilla warfare, along with their roles in asymmetric conflicts.
CLO:2- Analyze historical cases and theorical frameworks of insurgency, including key contributions from Mao Tse-Tung and Che Guevara.
CLO:3- Evaluate the emergence and impact of cyber insurgency in the context of modern unconventional warfare and technological advancements.
CLO:4- Examine the operational characteristics and tactics of both traditional and cyber insurgencies, including urban guerrilla strategies.
CLO:5- Apply knowledge of counter-insurgency and cyber defence strategies, laws, and policies to assess and mitigate insurgent and cyber threats effectively.

Course Content	
Unit - I	**Introduction to Insurgency and Guerrilla Warfare**
	• Revolutionary War and Insurgency: Definitions, objectives, and distinctions. • Guerrilla Warfare: Characteristics, principles, and its role in asymmetric warfare. • Evolution of insurgency in the context of national and global security.
Unit - II	**Historical and Theoretical Foundations of Insurgency**
	• History of Guerrilla Warfare: Key examples (e.g., Spanish resistance against Napoleon, Vietnam War). • Theories of Guerrilla Warfare: Mao Tse-Tung's protracted war and people's war concepts. • Che Guevara's foco theory and its application in insurgent movements.

Unit - III	Cyber Insurgency and Unconventional Warfare
	• Cyber Insurgency: Definition, techniques (e.g., hacking, data breaches, disinformation campaigns). • Unconventional Warfare in the Nuclear Age: Adapting insurgency to modern technological and geopolitical contexts. • Impact of Cyber Insurgency: Targeting information systems, national economy, and citizen security.
Unit - IV	Characteristics, Strategies, and Tactics of Insurgency
	• Characteristics of Insurgency: Mobility, local support, and political objectives. • Strategies and Tactics: Ambushes, sabotage, psychological warfare, and cyber-attacks (e.g., DDoS, phishing). • Urban Guerrilla Warfare: Philosophers (e.g., Carlos Marighella) and modern adaptations.
Unit-V	Counter-Insurgency and Cyber Defence Strategies
	• Counter-Insurgency Principles: Winning hearts and minds, intelligence operations, and coordinated efforts (e.g., Greece Mountains, Malaya Jungles). • Cyber Defensive Measures: Risk identification, levels of protection (e.g., firewalls, encryption), and incident response. • Cyber Laws and Policy: Introduction to cyberspace law, National Cyber Security Policy 2013 (India), and international frameworks.

Teaching and Learning Process:

Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods

Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course.
A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Bajpai, K. (2022). *Kautilya's Arthashastra and modern Indian strategy*. Rupa Publications India.
2. Chaturvedi, S. (2019). *Kautilya's Arthashastra: Philosophy of strategy*. South Asia Books.
3. Das, S. T. (1970) An Introduction to the Art of War, Sagar Publications, New Delhi.
4. Galula, D. (2006). *Counterinsurgency warfare: Theory and practice*. Praeger. (Original work published 1964)
5. Galula, David (1971) Counterinsurgency Warfare, Sagar Publications, New Delhi.
6. Guevara, C. (2006). *Guerrilla warfare*. Monthly Review Press. (Original work published 1961)
7. Guevara, Che (1969) Guerrilla Warfare, Penguin, London.
8. Kumar, V. (2021). *India's national security: Kautilyan perspective*. Pentagon Press.
9. Laqueur, Walter, (1977) Guerrilla: A Historical and Critical Study, Weidenfeld and Nicolson, London.
10. Lawrence, T.E. (1927) Revolt in the Desert, Jonathan Cape, London.
11. Mao, T. (2000). *On guerrilla warfare* (S. B. Griffith, Trans.). University of Illinois Press. (Original work published 1961)
12. Marighella, C. (2008). *Minimanual of the urban guerrilla*. Abraham Guillen Press. (Original work published 1969)

Semester-VIII

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Course No: BDSS8C01   **Contact Hrs/Week:** 4 Hrs
Course Title: Legal Aspects of War   **Credit:** 04(L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective (s):
To provide a frame work of knowledge relating to the Legal Aspects of International Law and to make the students understand the application and factors of Laws in International Affairs.

Course Learning Outcomes (CLO) - After undergoing this course, a student will be in a position to –

CLO:1- Understand the history, sources, and nature of international law and its interaction with municipal (domestic) law.
CLO:2- Explain the legal framework for peaceful and coercive methods of settling international disputes.
CLO:3- Analyze the laws governing land, maritime, and aerial warfare in the context of modern conflicts.
CLO:4- Demonstrate knowledge of the laws of neutrality, including key concepts like the Right of Angary and contraband.
CLO:5- Evaluate legal mechanisms such as blockades, prize courts, and the role of international judicial bodies like the ICJ in enforcing international law.

Course Contents	
Unit – I	**Introduction**
	• Definition of International Law – Its History and Development • Nature, Source and Codification • Relationship between International Law and Municipal Law
Unit – II	**Laws of War - I**
	• Peaceful means of Settlement of International Disputes • Cohesive means of Settlement of International Disputes • War – Its Legal Character and Effects
Unit – III	**Laws of War - II**
	• Laws of Land Warfare • Laws of Maritime Warfare • Laws of Aerial Warfare
Unit - IV	**Laws of Neutrality**
	• Basic understanding of Laws of Neutrality • Right of Angary • Contraband and Doctrine of Continuous Voyage

Unit - V	Legal Mechanisms
	• Concept, Establishments and Kinds of Blockade, Penalties for breach of Blockade • Role and Importance of Prize Courts • Role and Functions of International Court of Justice

Teaching - learning process
Teaching methods guided by such a framework may include:
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- lectures delivered by eminent experts from different institutions on topic of interestrelated to course
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course.*A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings:

1. Armstrong, D., Farrell, T., & Lambert, H. (2007). *International law and international relations*. Cambridge University Press.
2. Bhattacharyya, H. (2015). *The role of international courts and tribunals in dispute settlement*. Eastern Law House.
3. Chavan, R. S. (1971). *An approach to international law*. Sterling Publishers.
4. Clapham, A., & Gaeta, P. (Eds.). (2014). *The Oxford handbook of international law in armed conflict*. Oxford University Press.
5. Corn, G. S., & Hansen, V. (2009). *The law of armed conflict: An operational approach*. Wolters Kluwer.
6. Jain, M. P. (2021). *Outlines of Indian legal and constitutional history*. LexisNexis.
7. Kapoor, S. K. (1987). *International law*. Central Law Agency.
8. Kapoor, S. K. (2017). *International law and human rights*. Central Law Agency.
9. Lambert, H. (2007). See Armstrong, D., Farrell, T., & Lambert, H.
10. Malhotra, I. (2018). *Neutrality in international law: Theory and practice*. Universal Law Publishing.

Course No.: BDSS8C02   **Contact Hrs/Week:** 4 Hrs
Course Title: Social Dimensions of National Security   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
This course explores the concept of social security within the context of defence and strategic studies. It examines the well-being and welfare mechanisms available to armed forces personnel, veterans, and their families, and critically evaluates the role of the state in ensuring social protection in the face of military service-related risks and challenges.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Understand the meaning, concept and approaches to social security

CLO:2- Analyse the role of government in providing benefits and social security to army persons and their families.

CLO:3- Examine the role and functions of various institutions and boards for the welfare of army.

CLO:4- Assess the benefits of social security in conflict and post conflict situations.

CLO:5- Examine interrelation between society and security.

Course Contents	
Unit I:	**Conceptual Framework of Social Security**
	• Meaning, Definition and Scope of Social Security • Concept of Social Security • Theories and Approaches to Social Security in Strategic Discourse
Unit II:	**Social Security for Armed Forces Personnel**
	• Social Security during Active Service: Provisions and Welfare Schemes • Post-Retirement Benefits and Rehabilitation of Veterans • Support Mechanisms for Families of Serving and Deceased Personnel
Unit III:	**State Policy and Institutional Framework**
	• Role of Ministry of Defence and Welfare Departments • Ex-Servicemen Welfare Boards and Sainik Welfare Schemes • Military Hospitals, Canteens, and Educational Institutions
Unit IV:	**Social Security in Conflict and Post-Conflict Situations**
	• Challenges of Displacement, Disability, and Mental Health • Rehabilitation of War-Affected Populations and Soldiers

	• Role of NGOs and Civil Society in Social Security Provision
Unit V:	**Society and Security**
	• Interrelationship between Society and Security: Sociological and Strategic Perspectives • Impact of Social Structures (Caste, Class, Religion, Ethnicity) on National Security

Teaching and Learning Process:

Teaching methods, guided by such a framework, may include:

- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods

Progress towards achievement of learning outcomes may be assessed using the following:

- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Bhattacharya, B. (2005). *Social Security System in India*. New Delhi: Allied Publishers.
2. Duffield, M. (2007). *Development, Security and Unending War: Governing the World of Peoples*. Polity Press.
3. Gough, I., & Wood, G. (2004). *Insecurity and Welfare Regimes in Asia, Africa and Latin America: Social Policy in Development Contexts*. Cambridge University Press.
4. ILO. (2017). *World Social Protection Report 2017–19: Universal Social Protection to Achieve the SDGs*. Geneva: International Labour Organization.
5. Kanwal, G. (2018). *The New Arthashastra: A Security Strategy for India*. New Delhi: HarperCollins.
6. Mathur, H. M. (2010). *Social Security and Social Justice*. Jaipur: Rawat Publications.
7. Midgley, J., & Piachaud, D. (2011). *Social Protection for the Poor and Poorest: Concepts, Policies and Politics*. Palgrave Macmillan.
8. Reddy, K. V. (2007). *Social Security in India: Issues and Concerns*. New Delhi: Serials Publications.
9. Singh, A. (2013). *Social Security for the Unorganised Sector*. New Delhi: Concept Publishing.
10. UNDP. (1994). *Human Development Report: New Dimensions of Human Security*. New York: Oxford University Press.

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Course No.: BDSS8C03   **Contact Hrs/Week:** 4 Hrs
Course Title: Coastal Security and Governance   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective (s):
This course aims to provide a comprehensive understanding of India's coastline, emphasizing its strategic and economic importance. It explores emerging military and non-military threats in coastal and littoral regions while examining the legal frameworks and institutional mechanisms governing coastal security. Additionally, the course highlights the role of technology in strengthening coastal surveillance and protection, offering students a holistic view of coastal governance and national security.

Course Learning Outcomes (CLOs): On Completion of the course, students are able to:-
  CLO:1- Explain the basic concepts and institutional framework related to India's coastal security.
  CLO:2- Assess the strategic and economic importance of India's coastline in national and regional contexts.
  CLO:3- Identify and analyze emerging threats in India's coastal and littoral zones.
  CLO:4- Understand key legal frameworks and the roles of India's coastal/maritime security agencies in coastal protection.
  CLO:5- Evaluate the use of modern technology in coastal protection and governance.

Course Contents	
Unit – I	**Introduction- Understanding Coastal Security**
	• Coastal Security and Maritime Security-key difference and connections • India's Coastline and SLOC: Its strategic significance • India's Coastal Security Architecture: Role of Navy, Coast Guard, Marine Police, Coastal Security Group
Unit – II	**Indian Coastal Waters-Laws and Jurisdiction Dimensions**
	• UNCLOS-Territorial Sea, Contiguous Zone, EEZ, Continental Shelf • India's Maritime Zones Act (1976) & Coastal Regulation Zone Act • Legal issues in Coastal Governance: Ports, Fishing, Transit Passage
Unit – III	**Threats to Coastal Security and Response Mechanisms**
	• Maritime Terrorism and Coastal Infiltration: Post 26/11Challenges • IUU Fishing, Smuggling and Trafficking, Piracy and Armed Robbery • India's Responses- Surveillance, patrols, IMAC, Inter-Agency Coordination.
Unit - IV	**Coastal Governance, Diplomacy and Sustainability**
	• SAGAR & SAGARMALA Policy, Indo-Pacific Strategy • Blue Economy, Port Security, Coastal Resource Management • Maritime Search and Rescue, Disaster Preparedness

Unit - V	Role of Technological in Coastal Security
	• Drones in Coastal Surveillance, Maritime Domain Awareness • Role of Artificial Intelligence and smart systems in Coastal security • Automatic identification Systems (AIS)

Teaching - learning process

Teaching methods guided by such a framework may include:
- the use of prescribed available textbooks and e-learning resources and other self-study materials;
- discussion based tutorials to clarify concepts and ideas
- individual or team-based open-ended based learning
- lectures delivered by eminent experts from different institutions on topic of interestrelated to course
- interaction with eminent experts from different fields including academia, defence personnel and researchers

Assessment methods:
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.*A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in examination.*

Reference/Suggested Readings

1. Bueger, C., & Edmunds, T. (2024). *Understanding Maritime Security*. Oxford University Press, USA.
2. Commander Himadri Das. (2019). *Coastal Security- Policy Imperatives for India*. National Maritime Foundation.
3. Das, P. (2013). *Coastal Security*. Institute for Defence Studies and Analyses.
4. Dr Suresh R. (2014). *Maritime Security of India*. New Delhi: Vij Books India Private Limited.
5. Dr. Mohit Nayal. (2021). *Security of India's Ports, Coast and Maritime Trade*. Vij Books India Pvt Ltd.
6. Edgerton Michael. (2013). *A practitioner's guide to effective maritime and port security*. Hoboken, Nj: Wiley-Blackwell.
7. G. Benassai. (2006). *Introduction to Coastal Dynamics and Shoreline Protection*. WIT Press.
8. Mahajan, H. (2017). *India's Coastal Security, Challenges, Concerns & Way Ahead*. Pune: Madhavi Prakashan.
9. Mahan, A. T. (2012). *The Influence of Sea Power upon History, 1660-1783*. Dover Publications.
10. Panikkar, K. M. (2020). *India and the Indian Ocean: an essay on the influence of sea power on Indian history*. New Delhi: Life Span Publishers and Distributors.
11. Singh, K. R. (2012). *Coastal Security*. Vij Books India Pvt Ltd.
12. UNCLOS. (1982). United Nations Convention on the Law of the Sea. In *United Nations*. United Nations. Retrieved from United Nations website: https://www.un.org/depts/los/convention_agreements/texts/unclos/unclos_e.pdf

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Course No.: BDSS8E01   **Contact Hrs/Week:** 4 Hrs
Course Title: Introduction to Critical Security Studies   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objective(s):
The course aims to provide students with a comprehensive understanding of the concepts and theories in Critical Security Studies. As the field reflects the evolving discourse within security studies, the course will focus on unravelling the various approaches, ranging from constructivism to securitization theory. It specifically covers non-Western perspectives in (critical) security studies. Moreover, the course seeks to cultivate a critical understanding of non-traditional issues.

Course Learning Outcomes (CLOs): On completion of the course, students are able to:-

CLO:1- Understand the key concepts and theories in Critical Security Studies.

CLO:2- Evaluate the contribution of different approaches to Critical Security Studies.

CLO:3- Develop an advanced understanding of the emerging areas in the Security Studies field.

CLO:4- Assess the progress and contribution of non-Western approaches and issues in the Security Studies.

CLO:5- Apply theoretical frameworks to understanding the contemporary security challenges.

Course Contents	
Unit I:	**Introduction**
	• Definition and Key Concepts • From Traditional to Critical • Critical Theory and Security
Unit II:	**Approaches-I**
	• Constructivist • Poststructuralism and Security Studies • Feminist and Gender Approaches
Unit III:	**Approaches-II**
	• Postcolonial Perspective • Subaltern challenge to Traditional Security Studies Theory • Securitisation Theory
Unit IV:	**Issues-I**
	• Environment and Security • Development and Human Security • Migration and Border Security

Unit V:	Issues-II
	• Information, Technology and Warfare • Health Security • Other Emerging Areas

Teaching - Learning process
- The use of prescribed available textbooks, e-learning resources, and other self-study materials;
- Discussion-based tutorials to clarify concepts and ideas;
- Individual or team-based open-ended learning;
- Lectures delivered by eminent experts from different institutions on topics of interest related to the course.

Assessment methods
- Time-constrained examinations;
- Closed-book and open-book tests;
- Written assignments;
- Oral tests and presentations, including seminar presentations;
- Peer and self-assessment.

Attendance Requirements:
Students are expected to attend all lectures. *A minimum of 75% attendance is a must; failing which, a student may not be permitted to appear in the examination*

Reference/Suggested Readings

1. Acharya. A., (2014). *The End of American World Order.* Polity Press.
2. Bajpai. K & Mallvarapu. (eds.) (2019). *India, The West, and the International Order.* Orient BlackSwan.
3. Barry B. & Lene H.(2009). *Evolution of International Security Studies*, Cambridge University Press.
4. Smith. B. (2013), *Understanding Third World Politics: Theories of Political Change and Development.* Bloomsbury.
5. Peoples. C &, Williams. N.V. (2010). *Critical Security Studies: An Introduction,* Routledge.
6. Mhajne. A & Henshaw. A (2024*). Critical Perspectives on Cybersecurity: Feminist and Postcolonial Interventions.* Oxford.
7. Shepherd. L J. (2013). *Critical Approaches to Security: An Introduction to Theories and Methods,* Routledge.
8. Paul. T.V. (2012). International Relations Theory and Regional Transformation. Cambridge University Press.
9. Brincat. S., & Lima. L. (2012). *Critical Theory in International Relations and Security Studies: Interviews and Reflections,* Routledge.
10. Summa, R. (2021). *Everyday Boundaries, Borders and Post Conflict Societies.* Palgrave Macmillan.

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Course No.: BDSS8E02   **Contact Hrs/Week:** 4 Hrs
Course Title: India's Integrated Theatre Command   **Credit:** 04 (L-4, T-0, P-0)
Duration of Examination: 3 Hrs   **Maximum Marks:** 100

Course Objectives
This course aims to provide students with a foundational understanding of India's evolving defence command structure, with a specific focus on tri-service and theatre commands. It examines key policy frameworks, committee recommendations, and strategic reforms initiated to enhance jointness, interoperability, and modernization within the Indian Armed Forces. Through analysis of historical contexts, institutional evolution, and contemporary challenges, students will critically assess India's preparedness in achieving integrated military operations in a dynamic security environment.

Course Learning Outcomes (CLOs):

CLO:1- Define and explain the concept, origin, and strategic significance of integrated commands in the Indian defence framework.

CLO:2- Critically evaluate the impact of major defence committees and policy documents such as the Kargil Review Committee and Shekatkar Committee on India's defence reforms.

CLO:3- Identify the roles, structures, and strategic value of India's existing tri-service commands.

CLO:4- Assess the rationale, scope, and expected outcomes of India's proposed theatre commands, including geopolitical and operational considerations.

CLO:5- Examine the key challenges and opportunities in implementing integrated command systems through policy analysis and case-based learning.

Course Contents	
Unit I:	**Introduction**
	• Definition and Concept • Historical Background • Significance
Unit II:	**Key Committee – Policies Framework**
	• Kargil Review Committee, 1999 • Shekatkar Committee, 2016 • Parliamentary Standing Committee • MOD's Declaration of 2025
Unit III:	**Existing Tri-Service Commands in India**
	• Andaman & Nicobar Command • Strategic Force Command
Unit IV:	**Theatre Commands in India**
	• Northern Theatre Command • Western Theatre Command • Maritime Theatre Command

Unit V:	Challenges and Opportunities
	• Challenges & Strengths • Opportunities – Future Prospects • Case Studies/exercises

Teaching and Learning Process:
Teaching methods, guided by such a framework, may include:
- Lectures supported by group tutorial work;
- The use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based project work;
- Activities designed to promote the development of generic/transferable and subject-specific skills;

Assessment methods
  Progress towards achievement of learning outcomes may be assessed using the following:
- time-constrained examinations; closed-book and open-book tests;
- problem based assignments;
- team project reports;
- oral presentations, including seminar presentation;

Attendance Required:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75 % attendance is must failing which student may not be permitted to appear in the examination.

References /Suggested Readings

1. Singh, J. (2000). *Kargil: From Surprise to Victory*. New Delhi: Penguin India.
2. Ministry of Defence, Government of India. (1999). *Kargil Review Committee Report*. New Delhi: Government of India Press.
3. Shekatkar, D. B. (2016). *Report of the Committee of Experts on Enhancing Combat Capability and Rebalancing Defence Expenditure*. New Delhi: Ministry of Defence.
4. Dutta, S. (2021). *India's Defence Reforms: Issues and Challenges*. New Delhi: Pentagon Press.
5. Cordesman, A. H. (2007). *The Indian Military and Strategic Affairs*. Washington D.C.: Center for Strategic and International Studies (CSIS).
6. Wilkinson, S. (2015). *Army and Nation: The Military and Indian Democracy Since Independence*. Cambridge: Harvard University Press.
7. Cohen, S. P., & Dasgupta, S. (2010). *Arming without Aiming: India's Military Modernization*. Washington, D.C.: Brookings Institution Press.
8. Nair, R. (2019). *Tri-Service Commands in India: Strategic and Operational Significance*. KW Publishers.
9. Tellis, A. J. (2016). *Making Waves: Aiding India's Next-Generation Aircraft Carrier*. Carnegie Endowment for International Peace.

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Course No.: BDSS8D01   **Contact Hrs/Week:** 4 Hrs
Course Title: Dissertation   **Credit:** 12
Duration of Examination: 3 Hrs   **Maximum Marks:** 300

Dissertation