

**Learning Outcomes Based Curriculum  
Framework  
(LOCF)**

**As Envisioned in NEP 2020**

**Post Graduate (PG)**

**Name of the Programme:  
M.A., in Defence and Strategic Studies  
Course Syllabus-w.e.f. 2025-26**





# जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

राया-सूचानी (बागला), जिला सांबा-181143, जम्मू (जम्मू एवं कश्मीर)  
Rahya-Suchani (Bagla), District: Samba - 181143, Jammu (J&K)

CUJ/Acad/04-XV/2025/ 656

विकासीत भारत  
आभियान

13 August, 2025

अधिसूचना संख्या 69/2025

Sub: Course Scheme and Syllabus of 1<sup>st</sup> to 4<sup>th</sup> Semesters of M.A. in National Security Studies  
w.e.f. Academic Session 2025-26 (for batch admitted in 2025 onwards) – Reg.

It is hereby notified for the information of the all concerned that on the recommendations of Board of Studies (BoS) in its 11<sup>th</sup> 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 1<sup>st</sup> to 4<sup>th</sup> Semesters of M.A. in National Security Studies w.e.f. Academic Session 2025-26 (for batch admitted in 2025 onwards), as detailed below:

## Semester-I

Course Code	Course Title	L	T	P	C
<b>Core Course</b>					
MNSS1C01	Introduction to Security Studies	4	0	0	4
MNSS1C02	Conceptual Aspects of International Relations	4	0	0	4
MNSS1C03	WMD, Disarmament and Arms Control	4	0	0	4
<b>Open Elective Courses</b>					
#	Open Elective Courses	-	-	-	10
<b>Total</b>		-	-	-	22

The student has to earn a minimum of **22 credits** during 1<sup>st</sup> Semester. Apart from three core courses of **4 Credits** each; the candidate has to earn **10 more credits (minimum of 02 credit from SEC/VAC)** among the open elective basket offered by the Department/other Departments or through MOOC courses on the SWAYAM platform.

## Semester-II

Course Code	Course Title	L	T	P	C
<b>Core Course</b>					
MNSS2C01	Evolution of Strategic Thoughts	4	0	0	4
MNSS2C02	India's Maritime Security in Indo-Pacific	4	0	0	4
MNSS2C03	Armed Forces & Society	4	0	0	4
<b>Open Elective Courses</b>					
#	Open Elective Courses	-	-	-	10
<b>Total</b>		-	-	-	22

The student has to earn a minimum of **22 credits of 4 Credits** each; the candidate has to earn **10 more credits(minimum of 02 credit from SEC/VAC)** among the open elective basket offered by the Department/other Departments or through MOOC courses on the SWAYAM platform.



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### Semester-III

Course Code	Course Title	L	T	P	C
<b>Core Course</b>					
MNSS3C01	Hybrid Warfare	4	0	0	4
MNSS3C02	Border Security Management in India	4	0	0	4
MNSS3C03	Basics of Defence Economics	4	0	0	4

<b>Open Elective Courses</b>					
#	Open Elective Courses	-	-	-	10
	<b>Total</b>	-	-	-	22

The student has to earn a minimum of **22 credits** during 3<sup>rd</sup> Semester. Apart from three core courses of **4 Credits** each; the candidate has to earn **10 more credits (minimum of 02 credit from SEC/VAC)** among the open elective basket offered by the Department/other Departments or through MOOC courses on the SWAYAM platform.

### Semester-IV

Course Code	Course Title	L	T	P	C
MNSS4D01	Dissertation/ Internship/ Project	0	0	24	12
<b>Open Elective Courses</b>					
##	MOOCs available on the SWAYAM/ Online Platforms	-	-	-	8
	<b>Total</b>	-	-	-	20

## MOOCs Course to be opted as per availability on SWAYAM / NPTEL Platforms

The student has to earn a minimum of **20 credits** during 4<sup>th</sup> Semester. Apart from Dissertation of **12 Credits**; the candidate has to earn **8 more credits** among the MOOCs available on the SWAYAM/ Online Platforms.

<b>List of Open Electives Courses Offered by the Department of National Security Studies</b>							
Course Code	Course Title	Nature of the Course	Semester	L	T	P	C
<b>Skill Enhancement / Value Added Courses</b>							
MNSS1O01	Basic Communication and Computer Skills Development	SEC/VAC	I	2	0	0	2
MNSS2O01	Soft Skills Development	SEC/VAC	II	2	0	0	2
MNSS3O01	Understanding Contemporary China	SEC/VAC	III	2	0	0	2

<b>Open Electives Courses</b>							
MNSS1O02	India's Internal Security: Issues and Challenges	OEC	I	4	0	0	4
MNSS1O03	India's Foreign Policy	OEC	I	4	0	0	4
MNSS1O04	Contemporary International Conflicts	OEC	I	4	0	0	4



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MNSS1O05	Comprehensive Security	OEC	I	4	0	0	4
MNSS1O06	Cyber Security Challenges and Solutions	OEC	I	4	0	0	4
MNSS2O02	Introduction to Peace and Conflict Studies	OEC	II	4	0	0	4
MNSS2O03	Science, Technology and Security	OEC	II	4	0	0	4
MNSS2O04	India and Its Neighbours	OEC	II	4	0	0	4
MNSS2O05	International Organizations	OEC	II	4	0	0	4
MNSS2O06	Global Conflict and the Strategic Use of Soft Power	OEC	II	4	0	0	4
MNSS2O07	Artificial Intelligence in National Security	OEC	II	4	0	0	4
MNSS3O02	Geopolitics and Regional Security	OEC	III	4	0	0	4
MNSS3O03	Military History of India	OEC	III	4	0	0	4
MNSS3O04	India's Coastal Security and Governance	OEC	III	4	0	0	4
MNSS3O05	National Security Laws in India	OEC	III	4	0	0	4
MNSS3O06	Understanding Regional Strategic Studies	OEC	III	4	0	0	4

### Open Elective Courses offered to Other Departments

MNSS4O01	Disaster Management in India	OEC	IV	4	0	0	4
MNSS4O02	Energy and Environmental Security	OEC	IV	4	0	0	4
MNSS4O03	Human Rights & Security	OEC	IV	4	0	0	4
MNSS4O04	Geopolitics and Regional Security in Central Asia	OEC	IV	4	0	0	4
MNSS4O05	Introduction to the Global Security Challenges	OEC	IV	4	0	0	4
MNSS4O06	India's Military Diplomacy	OEC	IV	4	0	0	4

\*\*Credit Transfer upto 40% Allowed/As per University Policy

NOTE: Learners have an option to exit after one year with Post Graduate Diploma in National Security Studies.

  
13/08/25

कुलसंचिव

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**Department of Defence and Strategic Studies**  
**(w.e.f. the academic year 2025-26)**

**PREAMBLE**

**About the Department/discipline in brief**

The Department of Defence and Strategic Studies aims to promote teaching and research in the field of security and strategic studies. As India is becoming more involved in global issues and is contributing to shaping global norms, it must also be prepared to face a range of security challenges at multiple levels. The department is committed to preparing the new generation of scholars, experts, and leaders in security and strategic studies. Located in the Union Territory of Jammu and Kashmir (J&K), which is considered a security and strategic hot spot in South Asia, it has the inherent potential to promote academic research as well as policy analysis on issues related to national, regional, and international security. It would provide a platform for all the stakeholders to engage in constructive dialogue, and debate on issues related to national security. Apart from the assigned curricula, students and scholars of the department are introduced to policy analysis using innovative teaching and research skills along with field visits. Four major thrust areas have been identified for research namely Border Security Management, Trans-boundary Water Security and Conflict Management, Maritime Security, Non-Traditional Security Issues, including Environmental and Energy Security.

**Vision and Mission of the Department**

**Vision**

The Department aspires to emerge as a Centre of Excellence in the field of national security and regional & international studies in the country by promoting rigorous research analysis.

**Mission**

It intends to generate alternative and innovative national security discourse through interdisciplinary approach and by providing platforms to various stakeholders (policymakers, armed forces, media, and civil society), it aims to intellectually engage them on issues concerning India's security.

**Graduate Attributes (GAs)**

The attributes in a graduate of Defence and Strategic Studies are expected to exhibit the following:

- **Disciplinary knowledge and skills:** Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and contemporary strategic environment in Defence & Strategic Studies and its different subfields.
- **Skilled communicator and Critical thinker:** Ability to transmit complex information and ability to employ critical thinking relating to national security issues in a clear and concise manner in writing and oral skills.
- **Sense of inquiry:** Capability for asking relevant/appropriate questions relating to issues and problems in the field of Defence & Strategic Studies and planning, executing and reporting the results of any issues related to national/international security
- **Team player/Leader:** Capable of working effectively in diverse teams in both classroom, in society and real life situations.

- **Skilled project manager:** Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical conduct.
- **Digitally literate:** Capable of using computers to understand strategies and tactics in conflicts.
- **Ethical awareness/reasoning:** Capable of embracing and demonstrating the ability to demonstrate moral/ ethical values in one's work and avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciate environmental and sustainability issues.
- **Lifelong learners:** Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.

### **Qualification Descriptions**

The qualification descriptors for a Master's Degree programme in Defence and Strategic Studies shall include the following:

- Understanding national and international strategic and security issues, analyses and evaluation using methodologies as appropriate to the subject(s) for drawing interpretations and conclusions.
- Communicate results of studies undertaken in security affairs in a range of different contexts using the concepts, constructs and techniques as applicable.
- Able to draw on a range of current research and development work and professional materials.

### **Program Learning Outcomes (PLO)**

<b>PLO:1-</b>	<b>Capacity building</b> for next-generation in critical analyses of strategic issues and generating a pool of national security specialists.
<b>PLO:2-</b>	<b>Analytical skills</b> to understand and explain subject.
<b>PLO:3-</b>	<b>Critical Thinking</b> -Students will be able to critically assess various concepts and diverse issues, as well as their contemporary relevance.
<b>PLO:4-</b>	<b>Policy Research aptitude</b> - fostering a thriving research culture to promote policy research on current security issues and challenges.
<b>PLO:5-</b>	<b>Impart indigenous strategic thinking culture</b> - Encourage problem-solving techniques and creative strategic thinking culture among students and scholars based on indigenous Indian knowledge system.

**TEMPLATE FOR IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY**  
**We.f. ACADEMIC SESSION 2025-26**

Semester	Programme	Core (C)	Open Elective (OE)	Skill Enhancement / Value Additions Courses In alternate semesters (SE)/(VA)	Audit Course/ Qualifying Courses (QC)	Total Credits
I	MA (Defence and Strategic Studies)	<b>12 Credits</b>	<b>8 Credits (any two)</b>	<b>2 Credits</b>	<b>0 Credits</b>	<b>22</b>
		Introduction to Security Studies	India's Internal Security: Issues and Challenges	Basic Communication and Computer Skills Development		
		Conceptual Aspects of International Relations	India's Foreign Policy			
		WMD, Disarmament and Arms Control	Contemporary International Conflicts			
			Comprehensive Security			
			Cyber Security Challenges and Solutions			
II	MA (Defence and Strategic Studies)	<b>12 Credits</b>	<b>8 Credits (any two)</b>	<b>2 Credits</b>	<b>0 Credits</b>	<b>22</b>
		Evolution of Strategic Thoughts	Introduction to Peace and Conflict Studies	Soft Skills Development		
		India's Maritime Security in Indo-Pacific	Science, Technology and Security			
		Armed Forces & Society	India and Its Neighbours			
			International Organizations			
			Global Conflict and the Strategic Use of Soft Power			
			Artificial Intelligence in National Security			
<i>Award of Post Graduate Diploma (After 1 year)/Degree**</i>						44
III	MA (Defence and Strategic Studies)	<b>12 Credits</b>	<b>8 Credits (any two)</b>	<b>2 Credits</b>	<b>0 Credits</b>	<b>22</b>
		Hybrid Warfare	Geopolitics and Regional Security	Understanding Contemporary China		
		Border Security Management in India	Military History of India			
		Basics of Defence Economics	India's Coastal Security and Governance			
			National Security Laws in India			
			Understanding Regional Strategic Studies			
IV	MA (Defence and Strategic Studies)	<b>12 Credits</b> (Dissertation/Internship/Project)	<b>08 Credits</b>	<b>2 Credits</b>	<b>0 Credits</b>	<b>20</b>
			MOOCs available on the SWAYAM/online Platforms			
			<b>Open Elective (OE) offered to other Departments</b>			
			Disaster Management in India			
			Energy and Environmental Security			
			Human Rights & Security			
			Geopolitics and Regional Security in Central Asia			
			Introduction to the Global Security Challenges			
			India's Military Diplomacy			
			<i>Award of Post Graduate Degree (After 2 year) *</i>			
		<b>Total (I+II+III+IV)</b>				<b>88</b>

**Programme Evaluation Matrix**  
**W.e.f. Academic Session 2025-26**

**Semester – I**

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
<b>Core courses</b>						
	Introduction to Security Studies	04	20	30	50	100
	Conceptual Aspects of International Relations	04	20	30	50	100
	WMD, Disarmament and Arms Control	04	20	30	50	100
<b>Skill Enhancement / Value Additions Course</b>						
	Basic Communication and Computer Skills Development	02	10	15	25	50
<b>Open Elective Courses (any two)</b>						
	India's Internal Security: Issues and Challenges	04	20	30	50	100
	India's Foreign Policy	04	20	30	50	100
	Contemporary International Conflicts	04	20	30	50	100
	Comprehensive Security	04	20	30	50	100
	Cyber Security Challenges and Solutions	04	20	30	50	100
<b>Total</b>		<b>22</b>	-	-	-	<b>550</b>

**Semester - II**

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
<b>Core courses</b>						
	Evolution of Strategic Thoughts	04	20	30	50	100
	India's Maritime Security in Indo-Pacific	04	20	30	50	100
	Armed Forces & Society	04	20	30	50	100
<b>Skill Enhancement / Value Additions Course</b>						
	Soft Skills Development	02	10	15	25	50
<b>Open Elective Courses (any two)</b>						
	Introduction to Peace and Conflict Studies	04	20	30	50	100
	Science, Technology and Security	04	20	30	50	100
	India and Its Neighbours	04	20	30	50	100
	International Organizations	04	20	30	50	100
	Global Conflict and the Strategic Use of Soft Power	04	20	30	50	100
	Artificial Intelligence in National Security					
<b>Total</b>		<b>22</b>	-	-	-	<b>550</b>

**Semester - III**

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
<b>Core courses</b>						
	Hybrid Warfare	04	20	30	50	100
	Border Security Management in India	04	20	30	50	100
	Basics of Defence Economics	04	20	30	50	100
<b>Skill Enhancement / Value Additions Course</b>						
	Understanding Contemporary China	02	10	15	25	50
<b>Open Elective Courses (any two)</b>						
	Geopolitics and Regional Security	04	20	30	50	100
	Military History of India	04	20	30	50	100
	India's Coastal Security and Governance	04	20	30	50	100
	National Security Laws in India	04	20	30	50	100
	Understanding Regional Strategic Studies	04	20	30	50	100
<b>Audit Course</b>						
#	MOOCs available on the SWAYAM / NPTEL /IGNOU/ Platforms	-	-	-	-	-
<b>Total</b>		<b>22</b>	-	-	-	<b>550</b>
<b>#MOOCs COURSE TO BE OPTED AS PER AVAILABILITY ON SWAYAM / NPTEL / ONLINE PLATFORMS</b>						

**Semester - IV**

Course Code	Course Title	Credit	CIA	MSE	ESE	Max. Marks
<b>Core courses</b>						
	Dissertation/Internship/Project	12	-	-	-	300
<b>Skill Enhancement / Value Additions Course</b>						
-	-	-	-	-	-	-
<b>Open Elective Courses</b>						
#	MOOCs available on the SWAYAM / Online Platforms	08	40	60	100	200
<b>Open Elective (OE) offered to other Departments</b>						
	Disaster Management in India	04	-	-	100	100
	Energy and Environmental Security	04	20	30	50	100
	Human Rights & Security					
	Geopolitics and Regional Security in Central Asia	04	20	30	50	100
	Introduction to the Global Security Challenges	04	20	30	50	100
	India's Military Diplomacy	04	20	30	50	100
<b>Total</b>		<b>20</b>	-	-	-	<b>500</b>

**#MOOCS COURSE TO BE OPTED AS PER AVAILABILITY ON SWAYAM / NPTEL PLATFORMS**

**\*\*CREDIT TRANSFER UPTO 40% ALLOWED/AS PER UNIVERSITY POLICY**

NOTE: Learners have an option to exit after one year with Post Graduate Diploma in Defence and Strategic Studies.

**CIA - Continuous Internal Assessment**

**MSE - Mid Semester Examination**

**ESE - End Semester Examination**

# *Detailed Course Contents*

## **SEMESTER I**

## **CORE COURSES**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No:**

**Course Title:** Introduction to Security Studies

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course aims to familiarize students with the evolution of security studies and to develop an understanding of its major approaches/theories. It seeks to enable students to comprehend the basic concept of security, the emergence of security studies, various schools of thought, and emerging trends in security studies.

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

- CLO:1-** Understand and explain basic concepts of security studies.
- CLO:2-** Trace the historical evolution of security studies as a discipline and develop a holistic understanding about its contemporary trends.
- CLO:3-** Develop an analytical ability about the theoretical aspects of security studies to comprehend the core issues, phenomena or problems in a more lucid manner.
- CLO:4-** Learn through the case studies to enrich their critical analytical skills.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Concepts of Security</b>
	<ul style="list-style-type: none"> <li>• Introduction to Concepts of Security</li> <li>• Definition of Security, Power, Hegemony</li> <li>• National Security, Regional Security, International Security</li> </ul>
<b>Unit II:</b>	<b>Evolution of Security Studies</b>
	<ul style="list-style-type: none"> <li>• Pre War Security Studies</li> <li>• Security Studies during Cold War and Post-Cold War: State Security versus Human Security</li> <li>• Contemporary Debates</li> </ul>
<b>Unit III:</b>	<b>Traditional Approaches of Security Studies</b>
	<ul style="list-style-type: none"> <li>• Realism</li> <li>• Liberalism</li> <li>• Constructivism</li> </ul>
<b>Unit IV:</b>	<b>Non-Traditional Security Approaches: Shifting Level of Analysis</b>
	<ul style="list-style-type: none"> <li>• The Welsh School, The Copenhagen School</li> <li>• Feminist Theory of Security</li> <li>• Post-Colonial/Global South Notion of Security</li> </ul>
<b>Unit V:</b>	<b>Case Studies</b>
	<ul style="list-style-type: none"> <li>• Cold War Security Crisis-Cuban Missile Crisis</li> <li>• Post-Cold War Humanitarian Intervention-Just War</li> <li>• Global Health Security and COVID-19 Pandemic</li> </ul>

### **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. Ayoob, Mohammed (1995), *Third World Security Predicament: State Making, Regional Conflict and the International System (Emerging Global Issues)*, Boulder: Lynne Rienner.
2. Brincat, Shannon; Lima, Laura (Eds.) (2012), *Critical Theory in International Relations and Security Studies: Interviews and Reflections*, London: Routledge.
3. Brook, E. (2023), *Introduction to Global Security Studies*, Wilmington: American Academic Publisher.
4. Buzan, Barry; Hansen, Lene (2012), *The Evolution of International Security Studies*, Cambridge: Cambridge University Press.
5. Caballero-Anthony, Mely (Ed.) (2016), *An Introduction to Non-Traditional Security Studies: A Transnational Approach*, London: SAGE Publications Ltd.
6. Gostin, Lawrence O. (2021), *Global Health Security: A Blueprint for the Future*, Cambridge: Harvard University Press.
7. Hough, Peter; Malik, Shahin; Moran, Andrew; Pilbeam, Bruce (2015), *International Security Studies: Theory and Practice*, London: Routledge.
8. Leprince, Carolina; Steer, Cassandra (Eds.) (2021), *Women, Peace, and Security: Feminist Perspectives on International Security*, Montreal: McGill-Queen's University Press.
9. Shepherd, Laura J. (2013), *Critical Approaches to Security: An Introduction to Theories and Methods*, London: Routledge.
10. Williams, Paul D.; McDonald, Matt (Eds.) (2018), *Security Studies: An Introduction (3rd ed.)*, New York: Routledge.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Conceptual Aspects of International Relations

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course shall introduce the students to the study of conceptual aspects of international relations. It intends to develop understanding on the major themes of the subject. It will also enable students to analyse the range of issues, themes and approaches in contemporary international relations.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The learners will become aware of the basic tenets of international relations and these have contributed in interstate affairs.
- 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-** The paper enables the students on military and state centric aspects of international relations.
- CLO:4-** They will get an opportunity to acquire knowledge on economic and security characteristics of international organisations in international environment.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Basic Tenets of International Relations</b>
	<ul style="list-style-type: none"> <li>• Definition of State, System, Society, Nation State System</li> <li>• Basic concepts of International Relations – polarity, balance of power and interests</li> <li>• History of international relations – World War I &amp; II, cold war, post-cold war</li> </ul>
<b>Unit II:</b>	<b>Theories of International Relations</b>
	<ul style="list-style-type: none"> <li>• Morgenthau's Realist Theory</li> <li>• System Theory of Morton Kaplan</li> <li>• Decision Making Theory of Richard Snyder</li> </ul>
<b>Unit III:</b>	<b>Foreign &amp; Security Policy Decision-making Process</b>
	<ul style="list-style-type: none"> <li>• National threat perception and misperception – the role of media and social media</li> <li>• Decision-making process – political class, bureaucracy</li> <li>• Impact of domestic politics on foreign policy</li> </ul>
<b>Unit IV:</b>	<b>Power, Identity and Interests in International Relations</b>
	<ul style="list-style-type: none"> <li>• Power in International Relations – hard power/soft power</li> <li>• The relations of security to identity</li> <li>• Defining national interest and its relation to security</li> </ul>
<b>Unit V:</b>	<b>The Role of International Organisations in World Politics</b>

	<ul style="list-style-type: none"> <li>• The role and functions of United Nations (UN)</li> <li>• WTO, IMF and World Bank</li> <li>• Inter-governmental Organisations – IAEA</li> </ul>
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### **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. Baylis, John; Smith, Steve; Owens, Patricia. (2023). *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press
3. Carvalho, Benjamin De; Lopez, Julia Costa; Liera, Halvard (2021). *Routledge Handbook of International Relations*. New York: Routledge
4. Chatterjee, Aneek. (2010). *International Relations Today: Concepts and Applications*. Delhi: Pearson
5. Ghosh, Peu (2016). *International Relations*. New Delhi: PHI Learning
6. Keerthiraj; N. G. Devaiah.(2022). *Quintessence of International Politics: Theoretical & Conceptual Foundations*. Bengalore: Blue Hill
7. Khanna, V N, Leslie K Kumar (2020). *International Relations*. New Delhi: Vikas Publishing
8. Lawson, Stephanie (2023). *International Relations*. Australia: Polity
9. Morgenthau, H.J. (1948). *Politics Among Nations*. New York: Knopf
10. Zelikow, Philip (2021). *The Roads Less Travelled: The Secret Battle to End the Great War, 1916-1917*. New York: Public Affairs

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** WMD, Disarmament and Arms Control

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course paper aims to make students understand the evolution of disarmament and the development of terms associated with disarmament and Arms Control. Further, the course teaches students about the collective steps taken to achieve it with particular emphasis on nuclear disarmament. It also assists the students to understand the dynamics of disarmament efforts post-World War II. In addition, the subject also elucidates to the students on the potential future of disarmament & Arms Control measures and the challenges concerning the weapons of mass destruction.

**Course Learning Outcomes (CLOs):**

- CLO:1-** Students will learn about the post-World War II scenario that led to the development of the nuclear era.
- CLO:2-** Students will study and comprehend major nuclear warfare theories as well as the dynamics of nuclear proliferation during and after the Cold War.
- CLO:3-** Students will also study the various Arms Control Treaties and how they have fared in the age of nuclear weapons. Additionally, they will also be in a position to comprehend and evaluate the future of the international nuclear non-proliferation regimes and disarmament.
- CLO:4-** They will also learn about the global peace efforts and the role of the United Nations in the potential future of Arms Control measures and the challenges concerned.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Basic Concepts</b> <ul style="list-style-type: none"> <li>• Definition of Arms Control and Disarmament</li> <li>• Basic Concepts and their Relationship</li> <li>• Nature and Scope of Arms Control and Disarmament</li> </ul>
<b>Unit II:</b>	<b>Arms Control Efforts during Cold War Period</b> <ul style="list-style-type: none"> <li>• Strategic Arms Limitation Talks (SALT)- I &amp; II, Biological Weapons Convention (BWC),</li> <li>• Chemical Weapon Convention (CWC), Strategic Arms Reduction Talks (START)</li> <li>• Outer Space Treaty, Partial Test Ban Treaty (PTBT)</li> </ul>
<b>Unit III:</b>	<b>Arms Control and Disarmament Efforts Post Cold War Period</b> <ul style="list-style-type: none"> <li>• Existing arms control mechanisms – unilateral, bilateral and multilateral</li> <li>• Treaties on Conventional Weapons and Arms Trade, Small Arms and Light Weapons (SALW),</li> <li>• Role of civil society in building nuclear weapons free world</li> </ul>

<b>Unit IV:</b>	<b>Global Nuclear Non-proliferation Regimes</b>
	<ul style="list-style-type: none"> <li>• Treaty on the Non-proliferation of Nuclear Weapons (NPT)</li> <li>• Comprehensive Test Ban Treaty (CTBT).</li> <li>• Fissile Material Cut-off Treaty (FMCT) &amp; Nuclear Suppliers Group (NSG)</li> </ul>
<b>Unit V:</b>	<b>Future of Disarmament</b>
	<ul style="list-style-type: none"> <li>• Potential future trend of disarmament</li> <li>• Challenges towards disarmament efforts</li> <li>• Exercise/presentation</li> </ul>

### Teaching - learning process

- lectures supported by group tutorial work;
- the use of prescribed textbooks and e-learning resources and other self-study materials;
- open-ended project work, some of which may be team-based;
- Simulation exercises and conduct of practical assignments by case studies.

### 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;
- observation of practical skills; individual project reports (case-study reports);
- oral presentations, including seminar presentation;
- Peer and self- assessment etc. and any other pedagogic approaches as per the context.

### 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. A Cooper, D. (2021). *Arms Control for the Third Nuclear Age*. Georgetown University Press.
2. Abbasi, R. (2021). *Building a Road to Nuclear Disarmament* (1st edition). Routledge.
3. Badri Maharaj, S. (2019). *Indian Nuclear Strategy*. Routledge.
4. E. Williams, R., & R. Viotti, P. (2012). *Arms Control: History, Theory and Policy*. ABC-CLIO Publications.
5. Irmgard, N. (2020). *Nuclear Non-Proliferation and Arms Control Verification*. Springer Nature.
6. Rotfeld, A. D. (2000). *Arms control and disarmament: SIPRI's new conceptual approach* | United Nations iLibrary. United Nations ILibrary. <https://www.un-ilibrary.org/content/books/9789210581424c002>
7. S.P, C. (1994). *Nuclear Proliferation in South Asia: The Prospects for Arms Control*. New Delhi: Lancer
8. Sethi, M. (2009). *Nuclear Strategy: India's March towards Credible Deterrence*. New Delhi: KW Publishers
9. Steen, B. N. V., & Njølstad, O. (2019). *Nuclear Disarmament*. Routledge.
10. Street, T. (2021). *The Politics of Nuclear Disarmament*. Routledge.

## **SKILL ENRICHMENT/VALUE ADDITION COURSE**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

<b>Course Code:</b>		<b>Contact Hrs. /Week:</b> 2 Hrs
<b>Course Title:</b> Basic Communication and Computer Skills Development		<b>Credit:</b> 02 (L-2, T-0, P-0)
<b>Duration of Examination:</b> 2 Hrs		<b>Marks:</b> 50

**Course Objective(s):-**

The course aims to enable students to comprehend the concept of communication; make students build a repertoire of functional vocabulary and communication skills; and to train students in basic computer knowledge; this provides essential skills for the user to get adapted to any work environment.

**Course Learning Outcomes (CLOs)**

- CLO:1-** The course shall help the students in understanding the importance of basic communication and computer skills.
- CLO:2-** They shall be able to comprehend with the basic skills used for communication
- CLO:3-** The students will acquire the knowledge related to basic computing skills and its academic applications.

<b>Course Contents</b>	
<b>Unit I</b>	<b>Basics of Communication</b>
	<ul style="list-style-type: none"> <li>• Verbal and Non Verbal Communication</li> <li>• Greeting, Self-Introduction, Body Language</li> <li>• Public Speaking, Interactive and Presentation Skills</li> </ul>
<b>Unit II</b>	<b>Fundamentals of Communication Skills</b>
	<ul style="list-style-type: none"> <li>• Skills in Reading</li> <li>• Writing Skills</li> <li>• Listening Skills</li> <li>• Conversation Skills</li> </ul>
<b>Unit III</b>	<b>Computer Skills</b>
	<ul style="list-style-type: none"> <li>• Introduction to Computers-Classification of Computers</li> <li>• Role of Computers in Society and Security</li> <li>• E-Mail, Letter and report Writing</li> <li>• Pi Chart, Power Point, Word</li> </ul>

### **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. Black, Mike. (2023). *Effective Communication: Easy Guide for Understanding Body Language, Having Social Intelligence, and Being More Charismatic*. independently published
2. Burgoon, Judee K.; Manusov, Valerie; Guerrero, Laura. (2021). *Nonverbal Communication*. New York: Routledge
3. Cruz, Jenet. (2023). *The Power of Communication Skills and Effective Listening: Say What You Mean and Mean What You Say*. Weatherford: Unlimited Concepts
4. Duck, Steve. (2012). *The Basics of Communication: A Relational Perspective*. New Delhi: Sage
5. Fujish, Randy. (2022). *The Art of Communication: Improving Your Fundamental Communication Skills*. Maryland: Rowman & Littlefield
6. Gill, Satish. (April 2015). *Impacts of Computers on Today's Society*. International Journal of Core Engineering & Management (IJCEM) Volume 2. Issue 1.
7. Goel, Anita. (2010). *Computer Fundamentals*. Pearson, New Delhi
8. Hanh, Thich Nhat. (2014). *The Art of Communicating*. Harper Collins
9. Norton, Peter. *Introduction to Computers*. Tata McGraw Hill
10. Sinha, P.K. (2004) *Computer Fundamentals*. New Delhi: BPB Publications

**OPEN ELECTIVE COURSES**  
**(Any Two out of Three Course)**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

<b>Course Code:</b>	<b>Contact Hrs/Week:</b> 4 Hrs
<b>Course Title:</b> India's Internal Security: Issues & Challenges	<b>Credit:</b> 04 (L-4, T-0, P-0)
<b>Duration of Examination:</b> 3 Hrs	<b>Maximum Marks:</b> 100

**Course Objective(s):**

This course will provide students with an overview of India's internal security issues and challenges. The objective is to teach students about the dynamics of terrorism and violence in the region, perpetrated by state or non-state actors. It would also educate the students about India's counter-terrorism and insurgency measures. The course brings out an overview of the State's relationship with civil society and the social security system of India will also be discussed. Further, the various issues related to socio-political aspects like Illegal Migration and Refugee Problems in India will be examined using detailed case studies.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The course offers related challenges of internal security with conceptual and definitional clarifications of key concepts related to traditional and non-traditional security.
- CLO:2-** Students will understand the differences between terrorism and insurgency, as well as the major sources of internal security threats and the dynamics of internal security in India.
- CLO:3-** Students will have a solid understanding of India's counter-insurgency and counter-terrorism strategies.
- CLO:4-** Students will have a thorough understanding of the various types of organized crime in India, as well as the effects of migration and communalism.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Conceptual Aspects of Internal Security</li> <li>• Traditional aspect of Internal Security</li> <li>• Non Traditional Aspect of Internal Security</li> </ul>
<b>Unit II:</b>	<b>Terrorism and Insurgency</b> <ul style="list-style-type: none"> <li>• Definition, Concept, Ideology and Main Causes of Terrorism</li> <li>• Terrorist Movements in India, Counter Terrorism Initiatives (Laws and Institutions)</li> <li>• Insurgency Movements in India- Main Causes-Challenges</li> </ul>
<b>Unit III:</b>	<b>Low Intensity Conflict in India</b> <ul style="list-style-type: none"> <li>• Cross Border-State Sponsored Terrorism in J&amp;K,</li> <li>• Insurgency problems in North East-Counter Insurgency Strategy</li> <li>• Rise of Ideological Conflict-Left Wing Extremism/ Naxalism/Maoism</li> </ul>

<b>Unit IV:</b>	<b>Transnational Organised Crime: Impact on Internal Security</b>
	<ul style="list-style-type: none"> <li>• Introduction to Transnational Organized Crimes</li> <li>• Illegal Drug Trafficking, Arms Trade, Human Trafficking, Money Laundering and Cyber Crimes in India</li> <li>• Countering Organised Crime Activities</li> </ul>
<b>Unit V:</b>	<b>State, Society and Security</b>
	<ul style="list-style-type: none"> <li>• State and Social Security: Acts</li> <li>• Illegal Migration and Refugee Problem in India</li> <li>• External and Internal Dimensions</li> </ul>

### **Teaching - learning process**

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

- lectures supported by tutorial work;
- Use of prescribed textbooks and e-learning resources and other self-study materials;
- Team-based; activities designed to promote the development of generic subject-specific skills; use of case study methods.

### **Assessment methods**

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

- time-constrained examinations; closed-book tests;
- problem based assignments;
- observation of practical skills; individual project reports (case-study reports);
- team project, oral presentations, including seminar presentation;
- Self- assessment etc. and any other pedagogic approaches as per the context.

### **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/ Web links**

1. Arora, Subhash Chander. (1999). *Strategies to Combat Terrorism*. New Delhi: Har-Anand Publications.
2. Arvind Gupta. (2018). *How India Manages its National Security*. Penguin Random House India Private Limited.
3. Baghel, Virendra Singh (2020). *India's Internal Security*, The Readers Paradise.
4. Bhatnagar, V. (1998). *Challenges to India's Integrity: Terrorism, Casteism, And Communalism*. Jaipur: Rawat Publications.
5. Goswami, Namarata. (2013). *India's Internal Security Situation: Present Realities and Future Pathways*. New Delhi: Institute for Defence Studies and Analyses
6. Karan, Vijaya. (1997). *War by Stealth: Terrorism in India*. New Delhi: Penguin Books.
7. Kumar, Ashok, Vipul Anekant (2019). *Challenges to Internal Security of Indian* Mc Graw Hill Publications.
8. Maggy Lee. (2012). *Trafficking and Global Crime Control*. SAGE Publications Ltd.
9. Maroof Raza; Stephen P. Cohen. (2009). *Confronting Terrorism*. Penguin.
10. Marwah, Ved. (1999). *Uncivil Wars: Pathology of Terrorism in India*. New Delhi: Harper Collins Publishers.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** India's Foreign Policy

**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 students with a comprehensive understanding of India's foreign policy. It will acquaint learners with the evolution and phases of India's foreign policy, its relationships with major powers, and future trends. By the end of the course, students will have gained a nuanced insight into the opportunities and challenges in India's foreign policy landscape.

**Course Learning Outcomes (CLOs):**

- CLO:1-** Understand the origin, principles, and objectives of India's foreign policy.
- CLO:2-** Assess problems and prospects in India's near and extended neighbourhood.
- CLO:3-** Comprehend the trends of India's foreign policy with major strategic partners, and its choices on global issues.
- CLO:4-** Identify the continuity and change in the foreign policy since independence and evaluate India's response to the emerging challenges in its external environment.
- CLO:5-** Understand the origin, principles, and objectives of India's foreign policy.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b>
	<ul style="list-style-type: none"> <li>• Origin and Foundations of India's Foreign Policy: Determinants, Objectives, Principles</li> <li>• Phases of India's Foreign Policy: From Idealism to Pragmatism</li> <li>• India's Contemporary Foreign Policy Shifts: Continuity and Change</li> </ul>
<b>Unit II:</b>	<b>India's Neighbourhood Policy</b>
	<ul style="list-style-type: none"> <li>• India and its Near Neighbourhood – SAARC nations</li> <li>• India and the Regional Cooperation in South Asia.</li> <li>• India and its extended neighbourhood – West Asia, Central Asia, and South East Asia</li> </ul>
<b>Unit III:</b>	<b>India and Major Powers</b>
	<ul style="list-style-type: none"> <li>• India and the United States: From Divergence to Convergence</li> <li>• India and Russia: Changing Contours</li> <li>• India and European Union: Opportunities and Challenges</li> </ul>
<b>Unit IV:</b>	<b>India and Global issues</b>
	<ul style="list-style-type: none"> <li>• India and the issue of Global Terrorism</li> <li>• India and International Economic Regime: WTO, IMF and World Bank</li> <li>• India and Climate Change</li> </ul>

<b>Unit V:</b>	<b>Case Analyses</b>
	<ul style="list-style-type: none"> <li>• Balancing Dilemma: India, Russia and the US</li> <li>• India and the issue of Global Governance</li> <li>• India's China policy – Containment, Engagement and “Congagement”</li> </ul>

### **Teaching - learning process**

- E-Contents through LMS- MOODLE.
- Blended mode & PPTs.
- Text reading and analysing.
- Lectures/ case studies/ online simulation activities.
- Scenario building methods based on hypothesis from case studies.
- Guest lectures and interactions with the Ambassadors/diplomats.

### **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. Ganguly, S. (2012). *India's Foreign Policy: Retrospect and Prospect*. UK: Oxford University Press.
2. Jaishankar, S. (2020). *The India Way: Strategies for an Uncertain World*. New Delhi, India: Harper Collins.
3. Jaishankar, S. (2024). *Why Bharat Matters*. India: Rupa Publications.
4. Madan, T. (2020). *Fateful Triangle: How China Shaped U.S.-India Relations During the Cold War*. US: Brookings Institution.
5. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford Handbook of Indian Foreign Policy*. UK: Oxford University Press.
6. Menon, S. (2016). *Choices: Inside the Making of Indian Foreign Policy: Inside the Making of India's Foreign Policy*. UK: Penguin.
7. Paliwal, A. (2017). *My Enemy's Enemy: India in Afghanistan from the Soviet Invasion to the US Withdrawal*. UK: Oxford University Press.
8. Pande, A. (2017). *From Chanakya to Modi: Evolution of India's Foreign Policy*. India: HarperCollins.
9. Pant, H. V. (2019). *Indian Foreign Policy: An Overview*. India: Orient BlackSwan.
10. V. Krishnappa & George, P. M. (Eds.). (2012). *Grand Strategy for India: 2020 and Beyond*. New Delhi, India: Pentagon Security International.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Contemporary International Conflicts

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course aims to equip learners with a comprehensive 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-** Assess 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.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Korean Conflicts</b>
	<ul style="list-style-type: none"> <li>• Korean Peninsula Conflict: History and Evolution</li> <li>• Nuclearization of Korean Peninsula</li> <li>• Contemporary Trends: Regional and Global Geopolitics</li> </ul>
<b>Unit II:</b>	<b>Israel-Palestine conflict</b>
	<ul style="list-style-type: none"> <li>• Israel-Palestine Conflict: History, Religion and Ideology</li> <li>• 1948 to Present: Wars and Peace Processes</li> <li>• Post-October 2023 trends</li> </ul>
<b>Unit III:</b>	<b>Conflicts in Afghanistan, Iraq and Syria</b>
	<ul style="list-style-type: none"> <li>• Islamic fundamentalism in Afghanistan.</li> <li>• ISIS in Iraq and Syria.</li> <li>• From Regional to Transnational: Al Qaeda, ISIS and threat to International Security</li> </ul>
<b>Unit IV:</b>	<b>China's Revisionism</b>
	<ul style="list-style-type: none"> <li>• China in Southeast Asia</li> <li>• Cartographical Aggression and Territorial Conflict with India.</li> <li>• China Debt Trap's Diplomacy in South Asia</li> </ul>
<b>Unit V:</b>	<b>Russia-Ukraine Conflict</b>
	<ul style="list-style-type: none"> <li>• Causes of Conflict: History, Ideology, Geopolitics</li> <li>• Militarization and Stalemate</li> <li>• Renewal of East-West Tensions</li> </ul>

### **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 interest related 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. Borton, James (2022). *Dispatches from South China Sea- Navigating to the Common Ground*. USA: Universal Publishers
2. Filipc, Ondrej. (2020). *The Islamic State- From Terrorism to Totalitarian Insurgency*. New York: Routledge
3. Hodes, Cyrus and Sedra, Mark (2013). *The Search for Security in Post-Taliban Afghanistan*. New York: Routledge
4. Joshi, Manoj (2022). *Understanding the India-China Border: The Enduring Threat of War in the High Himalayas*, India: HarperCollins
5. Kumaraswamy, P. R. (2009). *The A to Z of the Arab-Israeli Conflict*. Scarecrow Press.
6. Maxwell, Jeremy P. (2019). *The Korean War: The Fight Across the 38<sup>th</sup> Parallel*. London: Amber Books Limited
7. Panda, Jagannath P.; Tizzard, David A. and Richey, Mason. (2022). *The Future of Korean Peninsula: Korea 2032 and beyond*. New York: Routledge
8. Plokhy, Serhii. (2023). *The Russo-Ukrainian War: The Return of History*. New York: W.W. Norton & Company.
9. Rashid, Ahmad. (2022). *Taliban: The Power of Militant Islam in Afghanistan and Beyond*. New Haven, CT: Yale University Press.
10. Whitlock, Craig. (2021). *The Afghanistan papers – A Secret History of the War*. New York: Simon & Schuster

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

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

**Course objective(s):**

Through this course, students will understand the concept of 'security' in the post-Cold War period by exploring the notion of comprehensive security, which includes political, social, economic, environmental, and humanitarian dimensions. Furthermore, the course also enriches the students' knowledge on non-traditional security issues facing the nation.

**Course Learning Outcomes:**

- CLO 1:** Understand and explain the concept of national and comprehensive security.
- CLO2:** Learn about political stability, governance, ideologies and extremism.
- CLO3:** Learn about economic stability and global interdependence.
- CLO4:** Recognize the societal and Environmental aspects of security

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of Security-Definitions, Meanings.</li> <li>• Highlight on the Traditional notion of Security</li> <li>• Introduction to the Concept of Comprehensive Security</li> </ul>
<b>Unit II:</b>	<b>Political Aspect of Security</b> <ul style="list-style-type: none"> <li>• Governance and Security</li> <li>• Political Stability and Governance</li> <li>• Political Ideologies and Extremism</li> </ul>
<b>Unit III:</b>	<b>Economic Aspect of Security</b> <ul style="list-style-type: none"> <li>• Economic Stability and Development</li> <li>• Food as a security component</li> <li>• Global Economic Interdependence</li> </ul>
<b>Unit IV:</b>	<b>Societal Aspect of Security</b> <ul style="list-style-type: none"> <li>• Issue of Migration</li> <li>• Civil Society and National Security</li> <li>• Human Security Perspective</li> </ul>
<b>Unit V:</b>	<b>Environmental Aspect of Security</b> <ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Water disputes</li> <li>• Energy and Environment</li> </ul>

## 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;
- Discussion-based tutorials to clarify concepts and ideas
- Develop critical thinking by analyzing various concepts and issues related to social, economic, political, and environmental security
- Interaction with eminent experts from different fields, including academia, defence personnel and researchers

## Assessment methods

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

- 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.*

## Suggested Readings:

1. Asif, M. (Ed.). (2021). *Energy and Environmental Security in Developing Countries* (1st ed.). Springer Nature Switzerland AG.
2. Dev. (2001). *Social and Economic Security in India*. BPR Publishers.
3. McCulloch, A. (2016). *Power-Sharing and Political Stability in Deeply Divided Societies*. Routledge.
4. Paleri, P. (2022). *Revisiting National Security: Prospecting Governance for Human Well-Being* (1st ed.). Springer Verlag.
5. Ramaswamy, S., & Surulivel, L. (2021). *Food Security in India*. MJP Publisher.
6. Reveron, D. S., & Mahoney-Norris, K. A. (2018). *Human and National Security: Transnational Challenges: Understanding Transnational Challenges*. Westview Press.
7. Sinha, U. K. (2021). *Indus Basin Uninterrupted: A History of Territory and Politics from Alexander to Nehru*. Vintage Books.
8. Subramanyam, K., & Kak, K. (2010). *Comprehensive Security for an Emerging India*. KW Publishers Pvt Ltd.
9. Tadjbakhsh, S., & Chenoy, A. (2006). *Human Security: Concepts and Implications* (1st ed.). Routledge.
10. Wuttke, J. (2022). *Practical Guide on Transboundary Waste Movements* (1st ed.). Books on Demand.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Cyber Security Challenges and Solutions

**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 students with a foundational understanding of the meaning, nature, and scope of cyber security. It seeks to familiarize learners with various types of cyber threats and cybercrimes, while also offering insights into the structure and challenges of Indian cyberspace. Additionally, the course introduces key defence mechanisms and institutional responses to strengthen cyber resilience and national security.

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

- CLO:1-** Learn the meaning, evolution and key concepts of Cyber security.
- CLO:2-** Study the Vulnerabilities in cyberspace.
- CLO:3-** Understand Indian cyberspace and cyber laws and policies.
- CLO:4-** Learn key core concepts of Cyber security like Risk Identification, Protection levels
- CLO:5-** Understand Cyber Defensive Measures.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, and Scope of Cyber Security</li> <li>• Cyber Threat Evolution</li> <li>• Key Concepts: Information Security, Data Privacy, Cyber Hygiene</li> </ul>
<b>Unit II:</b>	<b>Vulnerabilities in Cyberspace</b> <ul style="list-style-type: none"> <li>• Cyber Warfare - National Security Breach, Cyber Armies &amp; Malware Attacks</li> <li>• Cyber Terrorism - Motivation, Recruitment, Training, Campaigning, Tools of Violence</li> <li>• Types of Cyber Crimes - Hacking, Phishing, Spam, Stalking, Password Cracking, Insecure Network Connection, and Malware Attack.</li> </ul>
<b>Unit III:</b>	<b>Indian Cyberspace</b> <ul style="list-style-type: none"> <li>• Indian Cyber Situation: Recent Trends and Challenges</li> <li>• Cybercrimes and Citizen Security</li> <li>• Critical Information Infrastructures- Power Grid, Defence Systems, Telecom, etc.</li> </ul>
<b>Unit IV:</b>	<b>Detection and Prevention Methodologies</b> <ul style="list-style-type: none"> <li>• Risk Identification</li> <li>• Levels of Protection</li> <li>• Cyber Defensive Measures</li> </ul>
<b>Unit V:</b>	<b>Overview of Indian Cyber Laws &amp; Policies</b> <ul style="list-style-type: none"> <li>• Indian Cyber Security Policy and IT Act</li> </ul>

- Institutional Framework-CERT-In, NTRO, NCIIPC,
- Challenges in India's Cyber Deterrence

### 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 interest related 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. Andress, J., & Winterfeld, S. (2013). *Cyber warfare: Techniques, tactics and tools for security practitioners*. Waltham, MA, USA.: Syngress.
2. Duggal, P. (2017). *Cyber security in India: Challenges and opportunities*. New Delhi: Universal Law Publishing., India
3. Mallick, P. K. (2019). *Cyber warfare and India's security*. New Delhi: Pentagon Press.
4. Ojha, A. (2024). *Beginners guide to ethical hacking and cyber security*.
5. Patil, S., & Upadhyaya, K. (Eds.). (2021). *Securing India in the cyber era*. New Delhi: Routledge India.
6. Pavan Duggal, *Cyber Security Law*, 2023.
7. Rai, G. (2020). *India's evolving cyber strategy*. New Delhi: VIF Publications.
8. Sharma, R. (2011). *Cyber terrorism and information warfare: Threats and countermeasures*. Delhi: Kalpaz Publications.
9. Singh, A. (2023). *Introduction to cybersecurity: Concepts, principles, technologies and practices*. Hyderabad: Universities Press.
10. Suri, R. K., & Chhabra, T. N. (2018). *Cyber security and cyber laws*. New Delhi: Bharat Law House Pvt Ltd.
11. Patil , Sameer (2021), *Securing India in the Cyber Era*, New Delhi: Routledge.

*Detailed Course Contents*  
**SEMESTER II**

## **CORE COURSES**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Evolution of Strategic Thoughts

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course aims to enable the students to develop an understanding on the relationship between strategic issues to broader conceptual concerns in international relations. It interprets the use of force in both traditional and contemporary for achieving the political ends. The course will help the students to develop analytical thinking on the relevance and applicability of strategic thought in contemporary times.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The students shall be able to understand the concept of statecraft and applicability of Kautilya's philosophy in present context.
- CLO:2-** Students will easily find out the linkages between war and politics and how it is relevant in modern international relations.
- CLO:3-** They shall develop their thoughts on the concepts of land, sea and air warfare in recent security environment.
- CLO:4-** They shall also learn about the impact of science and technology and its significance in today's world.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Kautilya's Philosophy of War</b>
	<ul style="list-style-type: none"> <li>• Kautilya's Statecraft</li> <li>• Diplomacy and Foreign Policy – Military Strategy and Tactics, Security of the Kingdom</li> <li>• Institution of Espionage – Role of Spies</li> </ul>
<b>Unit II:</b>	<b>Linkages between War and Politics</b>
	<ul style="list-style-type: none"> <li>• Machiavelli's views on Art of War</li> <li>• Jomini's Concept of Mass Army</li> <li>• Clausewitz Theory of War</li> </ul>
<b>Unit III:</b>	<b>Concepts of Land, Sea and Air Power</b>
	<ul style="list-style-type: none"> <li>• Mao's Theory on Guerrilla Warfare</li> <li>• A.T. Mahan's Views on Sea power</li> <li>• Douhet's theory of Air power</li> </ul>
<b>Unit IV:</b>	<b>Strategic Thoughts on mechanized warfare</b>
	<ul style="list-style-type: none"> <li>• Vauban's thoughts on the Impact of Science on War and Siege Warfare</li> <li>• JFC Fuller on Mechanized Warfare</li> <li>• Liddell Hart as a Proponent of Mechanization of Warfare</li> </ul>

<b>Unit V:</b>	<b>Nuclear Strategy</b>
	<ul style="list-style-type: none"> <li>• John Foster Dulles - Theories of Nuclear War and Deterrence</li> <li>• Andre Beaufre – Nuclear war and strategy of deterrence</li> <li>• The Impact of Nuclear Weapons on Strategy - Nuclear Strategies since 1945</li> </ul>

### 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. Beatrice Heuser. (2010). *The Strategy Makers: Thoughts on War from Machiavelli to Carl Von Clausewitz* trans. James John Graham (1873). “On War”. London: N. Trübner
2. Bisht, Medha. (2019). *Kautilya’s Arthashastra- Philosophy of Strategy*. New Delhi: Routledge
3. Cooper, R. (2021). *The Ambassadors: Thinking About Diplomacy From Machiavelli to Modern Times*. London: Weidenfeld & Nicolson
4. Gaddis, John Lewis. (2019). *On Grand Strategy*. New York: Penguin
5. Lambert, Nicolas A. (2023). *The Neptune Factor: Alfred Thayer Mahan and the Concept of Sea Power*. United States of America: U. S. Naval Institute
6. Mikael, Krogerus. (2017). *The Decision Book: Fifty Models for Strategic Thinking*. London: Profile Books
7. Raymond, Aron. (2023). *Clausewitz: Philosopher of War*. New York: Routledge
8. Shastri, Shyama. (2012). *Kautilya’s Arthashastra*. New Delhi: Low Price Publications
9. Shekhar Adhikari. (2004). *Modern Strategic Thought: Machiavelli to Nuclear Warfare*. New Delhi: Kilaso Books
10. Tse-Tung, Mao; Zedong, Mao; Griffith, Samuel B. (2017). *On Guerrilla Warfare: Mao Tse-Tung on Guerrilla Warfare*. Connecticut: Martino Fine Books

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** India's Maritime Security in Indo-Pacific

**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 is intended to introduce “India and Maritime Security in Indo-Pacific”. The aim of the course is to impart knowledge and create awareness on the importance and significance of the Oceans and the Maritime concern in the context of National Security. The course will also make students to focus on the Geo-Strategic/Political importance of Indian Ocean Region (IOR) and the various challenges/issues concerning it. Considering India's strategic location of the IOR, students will be thought on India's maritime strategy and its role in ensuring the safety of Sea Lines of Communication (SLOCs), trade, energy security. The course will also educate students on Maritime security cooperation among the Littoral Countries to combat the maritime threats and maintain a peaceful and stable order in the IOR.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The Indian Ocean Region (IOR) and the idea of the Indo-Pacific can be understood by students in terms of its geostrategic and political significance.
- CLO:2-** Students will comprehend the value of oceans for a state in terms of its ability to sustain its economy and strategy, particularly India, a country with wide maritime boundaries.
- CLO:3-** Students will learn about various maritime security challenges (both traditional and non-traditional) and the existing policy measures and processes for dealing with these concerns.
- CLO:4-** Additionally, they will be able to comprehend India's maritime strategy and its maritime cooperation with other countries and regions.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Geo-Strategic, Political-Economic importance of India Ocean</li> <li>• Littorals of the Indian Ocean Region</li> <li>• Boundaries and Territories</li> </ul>
<b>Unit II:</b>	<b>Indian Ocean and its Significance</b> <ul style="list-style-type: none"> <li>• India's Maritime History-Pre and Post-Independence</li> <li>• Regional and Extra Regional Powers Interests and Influence in the IOR</li> <li>• Maritime Complexities-Protection of infrastructures, Port Security</li> </ul>
<b>Unit III:</b>	<b>Challenges to Maritime Security</b> <ul style="list-style-type: none"> <li>• Traditional Security Threats <ul style="list-style-type: none"> <li>i. Safeguarding EEZ,</li> <li>ii. Territorial Waters and Islands.</li> </ul> </li> <li>• Non-Traditional Security Threats <ul style="list-style-type: none"> <li>i) Piracy, Terrorism, ii) Drug Trafficking, iii) Gun Running,</li> <li>iv. Illegal Migration v) Maritime Pollution,</li> <li>vi) IUU Fishing, vii) Global Supply Chain Vulnerabilities</li> </ul> </li> </ul>

<b>Unit IV:</b>	<b>Maritime Security Co-Operation</b>
	<ul style="list-style-type: none"> <li>• Indian Ocean Rim-Association (IORA)</li> <li>• Bangladesh, India, Myanmar, Sri Lanka, Thailand Economic Cooperation (BIMST-EC), Indo-Pacific-QUAD, ASEAN</li> <li>• India's Naval Cooperation, International Fleet Review</li> </ul>
<b>Unit V:</b>	<b>Maritime Strategy for India</b>
	<ul style="list-style-type: none"> <li>• India's maritime security interests/policy towards Indo-Pacific</li> <li>• India's Naval Doctrine, India's Arctic Engagement and Policy</li> <li>• Bilateral/Multilateral Cooperation on Maritime Security</li> </ul>

### **Teaching - 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 simulation exercise with case studies;

### **Assessment methods**

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

- time-constrained examinations; closed-book tests;
- problem based assignments;
- individual assignment reports (case-study reports);
- 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. Anthony H, C. (2014). *Indian Ocean Region: A Strategic Net Assessment*. Lanham, Rowman & Littlefield.
2. Cordner, L. (2017). *Maritime Security Risks, Vulnerabilities and Cooperation: Uncertainty in the Indian Ocean*. New York: Springer
3. De, P. (2020). *Act East to Act Indo-Pacific*, New Delhi: K W Publishers Pvt Limited.
4. Garofano, J., & J. Dew, A. (2013). *Deep Currents and Rising Tides: The Indian Ocean and International Security*. Georgetown University Press.
5. Grare, É., & Samaan, J.-L. (2022). *The Indian Ocean as a New Political and Security Region*. Springer International Publishing.
6. K Jha, P., & S Karmakar, K. (2021). *Envisioning India's Role in the Indo-Pacific*. Shipra Publications .
7. Mukherje, A., & Mohan, C. R. (2015). *India's Naval Strategy and Asian Security*. Routledge.
8. N. Patel, B., Kumar Malik, A., & Nunes, W. (2017). *Indian Ocean and Maritime Security: Competition, Cooperation and Threat*. New York: Routledge.
9. Raja Mohan, C., & Manthan, S. (2012). *Sino-Indian Rivalry in the Indo-Pacific*. Carnegies, Washington.
10. Sakhija, V., & Narula, K. (2016). *Maritime Safety and Security in the Indian Ocean*. New Delhi: Vij Books India.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No:**

**Course Title:** Armed Forces and Society

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

Studying Military Psychology involves understanding its definition and significance, particularly the military's role during both war and peace. Additionally, it is crucial to explore the dynamic interactions between civilian political leaders, society, and the military, focusing on their overlapping or diverging security interests. This course aims to provide students with a comprehensive understanding of the military's role in modern state and society, enabling them to critically analyze the political role of the military in contemporary politics, especially in terms of political domination through coups d'état.

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

- CLO1: Understand and explain the significance and role of armed forces in society.
- CLO2: Learn about civil-military relations and the army's contribution to nation-building.
- CLO3: Recognize the role and contribution of armed forces in the global society
- CLO4: Understand civil-military relations in India.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Military Psychology: Definition, significance and its role during war &amp; peace</li> <li>• Military Leadership: Meaning, attributes, importance, and role of training</li> <li>• Historical perspectives on armed forces and society relations</li> </ul>
<b>Unit II:</b>	<b>Civil-Military Relations</b> <ul style="list-style-type: none"> <li>• Civil-military relations in modern societies</li> <li>• Politics of civil-military relations- Basic values and perspectives</li> <li>• Challenges to civil-military relations</li> </ul>
<b>Unit III:</b>	<b>The Soldier and the State</b> <ul style="list-style-type: none"> <li>• Military professionalism and civilian control</li> <li>• Professional military ethics in the relation of the military to the state</li> <li>• Military's role in assisting civil authorities</li> </ul>
<b>Unit IV:</b>	<b>Armed Forces and International Security</b> <ul style="list-style-type: none"> <li>• Involvement of armed forces in international peacekeeping operations</li> <li>• Challenges – Security Sector Reform in Conflict Areas</li> <li>• Opportunities – Humanitarian Aid and reconstruction and reconciliation</li> </ul>
<b>Unit V:</b>	<b>Civil-Military Relations in India</b> <ul style="list-style-type: none"> <li>• Civil-military relations in India since Independence</li> <li>• Constitutional framework – principles of civil-military relations specified</li> <li>• Impact of the military modernization process on society</li> </ul>

## **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**

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

- 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.*

## **Suggested Readings:**

1. 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.
2. Khan, J. A. (2006). *Indian Armed Forces and Society*. Anmol Publication.
3. Lal, A. K. (2012). *Transformation of the Indian Armed Forces: 2025*. USI, Vij Books India Pvt Ltd.
4. Huntington, S. P. (1985). *The Soldier and the State: The Theory and Politics of Civil-Military Relations*. Harvard University Press.
5. Eliot Cohen (2002). *Supreme Command: Soldiers, Statesmen, and Leadership in Wartime*. New York, NY: Free Press
6. Peter Feaver (1996). The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control. *Armed Forces and Society* Vol.23: 149-178
7. Samuel Huntington (2007). *The Soldier and the State*. New York, NY: Vintage Books
8. Bruneau, T. C., & Matei, F. C. (Eds.). (2013). *The Routledge Handbook of Civil-Military Relations*. Routledge
9. Hasan-Askari Rizvi (1991). The Military and Politics in Pakistan. *Journal of Asian and African Studies* Vol.26: 27-42.
10. Harold, Lasswell (1941). The Garrison State. *The American Journal of Sociology* Vol.46: 455-468.

## **SKILL ENRICHMENT/VALUE ADDITION COURSE**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** Soft Skills Development

**Duration of Examination:** 2 Hrs.

**Contact Hrs. /Week:** 2 Hrs.

**Credit:** 02 (L-2, T-0, P-0)

**Marks:** 50

**Course Objective(s)**

The objective of the course is to develop students' understanding of the importance and function of soft skills by offering instruction and chances for practice. The course will conduct activities that students engage in individually and in groups to help them learn and develop their soft skills which help students to develop competencies and capability. Additionally, the course will help students to bring in behavioural change among them and attitude traits through activities.

**Course Learning Outcomes (CLOs)**

**CLO 01:** The subject develops and strengthens several skills making them competent and confidence among the students.

**CLO 02:** It helps students to acquire employability skills and it develops interpersonal communication, team building and leadership skills.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Interpersonal and Team Skills</b> <ul style="list-style-type: none"> <li>• Interpersonal Communication, Assertiveness</li> <li>• Confrontation, Conflict Resolution, Team Skills</li> <li>• Team Building, Negotiations, Mediations, arbitrations</li> </ul>
<b>Unit II:</b>	<b>Leadership Quality Skills</b> <ul style="list-style-type: none"> <li>• Leadership Skills, Team Building and Leadership</li> <li>• Common Leadership Mistakes, Best Practices of Leadership, Successful Leadership</li> <li>• Identifying your Individual Leadership Style , Managing Change</li> </ul>
<b>Unit III:</b>	<b>Personal Enrichment Skills</b> <ul style="list-style-type: none"> <li>• Definition of Personality, Need for Personality Development</li> <li>• Definition and importance of Memory, Positive Attitude, Stress Management</li> <li>• Strategies for Self-Motivation, Problem Solving, Creativity</li> </ul>

## **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. B Smith (2004). *Body Language*. Delhi: Rohan Book Company
2. Cliff Ricketts; John Ricketts. (2008). *Leadership: Personal Development and Career Success*. Boston: Cengage
3. D.J Mile. (2004). *Power of positive thinking*. Delhi: Rohan Book Company.
4. E.B Hurlock. (2006). *Personality Development*. 28<sup>th</sup> Reprint, New Delhi: Tata Mc Graw Hill
5. Jitesh K. Talati. (2018). *Encyclopedia of Personality Development, Stress Management, Career Development & Presentation Skills*. Jaipur: Paradise Publishers
6. Pravesh Kumar. (2005). *All about self- Motivation*. New Delhi: Goodwill Publishing House
7. Rajiv K Mishra. (2018). *Personality Development*. New Delhi: Rupa & Company
8. S.B Robbins. (2005). *Organizational Behaviour*. New Delhi: Prentice Hall of India
9. Sandole, Dennis J. *Handbook of Conflict Analysis and Resolution*. New York: Routledge
10. Thomas Ramsey. (2007). *Self-Motivation: From a Teen's Perspective*. Xlibris Corporation.

**OPEN ELECTIVE COURSES**  
**(Any Two out of Three Course)**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** Introduction to Peace and Conflict Studies

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course will introduce students to peace and conflict studies, prepare them to map and analyze conflicts to comprehend their various cycles, and familiarise them with instruments for promoting peace such as negotiation and mediation. Students will also learn how to meditate, manage, and control violent and peaceful disputes at various levels and the factors that contribute to conflict and violence. Additionally, the course will connect students with the pre-conflict, conflict, and post-conflict strategies and roles of UNO, international organizations, and institutions in the peace process.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The course will give students the skills to recognize key ideas in peace and conflict research.
- CLO:2-** Students will be able to examine the advantages and limitations of several ideas on the causes of war and violence.
- CLO:3-** The course will assist the students in distinguishing between positive and negative peace.
- CLO:4-** The students will be able to show how nonviolent techniques can be utilised to promote peace in the world through the use of a case study.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to Peace Studies</b>
	<ul style="list-style-type: none"> <li>• Peace – meanings, concepts and discourse</li> <li>• Historical evolution of the perception of peace and war</li> <li>• Peace and society from an inter-disciplinary perspective</li> </ul>
<b>Unit II:</b>	<b>Understanding Conflict</b>
	<ul style="list-style-type: none"> <li>• Conflict –basic terms, concepts, causes and types</li> <li>• Actors, Structures and Levels in Conflict</li> <li>• Conflict resolution methods and mechanisms at regional and global/collective</li> </ul>
<b>Unit III:</b>	<b>Conflict Prevention and Management</b>
	<ul style="list-style-type: none"> <li>• Pacific Settlement Methods, Coercive Methods</li> <li>• Conflict Prevention-Just War, War as an Instrument of Conflict Management</li> <li>• Peace-Keeping Mechanisms, Peace-Building Process and Peace-Making Strategies</li> </ul>
<b>Unit IV:</b>	<b>Challenges to Peace in Contemporary World</b>
	<ul style="list-style-type: none"> <li>• Inter and Intra-state conflicts – developing trends and solutions</li> <li>• Traditional and Non-Traditional Threats</li> <li>• Ethnic Conflicts</li> </ul>

<b>Unit V:</b>	<b>Brief Analysis of Cases in Peace and Conflict Studies</b>
	<ul style="list-style-type: none"> <li>• Armed Conflicts and Peace in South Asia</li> <li>• Case Study: India - Bangladesh Arbitration over Maritime Boundary</li> <li>• Case Study: Indus Water Treaty</li> </ul>

### Teaching - 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;
- 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; case studies
- Problem based assignments; team project reports; oral presentations, including seminar presentation; Pedagogic approaches as per the context.

#### 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. Andrew, P. Owsiaik, J. Paul F. Diehl. (2023). *International Conflict and Conflict Management*. United Kingdom: Taylor & Francis.
2. Dana, D. (2001). *Conflict Resolution*. Ukraine. McGraw Hill Professional.
3. Galtung, J. (1996). *Peace by Peaceful Means*. SAGE.
4. Hampson, F. Malone, D. (2002). *From Reaction to Conflict Prevention: Opportunities for the UN System*. Boulder Lynne Reiner.
5. Jhon,Gittings. (2012). *The Glorious Art of Peace: From Iliad to Iraq*. New York: OUP
6. Kulkarni, D. V. (2017). *Sustainable Peace in the 21st Century*. Information Age Publishing.
7. Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington: USIP.
8. Misra, R. P., & Gopal, D. (2018). *Conflict Resolution and Peace Building: The Gandhian Way*, Concept Publishing Company private Ltd.
9. Thakur Ramesh. (2019). *International Conflict Resolution*. United Kingdom: Taylor & Francis.
10. Wallensteen, P. (2007).*Understanding Conflict Resolution*. London: Sage

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Science, Technology and Security

**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 introduces students to the significance of science and technology in national security. It covers the evolution of modern technology and its application in national security in historical and global contexts. The course also evaluates the role of technology in India's defence modernization through institutions and initiatives.

**Course Learning Outcomes (CLOs):**

- CLO:1-** Identify key emerging areas in S&T that affect National Security in the International domain.
- CLO:2-** Ability to address national security problems through S&T.
- CLO:3-** To appraise the role of science and technology in India's national security.
- CLO:4-** Identify key emerging areas in S&T that affect National Security in the International domain.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Science and Technology - Definitions and Concepts</li> <li>• Science, Technology and Society</li> <li>• Phases of Technological Evolution</li> </ul>
<b>Unit II:</b>	<b>Science, Technology and Security: Conceptual Framework</b> <ul style="list-style-type: none"> <li>• Impact of Science and Technology on National Security</li> <li>• Nationalization and Globalization of Technology</li> <li>• Technological Divide, Interdependence and Collaboration</li> </ul>
<b>Unit III:</b>	<b>Technology and Security from Global Perspective</b> <ul style="list-style-type: none"> <li>• Security and International Nuclear Governance</li> <li>• Space Technology in Cold War and Post-Cold War Period</li> <li>• Cyberspace and Critical and Emerging Technologies</li> </ul>
<b>Unit IV:</b>	<b>Science, Technology and National Security in India</b> <ul style="list-style-type: none"> <li>• India's Nuclear Program: Deterrence and Strategic Stability</li> <li>• Space Security and Missile Defence: From Dependency to Global Leadership</li> <li>• Cyber Warfare and Strategic Technologies: New Arena of Competition.</li> </ul>
<b>Unit V:</b>	<b>Defence Research &amp; Development in India</b> <ul style="list-style-type: none"> <li>• Role of Defence Research Development and Organisation (DRDO), Private Public Partnership.</li> <li>• Defence Procurement and Acquisition Policy – Military Collaborative Agreements</li> <li>• India's Defence and Security Modernisations – From Dependency to Greater Self-Reliance (Atmanirbhar), Make in India.</li> </ul>

## **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. Behera, L. K. (2016). *Indian Defence Industry: An Agenda for Making in India*. New Delhi, India: Pentagon Press.
2. Whyte, C., Thrall, A. T., & Mazanec, B. M. (2020). *Information Warfare in the Age of Cyber Conflict*. New York: Routledge.
3. Chibbar, A. (2020). *Navigating the Indian Cyberspace Maze: Guide for Policymakers*. India: KW Publishers.
4. Gopalaswamy, B., & Basrur, R. (2015). *India's Military Modernization: Strategic Technologies and Weapons Systems*. Oxford, UK: Oxford University Press.
5. Hammond-Errey, M. (2024). *Big Data, Emerging Technologies and Intelligence: National Security Disrupted*. New York: Routledge
6. Lele, A. (2019). *Disruptive Technologies for the Militaries and Security*. Springer.
7. Malik, A. (2016). *Role of Technology in International Affairs*. New Delhi, India: Pentagon Press.
8. Monti, A., & Wacks, R. (2021). *National Security in the New World Order: Government and the Technology of Information*. Routledge India.
9. Sagan, S. D., & Waltz, K. N. (1995). *The Spread of Nuclear Weapons: A Debate*. New York: W.W. Norton.
10. Steff, R., Burton, J., & Soare, S. (2020). *Emerging Technologies and International Security: Machines, the State, and War*. New York: Routledge.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** India and Its Neighbours

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course aims to introduce the students the geo-political and geo-strategic analysis of India and its neighbours. It informs the students about India's relations with her neighbouring countries; and it also discusses issues of conflicts between India and her neighbouring nations

**Course Learning Outcomes (CLOs):**

- CLO:1-** The students will be able to analyse the root causes of conflicts between India and Pakistan with a scrutiny of events that led to the beginning of the same.
- CLO:2-** Students shall understand the loopholes in India's relations with China and shall also be able to analyse the prospects of cooperation between these two countries.
- CLO:3-** The students will know the basics of India-Sri Lanka and India-Bangladesh conflicts with historical facts/events and may be able to come out with ideas/possibilities to improve relations with these.
- CLO:4-** The students will get information on India's different types of relations with Bhutan, Maldives and Nepal and prospects of cooperation among these.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>An Overview</b> <ul style="list-style-type: none"> <li>• Geo-political analysis of India and Its Neighbours</li> <li>• India's cultural and historical links with its neighbours</li> <li>• Issues of Divergence and Convergence</li> </ul>
<b>Unit II:</b>	<b>India and Pakistan Relations</b> <ul style="list-style-type: none"> <li>• Genesis of India Pakistan Relations</li> <li>• Issues of conflict – Siachen, Sir Creek, Kashmir, River water</li> <li>• CBMs and future prospects</li> </ul>
<b>Unit III:</b>	<b>India and China Relations</b> <ul style="list-style-type: none"> <li>• Genesis of India-China relations</li> <li>• Boundary Dispute</li> <li>• Prospects of Confidence Building Measures and Cooperation between India and China</li> </ul>
<b>Unit IV:</b>	<b>India, Sri Lanka and Bangladesh</b> <ul style="list-style-type: none"> <li>• Historical Background of India and Sri Lanka Relations</li> <li>• Ethnic Conflicts and Tamil Militancy</li> <li>• Contentious issues – Farakka Barrage, Teen Bigha Corridor, Illegal Migration</li> <li>• Future outlook and options for cooperation</li> </ul>
<b>Unit V:</b>	<b>Bhutan, Maldives, Nepal and Myanmar</b> <ul style="list-style-type: none"> <li>• India and Bhutan relations</li> <li>• India and Maldives relations</li> </ul>

	<ul style="list-style-type: none"> <li>• India and Nepal relations</li> <li>• India and Myanmar relations</li> </ul>
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## 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 interest related 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. Bajpai, Kanti; Ho, Selina; Chatterjee, Manjari; Miller. (2020). *Routledge Handbook of India China Relations*. New York: Routledge
2. Bajpai, Kanti. (2023). *India Versus China: Why they are not friends*. New Delhi: Juggernaut Publication
3. Bussa, Laxminarayana. (2017). *India Maldives Relations*. Rajasthan: Avni Publications
4. Bose, Sumantra. (2021). *Kashmir at the Crossroad: Inside a Twenty-First-Century Conflict*. Yale: Yale University Press
5. Chakraborti, Tridib; Basu, Sarmistha De. (2023). *Exploring the Saga of India-Nepal Relations: Juxtaposing Issues of Convergence and Divergence*. Kolkata: Kunal Books
6. Chawla, Shalini. (2023). *India's Neighbourhood: Challenges and Opportunities*. New York: Routledge
7. Dasgupta, Chandershekhar. (2021). *India and the Bangladesh Liberation War*. New Delhi: Juggernaut
8. Mallemati, Samatha. (2021). *India-Sri Lanka Relations: Is It Time for Reorientation of Policy?*. New Delhi: KW Publishers
9. Paul, Ratna. (2022). *Indo-Bhutan Relations*. New Delhi: Abhijeet Publications
10. Sabharwal, Sharat. (2022). *India Pakistan Conundrum: Managing a Complex Relationship*. New York: Routledge

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** International Organizations

**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 provides an introduction to the study of international organizations (IOs), focusing on their roles, functions, and impact in global governance. It examines the historical evolution, structures, and activities of key international/regional organizations. It explores various perspectives on why international organizations exist, how they function, and their impact on international relations. The course will cover major theories, including realism, liberalism, constructivism, institutionalism, and critical theories, to analyze the behavior and influence of IOs in global affairs.

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

- CLO:1-** define and explain the concept, types, and historical evolution of international organizations and evaluate their roles as actors in global politics.
- CLO:2-** assess the structure, functioning, and limitations of the League of Nations and the UN, and analyze the impact of key UN agencies in international governance.
- CLO:3-** describe the concept and theories of regionalism, and compare the structures and goals of major regional organizations in Europe and the Western Hemisphere.
- CLO:4-** evaluate the objectives, contributions, and challenges of regional organizations in Asia, Africa, and the Middle East, and understand their role in regional integration.
- CLO:5-** analyze the influence and operation of global economic institutions such as the World Bank, IMF, WTO, and emerging forums like G20, BRICS+, and QUAD, along with the role of global civil society and international NGOs.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to International Organizations (IOs)</b>
	<ul style="list-style-type: none"> <li>• Definition and Meaning</li> <li>• Historical Evolution</li> <li>• Types and characteristics</li> </ul>
<b>Unit II:</b>	<b>Steps toward Global Unity</b>
	<ul style="list-style-type: none"> <li>• The Emergence, Structure, Successes and Failures of the League of Nations, Collective Security</li> <li>• The Idea of the UN, the Principal Structures of the UN and UN Reform</li> <li>• Role and Significance of major UN agencies and programs</li> </ul>
<b>Unit III:</b>	<b>Regionalism and Regional Organizations (ROs)</b>
	<ul style="list-style-type: none"> <li>• Definition, Origins, Principles and Theories of Regionalism</li> <li>• Europe: EU, OSCE, NATO</li> </ul>

	<ul style="list-style-type: none"> <li>• Western Hemisphere: NAFTA, CELAC, USAN</li> </ul>
<b>Unit IV:</b>	<b>ROs of Asia, Africa and Middle East</b>
	<ul style="list-style-type: none"> <li>• Asia: ASEAN, SCO, CIS</li> <li>• Africa: ECOWAS, ECCAS, AMU</li> <li>• Middle East: GCC, the League of Arab States</li> </ul>
<b>Unit V:</b>	<b>World's Leading Organizations</b>
	<ul style="list-style-type: none"> <li>• World Bank, IMF, GATT/WTO</li> <li>• G20, BRICS+, NAM, AUKS</li> <li>• ICAN, Carnegie Endowment for International Peace, International, Human Rights Watch, Amnesty International, etc.</li> </ul>

### **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
- 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. Bennet, A. L. (1995). *Varieties of regionalism*. In *International organizations: Principles and issues* (6th ed., pp. 229-264). Prentice Hall.
2. Bennet, A. L. (1977). *A great experiment - The League of Nations*. In *International organizations: Principles and issues* (6th ed., pp. 24-42). Prentice Hall.
3. Chimni, B. S. (2004). International institutions today: An imperial global state in the making. *European Journal of International Law*, 15(1), 1-37.
4. Reinalda, B. (2013). International organization as a field of research since 1910. In B. Reinalda (Ed.), *Routledge handbook of international organization* (pp. 1-23). Routledge.
5. Archer, C. (2012). Theories of international organizations. In B. S. Chimni & S. Mallavarapu (Eds.), *International relations: Perspectives for the global South* (pp. 358-372). Pearson.
6. Archer, C. (2001). *International organizations* (pp. 30-111). Routledge.

7. Armstrong, D. (2004). The emergence of global civil society. In D. Armstrong, L. Lloyd & J. Redmond, *International organization and world politics* (3rd ed., pp. 251-265). Palgrave.
8. Malone, D. M. (2007). Security Council. In T. G. Weiss & S. Daws (Eds.), *The Oxford handbook on the United Nations* (pp. 117-135). Oxford University Press.
9. Mansfield, E. D., & Milner, H. V. (1999). The new wave of regionalism. *International Organization*, 53(3), 589-627.
10. Haas, E. (2011). International organization. In *International encyclopaedia of the social and behavioral sciences* (Vol. 11, pp. 7819-7824). Pergamon.
11. Hurd, I. (2011). The International Labor Organization. In *International organizations: Politics, law, practice* (pp. 161-185). Cambridge University Press.
12. Claude, I. L., Jr. (1964). The problem of regionalism. In *Swords into plowshares: The problems and progress of international organization* (pp. 102-117). Random House.
13. Claude, I. L., Jr. (1964). International organization: The process and the institutions. In *International encyclopaedia of social sciences* (Vol. 8, pp. 33-40).
14. Claude, I. L., Jr. (1971). *Swords into plowshares: The problems and progress of international organization* (4th ed., pp. 3-17). Random House.
15. Mittelman, J. H. (1996). Rethinking the 'new regionalism' in the context of globalization. *Global Governance*, 2(2), 189–213.
16. Fawcett, L. (2004). Exploring regional domains: A comparative history of regionalism. *International Affairs*, 80(3), 429–446.
17. Virally, M. (1981). Definition and classification of international organizations: A legal approach. In G. Abi-Saab (Ed.), *The concept of international organization* (pp. 50-66). UNESCO.
18. Taylor, P. (1993). Regionalism and globalism. In *International organization in the modern world: The regional and the global process* (pp. 1-46). Pinter.
19. Gerbet, P. (1981). Rise and development of international organization: A synthesis. In G. Abi-Saab (Ed.), *The concept of international organization* (pp. 27-49). UNESCO.
20. Vayrynen, R. (2003). Regionalism: Old and new. *International Studies Review*, 5(1), 25-51.
21. Rittberger, V. (2012). Theories of international organizations. In V. Rittberger, B. Zangl, & A. Kruck, *International organization* (2nd ed., pp. 15-34). Palgrave Macmillan.
22. Fadia, K. (n.d.). *International organizations: United Nations & major organisations*. Sahitya Bhawan.
23. Basu, R. (2023). *The United Nations: In the new millennium*. Viva Books.
24. Verma, D. N. (1968). *India and the League of Nations*. Bharati Bhawan.
25. Murthy, C. S. R. (2020). *India in the United Nations: Interplay of interests and principles*. Sage Publications.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Global Conflicts and the Strategic Use of Power

**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 explores the concept of soft power and its application in resolving global conflicts and shaping international security dynamics. By analyzing case studies and theoretical frameworks, students will develop an understanding of how cultural, diplomatic, and ideological influence is strategically used to advance national interests and resolve disputes. The course will focus on the role of soft power in contemporary conflict management, peacebuilding, and global governance.

**Course Learning Outcomes (CLOs):**

- CLO:1-** define soft power and distinguish with hard power in the context of international relations and security.
- CLO:2-** analyze how soft power tools, including diplomacy, culture, and ideology, shape global conflicts and security policies.
- CLO:3-** assess the effectiveness of soft power in resolving conflicts and promoting peacebuilding.
- CLO:4-** critically evaluate the limitations of soft power in certain conflict scenarios and identify its strategic applications.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to Soft Power and Global Conflict</b>
	<ul style="list-style-type: none"> <li>• Definition and Origins of Soft Power (Joseph Nye's Theory)</li> <li>• Hard Power vs. Soft Power: A Comparative Analysis</li> <li>• The Role of Soft Power in International Relations</li> <li>• Historical and Contemporary Examples of Soft Power in Conflict</li> </ul>
<b>Unit II:</b>	<b>Tools of Soft Power: Diplomacy, Culture, and Ideology</b>
	<ul style="list-style-type: none"> <li>• Diplomacy and Negotiation as Tools of Soft Power</li> <li>• Cultural Diplomacy and its Impact on International Relations</li> <li>• Ideological Influence and Public Diplomacy</li> <li>• Case Studies: U.S. Cultural Diplomacy during the Cold War, Chinese "Belt and Road" Initiative</li> </ul>
<b>Unit III:</b>	<b>Soft Power in Conflict Resolution and Peacebuilding</b>
	<ul style="list-style-type: none"> <li>• The Role of Soft Power in Conflict Resolution Frameworks</li> <li>• Case Study: The Role of Soft Power in the End of Apartheid in South Africa</li> <li>• Peacebuilding Strategies: The United Nations and International NGOs</li> <li>• The Role of Regional Organizations and Multilateral Diplomacy</li> </ul>

<b>Unit IV:</b>	<b>Strategic Use of Soft Power in Modern Global Conflicts</b>
	<ul style="list-style-type: none"> <li>• The Strategic Use of Soft Power in the Middle East and North Africa</li> <li>• Soft Power in Counterterrorism and Counter-Extremism Efforts</li> <li>• The Role of Social Media and Technology in Amplifying Soft Power</li> <li>• Case Studies: The Arab Spring and the Role of Social Media in Shaping Public Opinion</li> </ul>
<b>Unit V:</b>	<b>Challenges and Limitations of Soft Power in Conflict and Security</b>
	<ul style="list-style-type: none"> <li>• The Limits of Soft Power: When Does it Fail?</li> <li>• Hard Power vs. Soft Power in Crisis Management</li> <li>• Ethical Considerations in the Use of Soft Power</li> <li>• The Future of Soft Power in Global Conflict: Trends and Emerging Issues</li> </ul>

### 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
- lectures delivered by eminent experts from different institutions on topic of interest related to course
- individual or team-based open-ended based learning
- 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. Nye, Joseph S. *Soft Power: The Means to Success in World Politics*. New York: PublicAffairs, 2004.
2. Nye, Joseph S. *The Future of Power*. New York: PublicAffairs, 2011.
3. Nye, Joseph S. *The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone*. Oxford: Oxford University Press, 2002.
4. Kurlantzick, Joshua. *Charm Offensive: How China's Soft Power Is Transforming the World*. New Haven: Yale University Press, 2007.
5. Gienow-Hecht, Jessica C. E. and Frank Schumacher, eds. *The Politics of International Cultural Relations*. New York: Oxford University Press, 2017.
6. Hall, Peter A. and David Soskice, eds. *Varieties of Capitalism: The Institutional*

*Foundations of Comparative Advantage*. Oxford: Oxford University Press, 2001.

- 7. Ikenberry, G. John. *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton: Princeton University Press, 2011.
- 8. Zartman, I. William, ed. *Negotiation and Conflict Management: Essays on Theory and Practice*. London: Routledge, 2008.
- 9. Soguk, Nefes. *Globalization and the Politics of Identity: Soft Power in the Middle East*. London: Routledge, 2015.
- 10. Cummings, Shaun, and Mary Kaldor, eds. *Global Power and Global Governance: Understanding Global Conflict through Soft Power*. Oxford: Oxford University Press, 2017.
- 11. Robinson, Piers. *The Media and the War on Terrorism*. London: Sage, 2002.
- 12. Lanteigne, Marc. *China's Soft Power and International Relations*. New York: Routledge, 2013.
- 13. Lunt, Peter, and Michael H. Goldstein, eds. *War and Media: The Emergent Geopolitics of Conflict*. London: Routledge, 2007.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Artificial Intelligence in National Security

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course shall introduce the students to the role of artificial intelligence in national security. It intends to develop an understanding of the dual-use of AI technologies. It will also enable students to analyse the difference between AI and Human INT.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The learners will become aware of the basic concepts and meaning of artificial intelligence.
- CLO:2-** It facilitates the students to learn about AI in military strategies.
- CLO:3-** The course enables students to learn about AI in threat detection and cyber warfare.
- CLO:4-** They will get an opportunity to acquire knowledge on AI capabilities of India in defence sector.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to Artificial Intelligence</b>
	<ul style="list-style-type: none"> <li>• Definitions and Evolution of AI</li> <li>• Meaning &amp; key concepts: Machine learning, Deep learning and Natural Language Processing</li> <li>• AI vs. Human Intelligence</li> </ul>
<b>Unit II:</b>	<b>AI and Military Strategy</b>
	<ul style="list-style-type: none"> <li>• AI &amp; its influence in Modern Warfare- Autonomous weapons &amp; surveillance</li> <li>• AI-enabled Command and Control (C2) systems</li> <li>• Applications/Dual-use (civilian and military) of AI technologies</li> </ul>
<b>Unit III:</b>	<b>AI in Intelligence and Cyber security</b>
	<ul style="list-style-type: none"> <li>• AI in surveillance, reconnaissance, and threat detection</li> <li>• AI in cyber defence and cyber warfare</li> </ul>
<b>Unit IV:</b>	<b>International Laws and Strategic Concerns</b>
	<ul style="list-style-type: none"> <li>• International law and norms on AI use in warfare</li> <li>• Strategic competition and deterrence in the age of AI</li> <li>• Ethical concerns: accountability, transparency, and bias in AI</li> </ul>

<b>Unit V:</b>	<b>India's AI and National Security Strategy</b>
	<ul style="list-style-type: none"> <li>• India's AI capabilities in the defence and security sector</li> <li>• Institutional frameworks and policy initiatives: Defence Artificial Intelligence Council (DAIC)</li> <li>• National Strategy for AI</li> </ul>

### 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
- lectures delivered by eminent experts from different institutions on topic of interest related to course
- individual or team-based open-ended based learning
- 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. Black, James; Eken, Mattias; Parakilas, Jacob; Dee, Stuart; Ellis, Conlan; Suman-Chauhan, Kiran; Bain, Ryan J.; Fine, Harper; Aquilino, Maria Chiara; Lebret, Melusine, et al. (2024). Strategic Competition in the Age of AI: Emerging Risks and Opportunities from Military Use of Artificial Intelligence. RAND Corporation, Santa Monica, California, and Cambridge, UK.
2. D'Monte, Leslie & Kolla, Jayanth N. (2023). AI Rising: India's Artificial Intelligence Growth Story. HarperCollins Publishers India, New Delhi.
3. Khare, Vijay S. et al. (2024). Artificial Intelligence and National Security. Pentagon Press.
4. Kissinger, Henry; Schmidt, Eric & Huttenlocher, Daniel (2021). The Age of AI and Our Human Future. Little, Brown and Company, New York.
5. Montasari, Reza (Ed.) (2022). Artificial Intelligence and National Security. Springer International Publishing AG.
6. Ndzendze, Bhaso & Marwala, Tshilidzi (2021). Artificial Intelligence and Emerging Technologies in International Relations. World Scientific Publishing, Singapore.

7. NITI Aayog (2018). National Strategy for Artificial Intelligence. NITI Aayog, Government of India, New Delhi.
8. Rajagopalan, Rajeswari Pillai & Patil, Sameer (eds.) (2024). Future Warfare and Critical Technologies: Evolving Tactics and Strategies. Observer Research Foundation (ORF) and Global Policy Journal, New Delhi, India.
9. Sharma, Sanu (2022). AI and National Security: Major Power Perspectives and Challenges. Manohar Parrikar Institute for Defence Studies and Analyses (MP-IDSA), New Delhi.
10. Sipola, Tuomo; Kokkonen, Tero & Karjalainen, Mika (Eds.) (2023). Artificial Intelligence and Cybersecurity: Theory and Applications. Springer.

*Detailed Course Contents*  
**SEMESTER III**

## **CORE COURSES**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** Hybrid Warfare

**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 is intended to introduce students about the causes and historical background of warfare. The aim is to make the students understand the main causes and the principles of war. It also provides opportunity to the students to understand about 20<sup>th</sup> century war and revolution in military affairs. It also elucidates the students on new forms of warfare in the present day context.

**Course Learning Outcomes (CLOs):**

- CLO:1-** Students will benefit from the course by having a thorough understanding of the definition, meaning, and fundamental ideas of war, its causes, and its core principles.
- CLO:2-** The students will be familiar with the types of warfare and their distinct typologies, tactics, and features.
- CLO:3-** Additionally, the students will be able to compare and contrast the ideas of traditional warfare and modern warfare.
- CLO:4-** Students will gain a thorough understanding of the concept and theories of hybrid warfare/fourth-generation warfare in this course.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Evolution of Warfare: Conceptual Aspects</b>
	<ul style="list-style-type: none"> <li>• Concept and Meaning of War - historical development</li> <li>• Classical and Contemporary Causes of War</li> <li>• Principles of War and their importance</li> </ul>
<b>Unit II:</b>	<b>Warfare in the 20<sup>th</sup> Century</b>
	<ul style="list-style-type: none"> <li>• Guerrilla Warfare: Concept, Origin &amp; fighting Techniques</li> <li>• Low Intensity Conflict (LIC): Meaning and Objectives</li> <li>• Total, Limited &amp; Modern War – Nature, concept and features</li> </ul>
<b>Unit III:</b>	<b>Revolution in Military Affairs</b>
	<ul style="list-style-type: none"> <li>• Role of Drone/Satellite/ UAV</li> <li>• Revolution in Military Affairs - background</li> <li>• Components of RMA, Network Centric Warfare and RMA</li> </ul>
<b>Unit IV:</b>	<b>Changing Nature of Warfare</b>
	<ul style="list-style-type: none"> <li>• Hybrid War/Fourth Generation Warfare</li> <li>• Information and Cyber Warfare</li> <li>• Conflicts of Environment, War over Water, Energy and Resources</li> </ul>

<b>Unit V:</b>	<b>Case Studies</b>
	<ul style="list-style-type: none"> <li>• Cases from recent wars/conflicts (Russia-Ukraine, Israel-Palestine)</li> <li>• Case Studies on Space Warfare-Cyber Warfare</li> </ul>

## Teaching - 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;
- activities designed to promote the development of generic/transferable and subject-specific skills;
- Internship and visits to field sites, and industrial or other research facilities etc.

### Assessment methods

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

- time-constrained examinations; closed-book and open-book tests;
- observation of practical skills; individual project reports (case-study reports);
- team project reports; oral presentations, including seminar presentation;
- Pedagogic approaches as per the context.

### 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. Basu, S. (2020). *Changing Character of Hybrid Warfare*. Pentagon Press.
2. Clausewitz, C. (2003). *On War*. Penguin, UK.
3. Deshpande, V. (2018). *Hybrid Warfare: The Changing Character of Conflict*. Institute for Defence Studies & Analyses. India.
4. Katoch, P. C. (2014). *Indian Military and Network-centric Warfare*.
5. Lind, W. S. (2016). *4Th Generation Warfare Handbook*. Castalia House.
6. Mallick, P. K. (2009). *Principles of War: Time for Relook*. KW Publishers in association with Centre for Land Warfare Studies, New Delhi.
7. Pant, H. (2016). *Handbook of Indian Defence Policy: Themes, Structures and Doctrines*. Abingdon, Routledge.
8. S. Levy, J., & R. Thompson, W. (2011). *Causes of War*. John Wiley & Sons.
9. Singer, P. W., & Friedman, A. (2014). *Cyber security and Cyber war: What Everyone Needs to Know*. Oxford University Press.
10. Torpey, J., & Jacobson, D. (2016). *Transformations of Warfare in the Contemporary World*. Philadelphia, Temple University Press.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Border Security Management in 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 acquaint students with the importance of border studies and the nature of borders in South Asia and India. It also attempts to critically evaluate the challenges and diverse management approaches of Border management and the roles and approaches of various stakeholders in India.

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

- CLO:1-** Ability to define and conceptualize Borders and Boundaries from different perspectives.
- CLO:2-** Understand and explain the nature and characteristics of Borders in South Asia.
- CLO:3-** Critically analyse the challenges of Border management of India and identify their diverse management approaches.
- CLO:4-** Examine and asses the role and approaches of various stakeholders in managing diverse border issues.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concepts and Theories of Border Studies</li> <li>• History of Evolution of Borders: Sovereignty and Territoriality</li> <li>• Border Making in South Asia and India</li> </ul>
<b>Unit II:</b>	<b>India's Northern Borders</b> <ul style="list-style-type: none"> <li>• Issues and Challenges with Pakistan: International Border, Line of Control and Pakistan Occupied Jammu and Kashmir (POJK), Actual Ground Position Line (AGPL)</li> <li>• Line of Actual Control (LAC)-Conflict and Contestation</li> <li>• India's Border with Nepal and Bhutan</li> </ul>
<b>Unit III:</b>	<b>India's Eastern Borders</b> <ul style="list-style-type: none"> <li>• Issues in Border Management with Myanmar and Bangladesh</li> <li>• Sub-regional Connectivity and Trade along Eastern Borders</li> <li>• Security Challenges from Border Regions: Evolving Landscape</li> </ul>
<b>Unit IV:</b>	<b>India's Maritime Boundaries</b> <ul style="list-style-type: none"> <li>• India- Sri Lanka Maritime Boundary – Katchathevlu and Fishing Rights</li> <li>• Disputes with Other Countries: Pakistan, Myanmar, Bangladesh</li> </ul>

<b>Unit V:</b>	<b>Securing and Managing Indian Borders</b>
	<ul style="list-style-type: none"> <li>• Role of Armed Forces</li> <li>• Border Infrastructure Management Scheme, Comprehensive Integrated Border Management System</li> <li>• Border Management through Development–Border Areas Development Programme, Vibrant Villages Programme.</li> </ul>

### 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/transferrable and subject-specific skills such as creative thinking, analytical writings.
- Field visits to Border areas/out posts to get an 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.
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. Srivastava, DP., (2021), *Forgotten Kashmir: The Other Side of the Line of Control*, India: HarperCollins.
9. Sharma, S. K.; Hassan, Y. ul.; Behuria, A. (2019), *Pakistan Occupied Kashmir: Politics, Parties and Personalities*, New Delhi: Institute for Defence Studies and Analyses.
10. Tripathi, D. (Ed.) (2020), *Re-Imagining Border Studies in South Asia*, London: Taylor & Francis.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Basics of Defence Economics

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course intends to impart knowledge to students on the relation between defence economics and national security along with economic impact of defence and security. The students will become aware about the factors influencing defence expenditure, planning for defence. Students shall also learn on the art of mobilizing resources for national defence. It also covers wide spectrum of R&D with respect to defence production in India.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The course provides a wider perspective of defence economics. After undergoing this course, the students shall understand about the subject's evolution and economics of defence.
- CLO:2-** The students will become aware of the trending economic warfare and shall be accustomed to the role of defence planning, programming and defence budgeting and also to the effects of war on the economy of a country
- CLO:3-** The students will get knowledge on the process and art of resources mobilization-during and post war along with the influence of new technologies on war and economy.
- CLO:4-** The students shall learn about the wide spectrum of R&D with respect to defence production in India.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• The Economic Foundation of Military Power – Economic Theory of Adam Smith</li> <li>• Determinants of Defence Expenditure – Threat Perceptions, Capabilities &amp; Policies</li> <li>• Trends and Growth of India's Defence Spending since 1947</li> </ul>
<b>Unit II:</b>	<b>Economic Aspects of Defence</b> <ul style="list-style-type: none"> <li>• Economic Impact of Defence and security- Economic Warfare</li> <li>• Defence and Development - Implications for India</li> <li>• Defence Research and Development Organisation</li> </ul>
<b>Unit III:</b>	<b>Defence Budget and National Security</b> <ul style="list-style-type: none"> <li>• Defence Planning and National Security-Defence Budget as a Strategic Tool of National Security</li> <li>• Comparative Study of Defence Budget of India, Pakistan and China</li> <li>• Impact of War on National Economy</li> </ul>
<b>Unit IV:</b>	<b>Resource Mobilization and Emergence of New Technologies</b> <ul style="list-style-type: none"> <li>• Resource Mobilization during and post war</li> <li>• Advance Technologies in Military Affairs</li> <li>• Rationale for Arms Production in the Third World Countries</li> </ul>

Unit V:	Role of Public, Private partnership in Defence Production in India
	<ul style="list-style-type: none"> <li>• Ordnance Factories in India</li> <li>• Efficiency of Defence Public Sector Undertakings</li> <li>• Public-Private Partnership in Defence Sector</li> <li>• Atmanirbhar Bharat in Defence Production</li> </ul>

### Teaching - learning process

- 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
- review and questions & answer based tutorials

### Assessment methods

- assignments/report writing;
- time-constrained examinations; closed-book and open-book tests;
- oral presentations, including seminar presentation;
- Peer and self- assessment
- team based brief reports related to subject

### 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. Behera, Laxman Kumar (2020). *India's Defence Economy, Planning, Budgeting, Industry and Procurement*. Routledge: Oxford
2. Ghosh, Amiya K (2013). *Resource Allocation and Management in Defence: Need for a Framework*. New Delhi: Knowledge World Publishers
3. Government of India, Ministry of Defence. (2020). *Defence Acquisition Procedure 2020*. Retrieved from <https://mod.gov.in/dod/sites/default/files/wn25423.pdf>
4. Gupta, R. K. (2021). *Institutes That Shaped Modern India: DRDO*. New Delhi: Rupa Publications.
5. Matthews, R. (2019). *The Political Economy of Defence*. Cambridge: Cambridge University Press
6. Pant, Harsh V. (2016). *Handbook of Indian Defence Policy: Themes, Structure and Doctrines*. New York: Routledge
7. Scitovsky, T., Shaw, E., & Tarshis, L. (2012). *Mobilizing Resources For War: The Economic Alternatives*. Literary Licensing, USA
8. Smith, A. (1776). *An Inquiry into the Nature and Causes of the Wealth of Nations*. (Facsimile of 1904 ed.). University of Chicago Press. (Original work published in 1776). United Kingdom.
9. Suman, Mrinal (2021). *Of Matters Military: Defence production and Mission Make in India*. New Delhi: Vij Books.
10. The International Institute for Strategic Studies (IISS) (2024). *The Military Balance 2024*. London: IISS

## **SKILL ENRICHMENT/VALUE ADDITION COURSE**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No:**

**Course Title:** Understanding Contemporary China

**Duration of Examination:** 2 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 02 (L-2, T-0, P-0)

**Maximum Marks:** 50

**Course objective (s):**

The objective is to provide students with a basic understanding of China, including its history, economic interactions, and global engagements, while also developing a balanced understanding of communist ideology, its foreign policy, and China's engagements and disputes with India.

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

- CLO:1-** Understand and explain the historical and cultural foundation of China.
- CLO:2-** Learn about the communist ideology, foreign policy, and global engagements of China
- CLO:3-** Recognize economic interactions and understand bilateral relations between India and China.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Historical and Cultural Foundation</b> <ul style="list-style-type: none"> <li>• Chinese Civilization: An Overview</li> <li>• Rise of Communist China</li> <li>• Cultural Revolution and Reform Era</li> </ul>
<b>Unit II:</b>	<b>Political and Economic Dynamics</b> <ul style="list-style-type: none"> <li>• Maoist Ideology</li> <li>• Role of CCP in Modern Chinese Politics</li> <li>• Foreign Policy and Global Engagement</li> </ul>
<b>Unit III:</b>	<b>India-China Relations in the Contemporary Period</b> <ul style="list-style-type: none"> <li>• Bilateral Relations: Historical Context and Current Dynamics</li> <li>• Economic Interactions (Trade, Investments)</li> <li>• Border Disputes and Tibetan Issue</li> </ul>

**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 China

- Interaction with eminent experts from different fields, including academia, defence personnel, and researchers

## **Assessment methods**

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

- 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.*

## **Suggested Readings:**

1. Brandt, Loren and Thomas G. Rawski (eds). (2008). *China's Great Economic Transformation*, Cambridge University Press.
2. Lanteigne, M. (2015). *Chinese Foreign Policy: An Introduction* (3rd ed.). Routledge.
3. Delisle, J., & Goldstein, A. (Eds.). (2017). *China's Global Engagement: Cooperation, Competition, and Influence in the 21st Century*. Brookings Institution.
4. University Press. (2022, January 23). *Red Handed Book: A Brief History of the Chinese Communist Party: From Mao Zedong to Xi Jinping*.
5. Singh, Z. D. (2020). *Powershift: India–China Relations in a Multipolar World*. Macmillan.
6. Dickson, B. J. (2021). *The Party and the People: Chinese Politics in the 21st Century*. Princeton University Press.
7. Murthy, G. (2010). *International Trade & Economic Co-operation: India's Approach & Perspectives*. New Century Publications.
8. Dreyer, June Teufel. (2011). *China's Political System* 9th edition, London: Pearson.
9. Heilmann, Sebastian and Elizabeth J. Perry (eds). (2011). *Mao's Invisible Hand*, Cambridge, MA: Harvard University Asia Center.
10. Saich, Tony. (2011). *Governance and Politics in China* 3rd edition, New York: Palgrave Macmillan.

**OPEN ELECTIVE COURSES**  
**(Any Two out of Three Course)**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Geopolitics and Regional Security

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course shall familiarise the students with the nature of geopolitics in a globalised world. It also helps in developing an understanding on the major themes of the subject. After undergoing through this course, the students shall be able to critically analyse the range of issues, themes and approached in contemporary geopolitics.

**Course Learning Outcomes (CLOs):**

- CLO:1-** Explain the concepts & theories of geopolitics.
- CLO:2-** Analyze geographical contestations.
- CLO:3-** Theories regional security with geopolitical developments
- CLO:4-** Build scenarios for Geo-political competitions.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to Geopolitics</b> <ul style="list-style-type: none"> <li>• Definitions of Geopolitics, Territoriality and Space</li> <li>• Evolution of the Discipline: Empire, Colonialism and Post-Colonialism</li> <li>• Geopolitical Structures and Hierarchical Order</li> </ul>
<b>Unit II:</b>	<b>Theories of Geopolitics</b> <ul style="list-style-type: none"> <li>• Classical Theories           <ul style="list-style-type: none"> <li>Heartland Theory (Halford J. Mackinder)</li> <li>Sea Power (Alfred Thayer Mahan)</li> <li>Rimland Theory (Nicholas J. Spykman)</li> </ul> </li> <li>• Critical Geopolitics</li> </ul>
<b>Unit III:</b>	<b>Globalization and Geopolitics</b> <ul style="list-style-type: none"> <li>• Impact of Globalization on Nation-State and Sovereignty</li> <li>• New Structures and Challenges: Global Justice and Humanitarianism</li> <li>• Geopolitics and De-Globalization Debate</li> </ul>
<b>Unit IV:</b>	<b>Contemporary Issues in Geopolitics</b> <ul style="list-style-type: none"> <li>• Global Environmental Issues</li> <li>• Geopolitics of Energy and trade</li> <li>• Technology as a geopolitical fault lines</li> </ul>
<b>Unit V:</b>	<b>The Case studies</b> <ul style="list-style-type: none"> <li>• Geopolitical Analysis of Afghanistan</li> <li>• Geopolitical Competition in Trans-Himalayan region</li> <li>• Cyber Warfare and Geopolitics</li> </ul>

### **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. Clad, J., McDonald S.M. (2011). *The Borderlands of Southeast Asia: Geopolitics, Terrorism and Globalization*. NDU Press.
2. Cohen, S. B. (2015). *Geopolitics: The geography of international relations*. United Kingdom: Rowman & Littlefield.
3. Cope, Z. (2024). *The Palgrave Handbook of Contemporary Geopolitics*. (Eds.). Cham: Palgrave Macmillan.
4. Cuiping Zhu. (2018). *India's Ocean: Can China and India Coexist?*. Singapore: Springer.
5. Gearóid O'Tuathail. (1996). *Critical geopolitics*. Routledge.
6. Jones, M., Jones, R., & Woods, M. (2004). *An introduction to political geography: Space, place and politics*. Routledge.
7. Kumar, Y. (2020). *Geopolitics in the Era of Globalisation*. Taylor & Francis.
8. Riegl, M. (2013). *Strategic and Geopolitical Issues in the Contemporary World*. UK: Cambridge Scholars Publishing.
9. Rosenberg, M. (2017). *Strategy and Geopolitics: Understanding Global Complexity in a Turbulent World*. UK: Emerald Group Publishing.
10. Sempa, F. (2017). *Geopolitics: From the Cold War to the 21st Century*. New York: Routledge.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No :**

**Course Title:** Military History of India

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-04, T-0, P-0)

**Maximum Marks:** 100

**Course Objective:**

To provide students with a comprehensive understanding of the evolution of military systems in India from ancient to early modern periods, focusing on key battles, strategies, military organizations, and reforms introduced by various Indian empires and rulers. The course aims to develop analytical insight into the socio-political and cultural factors that influenced warfare in the Indian subcontinent.

**Course Learning Outcomes (CLOs):**

Upon the completion of this course, the students shall be able to:-

- CLO1:** Describe the military organization and strategy of ancient Indian empires such as the Mauryas and Guptas, and analyze the significance of Alexander's invasion and the Battle of Hydaspes.
- CLO2:** Examine the structure and functioning of the Rajput military system, including a critical study of the Battles of Tarain and the socio-political factors leading to the rise and fall of Rajput power.
- CLO3:** Evaluate the Mughal military organization with particular reference to the Battle of Panipat (1526 AD), the Mansabdari system under Akbar, and the causes behind the decline of the Mughal military structure.
- CLO4:** Analyze the Maratha military reforms under Shivaji, focusing on guerrilla warfare, the structure of the Maratha military, and the development of the Maratha Navy.
- CLO5:** Assess the evolution of the Sikh military system under Maharaja Ranjit Singh and examine key battles such as Ferozeshah (1845), Chillianwala (1849), and Saragarhi (1897) in the context of Anglo-Sikh conflicts.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Evolution of Military System in India</b>
	<ul style="list-style-type: none"> <li>• Alexander's Invasion of India with Reference to Battle of Hydaspes 326 B.C.</li> <li>• Military system of Mauryas</li> <li>• Military system of the Guptas</li> </ul>
<b>Unit II:</b>	<b>Military System of Rajputs</b>
	<ul style="list-style-type: none"> <li>• Military System of Rajput</li> <li>• Battles of Tarain – 1191 AD and 1192 AD</li> <li>• Rise and Fall of Rajput Dynasty</li> </ul>
<b>Unit III:</b>	<b>Military Organisation of Mughals</b>
	<ul style="list-style-type: none"> <li>• Mughal Invasion of India with special reference to the battle of Panipat 1526 AD</li> </ul>

	<ul style="list-style-type: none"> <li>• Military System of Mughals under Akbar with special reference to Mansabdari system</li> <li>• Decline of Mughal Dynasty</li> </ul>
<b>Unit IV:</b>	<b>Maratha Military System</b>
	<ul style="list-style-type: none"> <li>• Shivaji as father of Guerrilla Warfare</li> <li>• Organisation of Maratha Military System under Shivaji</li> <li>• Maratha Navy under Shivaji</li> </ul>
<b>Unit V:</b>	<b>Military System of Sikhs</b>
	<ul style="list-style-type: none"> <li>• Organisation of Sikh Army Under Maharaja Ranjit Singh</li> <li>• Anglo-Sikh Wars – Battle of Ferozeshah 1845 and Chillianwala 1849</li> <li>• Battle of Saragarhi</li> </ul>

### 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;
- Discussion-based tutorials to clarify concepts and ideas
- Develop critical thinking by analyzing various concepts and issues related to social, economic, political, and environmental security
- Interaction with eminent experts from different fields, including academia, defence personnel and researchers

### Assessment methods

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

- 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. Das, S. T. (1969). *Indian military: Its history & development*. Delhi: Sagar Publications.
2. Dikshitkar, R. C. (1948). *War in ancient India*. Madras: Macmillan.
3. Dikshitra, V. R. R. (1987). *War in ancient India*. Delhi: Motilal Banarsi das.
4. Foster, E. M. (2005). *A passage to India*. New Delhi: Penguin.
5. Fuller, J. F. C. (1960). *Generalship of Alexander the Great*. New Delhi: Da Capo Press.
6. Kincaid, D. (2015). *Shivaji the great rebel*. Delhi: Rupa Publications.
7. Pednekar, S., & Mukadam, M. (2022). *History of the Marathas (1707–1818)*. Manan Prakashan.
8. Richards, J. (1995). *The Mughal Empire*. Cambridge: Cambridge University Press.
9. Sandhu, G. S. (2000). *A military history of ancient India*. New Delhi: Vision Books.
10. Sandhu, G. S. (2000). *A military history of ancient India*. Vision Books Pvt. Ltd

11. Sarkar, J. (1960). *Military history of India*. New Delhi: Orient Longman.
12. Sen, S. (1928). *Military system of the Marathas*. The Book Company
13. Thapliyal, U. P. (2010). *Warfare in ancient India: Organizational and operational dimensions*. Manohar Publishers
14. Thapliyal, U. P. (2021). *Wars and war-tactics in ancient India*. Routledge.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No :**

**Course Title:** India's Coastal Security and Governance

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-04, T-0, P-0)

**Maximum Marks:** 100

**Course Objective (s):**

This course provides a comprehensive exploration of India's coastline, focusing on its strategic, economic, and security significance. It delves into the various threats—both military and non-military—that emerge along India's coastal and littoral regions, and examines how these challenges impact national security. The course will also introduce students to the legal frameworks governing coastal security and the critical role of institutional organizations in managing and safeguarding the coastline. Additionally, the course will highlight the importance of technological advancements in enhancing coastal surveillance and protection, enabling India to better respond to emerging threats and ensure its maritime 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.

<b>Course Contents</b>	
<b>Unit – I</b>	<b>Introduction- Understanding Coastal Security</b>
	<ul style="list-style-type: none"> <li>• Coastal Security and Maritime Security-key difference and connections</li> <li>• India's Coastline and SLOC: Its strategic significance</li> <li>• India's Coastal Security Architecture: Role of Navy, Coast Guard, Marine Police, Coastal Security Group</li> </ul>
<b>Unit – II</b>	<b>Indian Coastal Waters-Laws and Jurisdiction Dimensions</b>
	<ul style="list-style-type: none"> <li>• UNCLOS-Territorial Sea, Contiguous Zone, EEZ, Continental Shelf</li> <li>• India's Maritime Zones Act (1976) &amp; Coastal Regulation Zone Act</li> <li>• Legal issues in Coastal Governance: Ports, Fishing, Transit Passage</li> </ul>
<b>Unit – III</b>	<b>Threats to Coastal Security and Response Mechanisms</b>
	<ul style="list-style-type: none"> <li>• Maritime Terrorism and Coastal Infiltration: Post 26/11Challenges</li> <li>• IUU Fishing, Smuggling and Trafficking, Piracy and Armed Robbery</li> <li>• India's Responses- Surveillance, patrols, IMAC, Inter-Agency Coordination.</li> </ul>

<b>Unit - IV</b>	<b>Coastal Governance, Diplomacy and Sustainability</b>
	<ul style="list-style-type: none"> <li>• SAGAR &amp; SAGARMALA Policy, Indo-Pacific Strategy</li> <li>• Blue Economy, Port Security, Coastal Resource Management</li> <li>• Maritime Search and Rescue, Disaster Preparedness</li> </ul>
<b>Unit - V</b>	<b>Role of Technological in Coastal Security</b>
	<ul style="list-style-type: none"> <li>• Drones in Coastal Surveillance, Maritime Domain Awareness</li> <li>• Role of Artificial Intelligence and smart systems in Coastal security</li> <li>• Automatic identification Systems (AIS)</li> </ul>

### **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, defencepersonnel 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](https://www.un.org/depts/los/convention_agreements/texts/unclos/unclos_e.pdf)

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No :**

**Course Title:** National Security Laws in India

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-04, T-0, P-0)

**Maximum Marks:** 100

**Course Objective (s):**

This course provides an in-depth understanding of the constitutional foundations and historical development of national security law in India. It examines key preventive detention laws, anti-terrorism legislation, and the role of armed forces in internal security. The course also explores the judiciary's role in reviewing security laws, balancing fundamental rights with national security needs. Contemporary issues such as citizenship laws, NRC, CAA, and India's international obligations are critically analyzed. Students will study the role of institutions like the NIA, IB, RAW, and state police. The course aims to develop critical perspectives on maintaining security within a constitutional and human rights framework.

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

- CLO:1-** explain the foundational concepts, identity dimensions, and historical evolution of national security laws in India.
- CLO:2-** Interpret constitutional provisions related to national security and evaluate the division of powers between the Union and States.
- CLO:3-** assess the judiciary's role in safeguarding fundamental rights while reviewing national security laws and measures.
- CLO:4-** analyze the structure and function of key institutions involved in national security law implementation and policy formation
- CLO:5-** critically evaluate contemporary national security challenges and legal responses in light of international norms, and recent legislative developments.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction of National Security Law</b> <ul style="list-style-type: none"> <li>• Norms, Identity, and Culture in National Security</li> <li>• Definition and Scope of National Security under Indian Law</li> <li>• Historical Evolution of national security laws of India</li> </ul>
<b>Unit II:</b>	<b>Constitutional framework of National Security Law</b> <ul style="list-style-type: none"> <li>• Constitutional provisions: Articles 19, 21, 22,</li> <li>• Emergency powers and national security: Articles 252, 355, 356</li> <li>• Legislative process: Role of President, Parliament and Executive in enacting security laws.</li> <li>• Federal Structure and division of security powers: seventh schedule</li> </ul>
<b>Unit III:</b>	<b>Judicial Oversight in National Security Issues</b> <ul style="list-style-type: none"> <li>• Judiciary's role in reviewing security laws: Supreme Court and High Courts</li> </ul>

	<ul style="list-style-type: none"> <li>• Fundamental rights vs. security imperatives: Reasonable restrictions and public order.</li> <li>• Balancing national security and human rights: Right to life, liberty, and free speech</li> <li>• Habeas corpus and preventive detention: Judicial safeguards and limitations</li> </ul>
<b>Unit IV:</b>	<b>Role of Institutions and Policy Perspectives</b>
	<ul style="list-style-type: none"> <li>• Policy Making Process: Role of MoHA, and Parliamentary committees</li> <li>• Role of institutions: NIA, IB, RAW, and state police in implementing security laws</li> <li>• National Security Council (NSC): Structure, role, and limitations</li> <li>• National Security Advisor (NSA) and Strategic Policy Group (SPG)</li> </ul>
<b>Unit V:</b>	<b>Contemporary Issues</b>
	<ul style="list-style-type: none"> <li>• Citizenship Laws, NRC, and CAA: Security Implications</li> <li>• Bharatiya Nyaya Sanhita (BNS), 2023</li> <li>• Armed Force (Special Powers) Act (AFSPA), 1958, and The Public Safety Act (Jammu &amp; Kashmir), 1978</li> <li>• India's International Obligations: UNSC resolution</li> </ul>

### 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, defencepersonnel 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. Acharya, B. T. (2019). *The Constitution: A Biography*. HarperCollins India.
2. Basu, D. D. (2018). *Introduction to the Constitution of India* (24th ed.). LexisNexis.
3. Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press.
4. Baxi, U. (2008). *The Future of Human Rights* (3rd ed.). Oxford University Press.

5. Jain, M. P. (2014). *Indian Constitutional Law* (7th ed.). LexisNexis.
6. Menon, N. R. M. (2012). *Policy-making and Governance in India*. National Book Trust.
7. Misra, P. (2011). *Terrorism and Counter Terrorism in India: An Analysis of Laws, Policies, and Institutions*. Pentagon Press.
8. Noorani, A. G. (2000). *Constitutional Questions and Citizens' Rights*. Oxford University Press.
9. Noorani, A. G. (2012). *Challenges to Civil Rights Guarantees in India*. Oxford University Press.
10. Pandey, J. N. (2020). *Constitutional Law of India*. Central Law Agency.
11. Pathak, V. S. (2016). *Emergency Provisions in Indian Constitution: A Study*. Deep and Deep Publications.
12. Raman, B. (2007). *The Kaoboyz of R&AW: Down Memory Lane*. Lancer Publishers.
13. Reddy, G. B. (2011). *Law Relating to Prevention of Terrorism* (1st ed.). Asia Law House.
14. Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. Oxford University Press.
15. Seervai, H. M. (2013). *Constitutional Law of India: A Critical Commentary* (4th ed.). Universal Law Publishing.
16. Singh, M. P. (2009). *Terrorism and the Law*. Deep and Deep Publications.
17. Srivastava, D. (2010). *Law and Order Administration*. Eastern Book Company.
18. Subramanian, K. S. (2007). *Political Violence and the Police in India*. Sage Publications.
19. Vaid, A. (2010). *Human Rights and Armed Forces in India*. Concept Publishing Company.
20. Venugopal, K. K. (2007). *National Security and Civil Liberties*. Universal Law Publishing.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No :**

**Course Title:** Understanding Regional Strategic Studies

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-04, T-0, P-0)

**Maximum Marks:** 100

**Course objectives:**

The course aims to explore global security challenges from a regional perspective, focusing on the interplay of geopolitical, economic, and social factors shaping security dynamics in key regions. Students will critically analyze the regional aspects of security issues such as terrorism, climate change, and interstate conflicts, providing insights into their global ramifications.

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

- CLO:1-** explain security challenges specific to different regions.
- CLO:2-** analyze regional conflicts and their implications for global security.
- CLO:3-** evaluate the role of regional organizations and alliances in maintaining peace and stability.
- CLO:4-** determine region-specific strategies to address emerging security threats.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction to Regional Security Studies</b>
	<ul style="list-style-type: none"> <li>• Conceptual Framework of Regional Security</li> <li>• Regional Security Complex Theory</li> <li>• Role of Regional Organizations (e.g., ASEAN, EU, AU)</li> <li>• Regional vs. Global Security: Interconnections and Challenges</li> </ul>
<b>Unit II:</b>	<b>Security in the Indo-Pacific Region</b>
	<ul style="list-style-type: none"> <li>• Strategic Importance of the Indo-Pacific</li> <li>• South China Sea Disputes and Maritime Security</li> <li>• India-China Rivalry and U.S. Involvement</li> <li>• Role of QUAD and Other Alliances</li> </ul>
<b>Unit III:</b>	<b>Security in the Middle East and North Africa (MENA)</b>
	<ul style="list-style-type: none"> <li>• Resource-Based Conflicts and Energy Security</li> <li>• Arab-Israeli Conflict and Its Global Implications</li> <li>• Rise and Influence of Non-State Actors (ISIS, Hezbollah)</li> <li>• Regional Instability and Global Terrorism</li> </ul>
<b>Unit IV:</b>	<b>Security in South Asia</b>
	<ul style="list-style-type: none"> <li>• India-Pakistan Conflict and Kashmir Dispute</li> <li>• Afghanistan's Post-Conflict Security Challenges</li> <li>• Nuclear Deterrence and Strategic Stability</li> <li>• Role of SAARC in Regional Cooperation</li> </ul>

<b>Unit V:</b>	<b>Regional Security in Africa and Latin America</b>
	<ul style="list-style-type: none"> <li>• African Security Challenges: Ethnic Conflicts, Piracy, and Terrorism</li> <li>• Latin American Issues: Drug Cartels, Organized Crime, and U.S. Policies</li> <li>• Regional Mechanisms: AU, OAS, and Sub-Regional Organizations</li> <li>• Role of External Actors in Regional Security</li> </ul>

### 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 interest related 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. Buzan, Barry, and Ole Wæver. *Regions and Powers: The Structure of International Security*. Cambridge: Cambridge University Press, 2003.
2. Nye, Joseph S. *Understanding International Conflicts: An Introduction to Theory and History*. 7th ed. Boston: Pearson Longman, 2009.
3. Fawcett, Louise, ed. *Regionalism in World Politics: Regional Organization and International Order*. Oxford: Oxford University Press, 1995.
4. Medcalf, Rory. *Indo-Pacific Empire: China, America and the Contest for the World's Pivotal Region*. Manchester: Manchester University Press, 2021.
5. Scott, David. *The Indo-Pacific: New Strategies for Indian Ocean and Pacific Oceans Security*. London: Routledge, 2019.
6. Malik, Mohan. *China and India: Great Power Rivals*. Boulder: FirstForumPress, 2011.
7. Gause III, F. Gregory. *The International Relations of the Persian Gulf*. Cambridge: Cambridge University Press, 2010.
8. Lustick, Ian S. *Trapped in the War on Terror*. Philadelphia: University of Pennsylvania Press, 2006.
9. Milton-Edwards, Beverley. *Contemporary Politics in the Middle East*. 4th ed. Cambridge: Polity Press, 2018.
10. Cohen, Stephen P. *The Idea of Pakistan*. Washington, D.C.: Brookings Institution Press, 2004.

11. Ganguly, Sumit, and Devin T. Hagerty. *Fearful Symmetry: India-Pakistan Crises in the Shadow of Nuclear Weapons*. Seattle: University of Washington Press, 2006.
12. Rashid, Ahmed. *Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and Central Asia*. New York: Viking, 2008.
13. Clapham, Christopher. *Africa and the International System: The Politics of State Survival*. Cambridge: Cambridge University Press, 1996.
14. Bagley, Bruce Michael, and Jonathan D. Rosen. *Drug Trafficking, Organized Crime, and Violence in the Americas Today*. Gainesville: University Press of Florida, 2015.
15. Williams, Paul D. *War and Conflict in Africa*. 2nd ed. Cambridge: Polity Press, 2016.

*Detailed Course Contents*  
**SEMESTER IV**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** Dissertation/Internship/Project

**Contact Hrs. /Week:** 2 Hrs.

**Credit:** 12

**Marks:** 300

**CORE COURSE**

**Dissertation/Internship/Project**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.: #**  
**Duration of Examination: 3 Hrs**

**Contact Hrs/Week: 8 Hrs**  
**Credit: 08**  
**Maximum Marks: 200**

**OPEN ELECTIVE COURSE**  
**(Mandatory Two Courses – 4 credits each)**

**MOOCs available on the SWAYAM/online Platforms**

**OPEN ELECTIVE COURSE**  
**Offered to the Other Departments**

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Disaster Management in 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):**

The objectives of the course are: to introduce students to the basic concepts and types of disasters – both natural and manmade and its impact on living beings; and also to enable the students to know about the institutional mechanism for disaster management and mitigation in India.

**Course Learning Outcomes (CLOs):**

- CLO:1-** After studying the course, the students shall come to know about the concepts of disaster studies. They shall understand about both natural and manmade disasters and can focus on the broader outline of natural and manmade disasters.
- CLO:2-** The students shall understand different stages of disaster management and the role of different forces pre, post and during disaster
- CLO:3-** After undergoing through this course, the students shall comprehend the disaster management structure, policy and funding mechanism in India.
- CLO:4-** The students shall grasp a knowledge on different disasters occurred in the past with the help of case studies. It will also enable students to figure out the loopholes in handling disasters at different stages.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Meaning and Concept of Disaster Studies</li> <li>• Natural Disaster – Flood, Cyclones, Landslides, Avalanches, Earthquakes</li> <li>• Man-made Disaster – Chemical, Nuclear, Biological and Industrial Disasters, War</li> </ul>
<b>Unit II:</b>	<b>Disaster Management – concept, significance and stages</b> <ul style="list-style-type: none"> <li>• Concept and Significance of Disaster Management</li> <li>• Elements and objectives of Disaster Management</li> <li>• Disaster Planning/ Preparedness, Emergency Response and Mitigation, Recovery, Relief and Reconstruction</li> </ul>
<b>Unit III:</b>	<b>India's National Disaster Management Authority</b> <ul style="list-style-type: none"> <li>• Role of National Disaster Management Authority</li> <li>• National Disaster Management Policy-Principles</li> <li>• Disaster Funding Mechanism in India</li> </ul>
<b>Unit IV:</b>	<b>Role of Armed Forces in Disaster Management in India</b> <ul style="list-style-type: none"> <li>• Role of Tri-forces (Army, Navy, Air force, Coast-guard)</li> <li>• Role of State and Central Police Forces in disaster response</li> <li>• Role of National Disaster Response Force (NDRF)</li> </ul>
<b>Unit V:</b>	<b>Case Studies of Disaster - India</b> <ul style="list-style-type: none"> <li>• Bhopal Gas Tragedy 1984</li> <li>• Gujarat Earthquake 2001</li> </ul>

	<ul style="list-style-type: none"> <li>• Tsunami 2004</li> <li>• Uttarakhand Floods 2013</li> </ul>
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### 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
- 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. Athukorala, Prema-Chandra; Resosudarma, Budy P. (2005). *The Indian Ocean Tsunami: Economic Impact, Disaster Management and Lessons*. Australia: Australian National University
2. Brebbia, C. A. (2018). *Disaster Management*. WIT Press: United Kingdom
3. Guiberson, Brenda Z. (2010). *Disasters: Natural and Man-Made Catastrophes Through the Centuries*. New York: Henry Holt and Company (BYR)
4. Hostiuc F., Turmus E.K. (2022). *Enhancing Capabilities for Crisis Management and Disaster Response*. Netherlands: Springer
5. Joshi, Hridayesh (2016). *Rage of the River: The Untold Story of Kedarnath Disaster*. India: Penguin
6. Kanga S., Meraj G., and others. (2022). *Disaster Management in the Complex Himalayan Terrains: Natural Hazard Management, Methodologies and Policy Implications*. Germany: Springer Nature Press
7. Lancaste, Oliver. (2023). *The Bhopal Gas Tragedy: Unraveling the Catastrophe of 1984*. Oliver Lancaste
8. Lanclos R.; Artz M. (2021). *Dealing with Disasters: GIS for Emergency Management*. California: ESRI
9. Mandal, Prantik. (2016). *The 26 January Mw7.7.2001 Bhuj Earthquake: The First Devastating Earthquake of the Twenty First Century*. Germany: Eclat Imprints
10. Singh, Prakash. (2011). *Disaster Response in India*. New Delhi: Books Express Publishing

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course Code:**

**Course Title:** Energy and Environmental Security

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The aim is to make the students understand the Concept of Security during post-cold war period. The subject also explains about the emergence of Notion of Comprehensive Security and its aspects like Political, Social, Economical, Environmental, Energy Security and Human Security. The course will also introduce and enrich the students on debate and case studies related to Non-Traditional Security threats faced by the nations.

**Course Learning Outcomes (CLOs):**

- CLO:1-** The course will describes how the idea of comprehensive security came to be, which will focus on security issues that are not military in nature, notably those relating to the environment and energy.
- CLO:2-** Students will understand the concept of environmental security and its impact on natural resources.
- CLO:3-** The course will educate the students on various resource conflicts based on water, Energy, etc.
- CLO:4-** Students will discuss with case studies on both interstate and intrastate conflicts over recourse sharing.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of National Security/Security Debate</li> <li>• Environmental Security-Concept, Meaning, Definition</li> <li>• Relation to Comprehensive Security</li> </ul>
<b>Unit II:</b>	<b>Environment - Security Nexus</b> <ul style="list-style-type: none"> <li>• Effect of Environment on Security</li> <li>• Impact of war making on Environment</li> <li>• Perceptive of Thomas Homer Dixon and Norman Meyers</li> </ul>
<b>Unit III:</b>	<b>Energy Security and Environment</b> <ul style="list-style-type: none"> <li>• Types of Energy Resources</li> <li>• Energy Security Debate in International Relations</li> <li>• Energy Security in India</li> </ul>
<b>Unit IV:</b>	<b>Various Environmental Threats and Threat Assessment</b> <ul style="list-style-type: none"> <li>• Climate Change/Global Warming</li> <li>• Water Disputes and effects of hazardous waste on environment.</li> <li>• Environmental Threats-Emerging Trends/ Maritime Environment</li> </ul>
<b>Unit V:</b>	<b>Environmental Issues and International Initiatives</b> <ul style="list-style-type: none"> <li>• Inter-State and Intra-State Issues in South Asia</li> <li>• UNO (UNEP, UNDP)</li> <li>• EU, SAARC, ASEAN and other groupings</li> </ul>

## **Teaching - 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;
- 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; Pedagogic approaches as per the context.

## **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. Barnett, J. (2011). *The Meaning of Environmental Security: Ecological Politics and Policy in the New Security Era*. Zed Books.
2. Chadha, G., & Pandya, A. B. (2021). *Water Governance and Management in India*. Springer Nature.
3. Chellaney, B., & Najibullah, H. (2007). *On the Frontline of Climate Change- International Security Implications*. KAS Publications Series, New Delhi.
4. Dasgupta, P., Saha, A. R., & Singhal, R. (2021). *Sustainable Development Insights from India*. Springer Nature.
5. Gaan, N. (2008). *Climate Change and International Politics*. Kalpaz Publications, New Delhi.
6. Homer-Dixon, T. (1999). *Environment, Scarcity, and Violence*. Princeton, New Jersey: Princeton University Press. .
7. Jeffrey, M. (2010). *Climate Conflict: How Global Warming Threatens Security and What to Do about It*. New York, Routledge.
8. Nahar, E. (2016). *Inter-State Conflicts and Contentious Issues in South Asia : Challenges and Prospects for SAARC*. Kalpaz, India Distributed By Gyan Books Pvt. Ltd, Delhi.
9. Narayanan, N. C. (2008). *State, Natural Resources Conflict and Challenges to Governance*. Academic Foundation Publishers in Association with Institute of Rural Management, New Delhi.
10. Sharma, A. (2021). *India's Pursuit of Energy Security: Domestic Measures, Foreign Policy and Geopolitics*. Sage, Los Angeles.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Human Rights & Security

**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 provides a comprehensive understanding of human rights and humanitarian law, focusing on legal frameworks, principles, and applications in various contexts. It explains the intricate relationship between human rights and security. Students will explore the historical development, key concepts, contemporary issues, and mechanisms for the protection and enforcement of human rights and humanitarian norms.

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

- CLO:1-** Learn the importance of human rights to individuals and their privileges.
- CLO:2-** Human Rights in Indian tradition and Constitutional & Legal framework in India; and
- CLO:3-** Role of United Nations in Protecting Human Rights.
- CLO:4-** Refugee Rights and violation of rights during ethnic conflicts and in other circumstances

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Human Rights: Meaning, Nature and Development</li> <li>• Three Generation Rights</li> <li>• Contributions: Hobbes, Locke, Rousseau and Rawls</li> </ul>
<b>Unit II:</b>	<b>United Nations &amp; Human Rights</b> <ul style="list-style-type: none"> <li>• UN Human Rights Council</li> <li>• Key Human Rights Instruments and Treaties <ul style="list-style-type: none"> <li>a) Universal Declaration of Human Rights</li> <li>b) The International Covenant on Civil and Political Rights (ICCPR)</li> <li>c) International Covenant on Economic, Social and Cultural Rights (ICESCR)</li> </ul> </li> </ul>
<b>Unit III:</b>	<b>Indian Perspective</b> <ul style="list-style-type: none"> <li>• Human Rights in Indian Tradition <ul style="list-style-type: none"> <li>a) Civil, Political &amp; Economic Rights</li> <li>b) Cultural Rights &amp; Women's Rights</li> </ul> </li> <li>• India's role in the enforcement of international human rights</li> <li>• State Security Vs. Individual rights</li> </ul>
<b>Unit IV:</b>	<b>Legal Framework in India</b> <ul style="list-style-type: none"> <li>• Constitutional &amp; Legal framework in India <ul style="list-style-type: none"> <li>a) Human Rights Commission</li> <li>b) Special Commission for weaker section</li> </ul> </li> <li>• Government policies and initiatives addressing human rights concerns</li> </ul>

Unit V:	Issues and Challenges
	<ul style="list-style-type: none"> <li>• Human Rights and Challenges - Ethnic conflict, social &amp; political violence, global terrorism, environmental sources</li> <li>• Rights of Refugees</li> <li>• Internally Displaced people</li> </ul>

## 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;
- Discussion-based tutorials to clarify concepts and ideas
- Develop critical thinking by analysing various concepts and issues related to Human rights and security.
- Interaction with eminent experts from different fields, including academia, defence personnel and researchers

## Assessment methods

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

- 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.*

## Suggested Readings:

1. Agarwal, H. O. (2023). Human rights (18th ed.). Central Law Publication.
2. Bajwa, G. S. (1995). Human rights in India: Implementations and violations. Sterling.
3. Bhattacharyya, A., & Ghosh, B. K. (Eds.). (2017). Human rights in India: Historical perspective and challenges ahead. Raj Publications.
4. Deshta, S., & Deshta, K. (2003). Fundamental human rights. Deep & Deep.
5. Donnelly, J. (1985). The concept of human rights. St. Martin's Press.
6. Gibson, J. S. (1996). Dictionary of international human rights law. Scarecrow Press.
7. Kandharkar, R. (2023). Human Rights and Constitution of India (1st ed.). Asia Law House.
8. Mehta, P. L., & Verma, N. (1999). Human rights under the Indian constitution. Deep & Deep.
9. Sehgal, B. P. S. (2004). Human rights in India: Problems and prospects. Deep & Deep.
10. Tomer, A., & Bahl, N. (2021). Human rights in India: An insight to the challenges related to women. Bharti Publications.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Geopolitics and Regional Security in Central Asia

**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 students with a comprehensive understanding of the historical, geographical, and strategic significance of Central Asia in global geopolitics. It explores the classical geopolitical theories that have shaped international perceptions of the region, such as Mackinder's Heartland Theory and Spykman's Rimland Theory. Students will critically analyze contemporary geopolitical dynamics, including the competition for energy resources, pipeline politics, and regional cooperation initiatives like the SCO, CAREC, and CSTO. Special emphasis is placed on India's evolving foreign policy towards Central Asia in the context of global power rivalries involving the United States, Russia, and China.

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

- CLO:1-** understand the historical evolution, demography, and strategic importance of Central Asia within a broader geopolitical framework.
- CLO:2-** analyze the major classical geopolitical theories and their relevance to the Central Asia across historical periods including the colonial era and the Cold War.
- CLO:3-** evaluate the changing geopolitical dynamics of the region, including the New Silk Road, New Silk Road, the New Great Game, and competition over pipeline routes in the Caspian Basin.
- CLO:4-** assess the role and effectiveness of regional cooperation frameworks such as SCO, CAREC, CSTO, and the EEU in shaping their geopolitical significance.
- CLO:5-** critically examine contemporary geopolitical shifts including the re-emergence of the Southern Tier in US foreign policy, containment strategies against Russia, China, and Iran, the rise of Russian Eurasianism, and connect India's Central Asia policy

<b>Course Contents</b>	
<b>Unit – I</b>	<b>Introduction to Central Asia</b>
	<ul style="list-style-type: none"> <li>• History and Demography of Central Asian region</li> <li>• Geostrategic value: Size, Location, Border</li> <li>• Significance of the study of Geopolitics in Central Asia</li> <li>• Correlating Geopolitics with Regional Security</li> </ul>
<b>Unit – II</b>	<b>Classical Geopolitics in Central Asia</b>
	<ul style="list-style-type: none"> <li>• H.J. Mackinder's characterization of Central Asia as the "Geographic Pivot of History"</li> <li>• Friedrich Ratzel's "Lebensraum", H.J. Mackinder's "Heartland Theory", Karl Haushofer's "Geopolitik"</li> <li>• Geopolitical views of Kennan, Nicholous Spykman's "Rimland Theory", Saul B. Cohen's "Shatterbelts"</li> </ul>

	<ul style="list-style-type: none"> <li>• Russian geopolitical discourse of Slavophiles, the importance of the Southern Tier to the US geopolitical Objectives</li> </ul>
<b>Unit – III</b>	<b>Geopolitical Dynamics and Energy Security</b>
	<ul style="list-style-type: none"> <li>• The New Silk Road, and the Concept of the New Great Game</li> <li>• Nature of Energy Politics</li> <li>• Energy Geopolitics in the Caspian region</li> <li>• Pipelines Routes</li> </ul>
<b>Unit - IV</b>	<b>Regional Cooperation in Central Asia</b>
	<ul style="list-style-type: none"> <li>• SCO: Genesis, principles, Objectives, Geopolitical Expansion</li> <li>• Role of CAREC and CSTO</li> <li>• Central Asian Union Initiatives: efforts at intra-regional collaboration</li> <li>• Eurasian Economic Union: Russia's integration project and its reception in Central Asia</li> </ul>
<b>Unit - V</b>	<b>Contemporary Geopolitical Discourse in Central Asia</b>
	<ul style="list-style-type: none"> <li>• Re-emergence of Southern Tier in the US Foreign Policy</li> <li>• Containment of Russia, China, and Iran in Central Asia</li> <li>• Russian geopolitical discourse of Eurasianism</li> <li>• Connect India's Central Asia Policy</li> </ul>

### **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. Agnew, J. (1994). The territorial trap: The geographical assumptions of international relations theory. *Review of International Political Economy*, 1(1), 53–80. <https://doi.org/10.1080/09692299408434268>

2. Bassin, M., & Aksimov, K. E. (2006). Mackinder and the Heartland theory in post-Soviet geopolitical discourse. *Geopolitics*, 11(1), 99–118. <https://doi.org/10.1080/14650040500524129>
3. Bhattacharya, A. (2011). Energy security and the New Great Game in Central Asia. *Strategic Analysis*, 35(5), 785–801. <https://doi.org/10.1080/09700161.2011.591285>
4. Bhattacharya, A. (2012). *Central Asia in India's foreign policy: Past, present and future*. Delhi: Shipra Publications.
5. Chaturvedi, S. (2012). India and Central Asia: The emerging dynamics. *Journal of International Affairs*, 16(1), 23–35.
6. Cohen, S. B. (2003). *Geopolitics of world systems*. Lanham, MD: Rowman and Littlefield.
7. Dixit, R. D. (2000). *Political geography: The spatiality of politics*. New Delhi: Tata McGraw-Hill.
8. Geoffrey, P. (1998). *Geopolitics: Past, present and future*. London: Pinter.
9. Glassner, M. I., & Fahrer, C. (2004). *Political geography*. Danvers, MA: John Wiley.
10. Kaushik, D. (1999). The new geopolitics of Central Asia: Russia, China and India. *Contemporary Central Asia*, 3(2), 13–21.
11. Kreutzmann, H. (2005). The significance of geopolitical issues for development of mountainous areas of Central Asia. In *Strategies for development and food security* (pp. 43–56). Dushanbe, Tajikistan: Agha Khan Foundation, Invent and GTZ.
12. Kubicek, P. (2013). Energy politics and geopolitical competition in the Caspian Basin. *Journal of Eurasian Studies*, 4(2), 171–180. <https://doi.org/10.1016/j.euras.2013.03.005>
13. Laruelle, M., & Peyrouse, S. (2015). *Globalizing Central Asia: Challenges of economic development*. London: Routledge. <https://books.google.co.in/books?isbn=1317469631>
14. Malik, H. (1994). *Central Asia: Its strategic importance and future prospects*. New York: St. Martin's Press.
15. Pant, H. V. (2009). The geopolitics of energy security in Central Asia. *Strategic Analysis*, 33(1), 70–78. <https://doi.org/10.1080/09700160802618866>
16. Pant, H. V. (2010). *India looks East: Beyond the rhetoric*. New Delhi: Har-Anand Publications.
17. Pant, H. V. (2016). The U.S., China, and Russia in Central Asia: Prospects for great power competition and cooperation in the shadow of the Afghan drawdown. *The Journal of Asian Security and International Affairs*, 3(2), 147–174. <https://doi.org/10.1177/2347797016645454>
18. Patnaik, A. (2005). *Central Asia: Between modernity and tradition*. New Delhi: Lancer Publishers.
19. Sengupta, A. (2013). *Heartlands of Eurasia: The geopolitics of political space*. Lanham, MD: Lexington Books.
20. Singh, S. (2010). *Geopolitics: The geography of international relations*. New Delhi: Rawat Publications.
21. Spykman, N. J. (1942). *The geography of the peace*. New York: Harcourt, Brace.
22. Taylor, P. J. (1985). *Political geography: World economy, nation-state and locality*. London, New York: Longman.
23. Tuathail, G. Ó. (1996). *Critical geopolitics: The politics of writing global space*. London: Routledge.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** Introduction to Global Security Challenges

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, T-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The course aims to familiarize students with the multifaceted nature of global security challenges in the 21st century, examining traditional and non-traditional threats. Students will develop a comprehensive understanding of security dynamics through theoretical foundations, regional perspectives, and issue-based analyses.

**Course Learning Outcomes (CLOS):** After completing this course students will be able to:

- CLO:1-** demonstrate an understanding of global security challenges in theory and practice.
- CLO:2-** analyze contemporary geopolitical and technological security threats critically.
- CLO:3-** elaborate innovative solutions to emerging human and environmental security issues.
- CLO:4-** assess the effectiveness of existing international security frameworks.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Foundations of Global Security</b>
	<ul style="list-style-type: none"> <li>• Definitions and Evolution of Security Studies</li> <li>• Traditional vs. Non-Traditional Security</li> <li>• Theoretical Approaches: Realism, Liberalism, Constructivism</li> <li>• Role of International Institutions in Global Security</li> </ul>
<b>Unit II:</b>	<b>Geopolitical Conflicts and Power Dynamics</b>
	<ul style="list-style-type: none"> <li>• Rise of Multipolarity</li> <li>• Strategic Rivalries: US-China, Russia-NATO</li> <li>• Conflict Case Studies: Ukraine Crisis, South China Sea Disputes</li> <li>• Role of Emerging Powers in International Security</li> </ul>
<b>Unit III:</b>	<b>Technology and Emerging Security Threats</b>
	<ul style="list-style-type: none"> <li>• Cyber security and Cyber warfare</li> <li>• Artificial Intelligence and Autonomous Weapons</li> <li>• Space Security and Weaponization</li> <li>• Role of Technology in Surveillance and Intelligence</li> </ul>
<b>Unit IV:</b>	<b>Human Security and the Non-Traditional Security Threats</b>
	<ul style="list-style-type: none"> <li>• Climate Change and Environmental Security</li> <li>• Pandemics and Global Health Crises</li> <li>• Migration, Refugees, and Border Security</li> <li>• Terrorism and Transnational Organized Crime</li> </ul>

<b>Unit V:</b>	<b>Future of Global Security</b>
	<ul style="list-style-type: none"> <li>• Predictions for the Evolution of Warfare</li> <li>• Strategic Responses to Hybrid Threats</li> <li>• Strengthening International Cooperation and Multilateralism</li> <li>• Role of Civil Society and NGOs in Security</li> </ul>

### Teaching - learning process

- Lectures supported by tutorial work;
- The use of prescribed textbooks, e-learning resources, and other self-study, materials are made available in the 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 writing

### 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. Walt, Stephen M. *The Origins of Alliances*. Ithaca: Cornell University Press, 1987.
2. Acharya, Amitav. *Constructing Global Order: Agency and Change in World Politics*. Cambridge: Cambridge University Press, 2018.
3. Allison, Graham. *Destined for War: Can America and China Escape Thucydides's Trap?* Boston: Houghton Mifflin Harcourt, 2017.
4. Barnett, Jon. *The Meaning of Environmental Security: Ecological Politics and Policy in the New Security Era*. London: Zed Books, 2001.
5. Buzan, Barry, and Lene Hansen. *The Evolution of International Security Studies*. Cambridge: Cambridge University Press, 2009.
6. Freedman, Lawrence. *The Future of War: A History*. New York: PublicAffairs, 2017.
7. Homer-Dixon, Thomas. *Environment, Scarcity, and Violence*. Princeton: Princeton University Press, 1999.
8. Kaplan, Robert D. *Asia's Cauldron: The South China Sea and the End of a Stable Pacific*. New York: Random House, 2014.
9. Kello, Lucas. *The Virtual Weapon and International Order*. New Haven: Yale University

Press, 2017.

10. Mearsheimer, John J. *The Tragedy of Great Power Politics*. Updated ed. New York: W.W. Norton, 2014.
11. Nye, Joseph S., and David A. Welch. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. 10th ed. Boston: Pearson, 2016.
12. Scharre, Paul. *Army of None: Autonomous Weapons and the Future of War*. New York: W.W. Norton, 2018.
13. Singer, P.W., and Allan Friedman. *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Oxford: Oxford University Press, 2014.
14. Weiss, Thomas G., and Rorden Wilkinson. *International Organization and Global Governance*. 2nd ed. Abingdon: Routledge, 2018.
15. West, Geoffrey. *Scale: The Universal Laws of Life, Growth, and Death in Organisms, Cities, and Companies*. New York: Penguin Press, 2017.

**M.A., Course Syllabus, We.f. 2025-26**  
**Department of Defence and Strategic Studies**  
**Central University of Jammu**

**Course No.:**

**Course Title:** India's Military Diplomacy

**Duration of Examination:** 3 Hrs

**Contact Hrs/Week:** 4 Hrs

**Credit:** 04 (L-4, 1-0, P-0)

**Maximum Marks:** 100

**Course Objective(s):**

The primary objective of this course is to explore the intricate dynamics of military diplomacy and India's Foreign Policy. In today's world, foreign policy and diplomacy involve efforts from multiple stakeholders. This course provides students with a comprehensive understanding of how military engagement, alliances, and strategic partnerships contribute to achieving foreign policy objectives. The course seeks to evaluate the role of India's military diplomacy at the regional and global level.

**Course Learning Outcomes (CLOS):** After completing this course students will be able to:

- CLO:1-** Understand the military diplomacy's role in International Relations.
- CLO:2-** Assess the role of various initiatives of military diplomacy in achieving India national interest.
- CLO:3-** Analyse the significance of India's military initiatives at regional and global level.
- CLO:4-** Evaluate the current initiative of India's military diplomacy and their strategic significance in India's foreign policy.
- CLO:5-** Assess the effectiveness of military diplomacy through case studies and synthesize the new domains.

<b>Course Contents</b>	
<b>Unit I:</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definitions and Scope of Military Diplomacy</li> <li>• Soft Power versus Hard Power: The Role of Military Diplomacy</li> <li>• Evolution of India's Military Diplomacy</li> </ul>
<b>Unit II:</b>	<b>Key Domains and Levels of India's Military Diplomacy</b> <ul style="list-style-type: none"> <li>• Strategic Partnerships: Training, Joint Military Exercises, Defence Agreements and Arms Trade</li> <li>• Peace Keeping and Humanitarian Assistance</li> <li>• Role of Military Attaché</li> <li>• Bilateral, Minilateral and Global Level</li> </ul>
<b>Unit III:</b>	<b>Role of Armed Forces</b> <ul style="list-style-type: none"> <li>• Indian Navy and Diplomacy</li> <li>• Indian Army's Initiative in Diplomacy</li> <li>• Diplomatic Role of Indian Air Force</li> </ul>
<b>Unit IV:</b>	<b>Military Diplomacy and India's Foreign Policy</b> <ul style="list-style-type: none"> <li>• Military Diplomacy and Immediate Neighborhood</li> <li>• Global South Countries</li> <li>• Major Powers</li> </ul>

<b>Unit V:</b>	<b>Case Studies</b>
	<ul style="list-style-type: none"> <li>• India and UN Peace Keeping Operations</li> <li>• Humanitarian Assistance and Disaster Relief in South Asia</li> <li>• India's as a Net Security Provider in the Maritime Domain</li> </ul>

### **Teaching - learning process**

- Lectures supported by tutorial work;
- The use of prescribed textbooks, e-learning resources, and other self-study, materials are made available in the 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. Berndtsson, J., et. al. (eds.). (2023). *Total Defence Forces in the Twenty-First Century*. McGill-Queen's University Press.
2. Gopalaswamy, B., & Basrur, R. (2015). *India's Military Modernization: Strategic Technologies and Weapons Systems*. Oxford University Press.
3. Jaishankar, D. (2024). *Vishwa Shastra: India and the World*. Penguin Viking.
4. Malik, A. (2016). *Role of Technology in International Affairs*. Pentagon Press.
5. Malik, V.P. General. (2013). *India's Military Diplomacy: An Inside View of Decision-Making*. Harper Collins.
6. Pant, H.V. (Ed.). (2015). *Handbook of Indian Defence Policy: Themes, Structures and Doctrines*. Routledge.
7. Puri, H.S. (2016). *Perilous Interventions: The Security Council and the Politics of Chaos*. Harper Collins.
8. Rao, P.V. (2022). *India's Naval Diplomacy: Contours and Constraints*. Routledge.
9. Sharma, K.K. (2024). *India and The UN Peace Operations: In Service of Humanity and Global Peace*. KW Publishers.
10. Thomas, R. (2021). *Indian Defence Diplomacy, A Handbook*. KW Publishers.

