



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)

संख्या: CUJ/Acad/04/2023/383



04.06.2024

Notification / अधिसूचना संख्या ४१ /2024

Sub: Course Scheme and Syllabus Notification as per NEP-2020 of 1st - 4th Semesters of M.A. in National Security Studies w.e.f. Academic Session 2024-25 – Reg.

सभी संबंधित लोगों की जानकारी के लिए यह अधिसूचित किया जाता है कि राष्ट्रीय सुरक्षा अध्ययन विभाग के प्रमुख की सिफारिशों पर, अध्ययन बोर्ड (वीओएस) की 20.05.2024 को हुई बैठक में और स्कूल बोर्ड एवं अकादमिक परिषद की मंजूरी की प्रत्याशा में, सक्षम प्राधिकरण ने राष्ट्रीय सुरक्षा अध्ययन में एम.ए. के प्रथम-चतुर्थ मेसेन्टर की पाठ्यक्रम योजना और पाठ्यक्रम को मंजूरी दे दी है। शैक्षणिक सत्र 2024-25 जैसा कि नीचे बताया गया है:

It is hereby notified for the information of the all concerned that on the recommendations of Head, Department of National Security Studies, Board of Studies (BoS) held on 20.05.2024 in its meeting and in anticipation of the approval of School Board & Academic Council, the Competent Authority has approved the Course Scheme and Syllabus of Ist – IVth Semester of M.A. in National Security Studies w.e.f. Academic Session 2024-25 as detailed below:

Semester – I

Course Code	Course Title	Credit	L	T	P
Core courses					
MNSS1C001T	Introduction to Security Studies	04	4	0	0
MNSS1C009T	Conceptual Aspects of International Relations	04	4	0	0
MNSS1C003T	WMD, Disarmament and Arms Control	04	4	0	0
Open Elective Courses					
#	Open Elective Courses	10	-	-	-
Total		22	-	-	-

The student has to earn 22 credits during semester I. Apart from the three core courses of 4 credits each, the student has to earn 10 more credits (minimum 02 credit of SEC/VAC) among the OEC /Audit Courses basket offered by the department or other departments or MOOC-Courses available on Swayam Platform.

Semester – II

Course Code	Course Title	Credit	L	T	P
Core courses					
MNSS1C005T	Evolution of Strategic Thoughts	04	4	0	0
MNSS1C010T	Armed Forces & Society	04	4	0	0
MNSS1C007T	India's Maritime Security in Indo-Pacific	04	4	0	0



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)



Open Elective Courses

#	Open Elective Courses	10	-	-	-
Total		22	-	-	-

The student has to earn 22 credits during semester II. Apart from the three core courses of 4 credits each, the student has to earn 10 more credits(minimum 02 credit of SEC/VAC) among the OEC /Audit Courses basket offered by the department or other departments or MOOC-Courses available on Swayam Platform.

Semester – III

Course Code	Course Title	Credit	L	T	P
Core courses					
MNSS2C002T	Hybrid Warfare	04	4	0	0
MNSS2C006T	Border Security Management in India	04	4	0	0
MNSS2C007T	Basics of Defence Economics	04	4	0	0
Open Elective Courses					
#	Open Elective Courses	10	-	-	-
Total		22	-	-	-

The student has to earn 22 credits during semester III. Apart from the three core courses of 4 credits each, the student has to earn 10 more credits from the OEC/ SEC/ VAC/Audit Courses basket offered by the department or other departments or MOOC-Courses available on Swayam Platform.

Semester - IV

Course Code	Course Title	Credit	L	T	P
Core courses					
MNSS2C001D	Dissertation Internship Project	12	-	-	-
Open Elective Courses					
#	Open Elective Courses	8	-	-	-
Total		20	-	-	-

The student has to earn 20 credits during semester IV. Apart from the Dissertation/Project of 12 credits the student has to earn 8 more credits among the SEC/VAC/OEC /Audit Courses basket offered by the department or other departments or MOOC-Courses available on Swayam Platform.



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)



List of Open Elective Course/Skill Enhancement / Value Additions Courses offered by the Department

Course Code	Course Title	Course Type	Credit	L	T	P
Open Elective Course/Skill Enhancement / Value Additions Courses.						
UNSS1O001T	India's Internal Security: Issues and Challenges	OEC	04	4	0	0
UNSS1O002T	India's Foreign Policy	OEC	04	4	0	0
UNSS1O003T	Contemporary International Conflicts	OEC	04	4	0	0
UNSS1O004T	Introduction to Peace and Conflict Stud	OEC	04	4	0	0
UNSS1O005T	Science, Technology and Security	OEC	04	4	0	0
UNSS1O006T	India and Its Neighbours	OEC	04	4	0	0
UNSS1O007T	Geopolitics and Regional Security	OEC	04	4	0	0
UNSS1O008T	Energy and Environmental Security	OEC	04	4	0	0
UNSS1O009T	Comprehensive Security	OEC	04	4	0	0
UNSS1O010T	Disaster Management in India	OEC	04	4	0	0
UNSS1O011T	Human Rights & Security	SEC/VAC	04	4	0	0
UNSS1O012T	Basic Communication and Computer Skills Development	SEC/VAC	02	2	0	0
UNSS1O013T	Soft Skills Development	SEC/VAC	02	2	0	0
UNSS1O014T	Understanding Contemporary China	SEC/VAC	02	2	0	0

04/06/24

कुलसचिव (I/c)

ईमेल: registrar@cuojammu.ac.in

दूरभाष: 80821-97957

विभागाध्यक्ष /Head

गांधीय सुरक्षा अध्ययन विभाग /Department of National Security Studies

प्रतिलिपि/ Copy to:

परीक्षा नियंत्रक / Controller of Examinations



जम्मू केंद्रीय विश्वविद्यालय

Central University of Jammu

राहया - सुचानी (बागला), जिला: सांबा - 181143, जम्मू (जम्मू और कश्मीर)

Rahya - Suchani (Bagla), District: Samba - 181143, Jammu (J&K)

No. : CUJ/ACAD/04-~~xx~~2024/04

07.01.2025

Notification No. / अधिसूचना संख्या 04 /2025

Ref: University notification issued vide No.81/2024 dated 4.6.2023

विषय : Course Scheme and Syllabus as per NEP-2020 of 1st – 4th Semester of M.A. in National Security Studies w.e.f. Academic Session 2024-2025 – Reg.

ऊपर संदर्भ के तहत उल्लिखित अधिसूचना में आंशिक संशोधन में और अगले बीओएस, स्कूल बोर्ड और अकादमिक परिषद के अनुमोदन की प्रत्याशा में, शैक्षणिक बैच 2024-2025 से राष्ट्रीय सुरक्षा अध्ययन में एमए के पहले - चौथे सेमेस्टर की पाठ्यक्रम योजना और पाठ्यक्रम नीचे दिए गए विवरण के अनुसार:

In partial modification to the notification mentioned under reference above and in anticipation of approval of the next BOS, School Board and Academic Council, the Course Scheme and Syllabus of 1st – 4th Semester, of M.A. in National Security Studies w.e.f. Academic Batch 2024-2025 is detailed as below:

Course Code	Course Title	Credit	Semester	L	T	P
MNSS1C009T	Conceptual Aspects of International Relations	04	1 st	4	0	0
MNSS1C010T	Armed Forces & Society	04	2 nd	4	0	0
MNSS2C002T	Hybrid Warfare	04	3 rd	4	0	0
MNSS2C006T	Border Security Management in India	04	3 rd	4	0	0
MNSS2C007T	Basics of Defence Economics	04	3 rd	4	0	0

Note: Rest of the notification mentioned under reference remains the same.

1/1/2025
कुलसचिव

ईमेल: registrar@cujammu.ac.in

दूरभाष: 0191-249658

Head
Department of National Security Studies

प्रतिलिपि / Copy to:

परीक्षा नियंत्रक / Controller of Examination

DEPARTMENT OF NATIONAL SECURITY STUDIES

Learning Outcomes Based Curriculum Framework (LOCF)

As Envisioned in NEP 2020

Post Graduate (PG)

**Name of the Programme:
M.A., in National Security Studies
Course Syllabus-w.e.f. 2024-25**



**SCHOOL OF NATIONAL SECURITY STUDIES
CENTRAL UNIVERSITY OF JAMMU**

Sanu

Chiru

H. Nidheesh
(RTO Batali)

Neeta

Ritu

TABLE OF CONTENT

S.No	Content	Page No.
1.	PREAMBLE	2
2.	GRADUATE ATTRIBUTES IN NATIONAL SECURITY STUDIES	2-3
3.	THE QUALIFICATION DESCRIPTORS FOR A MASTER'S DEGREE PROGRAMME IN NATIONAL SECURITY STUDIES	3
4.	PROGRAM LEARNING OUTCOMES (PLO) OF PG NATIONAL SECURITY STUDIES	3
5.	TEMPLATE FOR IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY FROM ACADEMIC SESSION, 2022-23, 2023-24	4
6.	PROGRAMME EVALUATION MATRIX	5
7.	DETAILED COURSE CONTENT FOR PG IN NATIONAL SECURITY STUDIES	8-89


 A series of handwritten signatures in black ink, including 'Lalit', 'S. S. S. /', 'Vishnu', 'Sheetz', and 'Vishal', are positioned at the bottom of the page.

Department of National Security Studies
 (w.e.f. the academic year 2024-25)

PREAMBLE

About the Department/discipline in brief

The Department of National Security 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 National Security 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 National Security 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)

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

~~Take~~ ~~Highway~~ ~~Highway~~ ~~Highway~~ ~~Highway~~

TEMPLATE FOR IMPLEMENTATION OF NATIONAL EDUCATIONAL POLICY
W.e.f. ACADEMIC SESSION 2024-25

Department of National Security Studies School of National Security Studies Central University of Jammu								
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 (National Security Studies)	12 Credits	8 Credits (any two)	2 Credits	0 Credits	22		
		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					
II	MA (National Security Studies)	12 Credits	8 Credits (any two)	2 Credits	0 Credits	22		
		Evolution of Strategic Thoughts	Introduction to Peace and Conflict Studies	Soft Skills Development				
		Armed Forces & Society	Science, Technology and Security					
		India's Maritime Security in Indo-Pacific	India and Its Neighbours					
Award of Post Graduate Diploma (After 1 year)/Degree**						44		
III	MA (National Security Studies)	12 Credits	8 Credits (any two)	2 Credits	0 Credits	22		
		Hybrid Warfare	Geopolitics and Regional Security	Understanding Contemporary China				
		Border Security Management in India	Energy and Environmental Security					
		Basics of Defence Economics	Comprehensive Security					
IV	MA (National Security Studies)	12 Credits (Dissertation/Internship/Project)	08 Credits	2 Credits	0 Credits	20		
		Dissertation/ Summer Internship/ Project Report	MOOCs available on the SWAYAM/online Platforms					
			Open Elective (OE) offered to other Departments					
			Disaster Management in India					
			Human Rights & Security					
Award of Post Graduate Degree (After 2 year)*								
Total (I+II+III+IV)						86		

*Candidate seeking admission after 3 Year Degree may join 2 Year PG Programme spanning over 04 semesters

** Candidate seeking admission after 4 Year Degree by Research Programme may join 1 Year PG Programme spanning over two semesters

***Credit Transfer Upto 40% Allowed/As Per University Policy/Availability on SWAYAM Platform

**** Dissertation/Internship open to students having completed minimum of Core Courses in relevant discipline

Note: Credit Weightage for Core/Open Elective Courses per semester is fixed however Department may float number of courses carrying different credit weightage within the prescribed number of credits

[Handwritten Signatures]

Detailed Course Contents

SEMESTER I

Mr.

S. M.

Heena Patel, Date

CORE COURSES

.....

Neetu
Soni

.....
8

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No: MNSS1C001T

Contact Hrs/Week: 4 Hrs

Course Title: Introduction to Security Studies

Credit: 04

Duration of Examination: 3 Hrs

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.

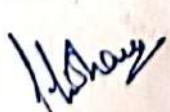
Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C	CIA	MSE	ESE	Total Marks	
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	



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

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

   
 10

Assessment methods:

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

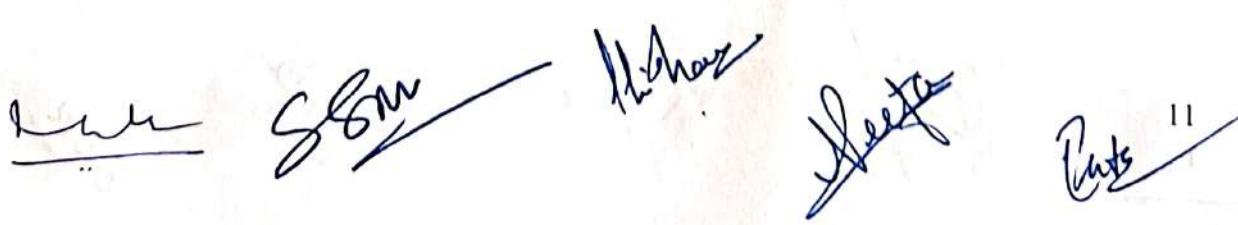
- Continuous Internal Assessment (CIA) including Unit wise discussions/seminars or tests
- Mandatory Term-paper/assignments;
- Book review and oral presentation and written submission of the review;
- Seminar oral presentation using PPT
- Time constrained closed-book examinations –Mid-semester and End-semester.

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.

Handwritten signatures of faculty members, including *Shawn*, *W. H. Sharz*, *Heetka*, and *Patra*, are visible at the bottom of the page.

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS1C009T

Course Title: Conceptual Aspects of International Relations

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

Maximum Marks: 100

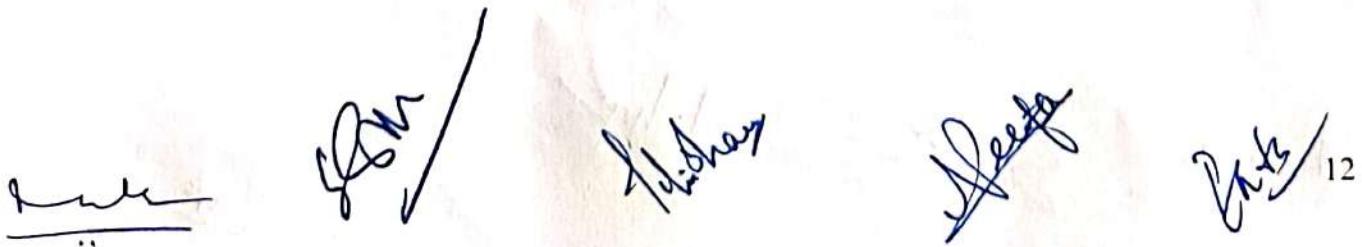
Course Objective(s):

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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Handwritten signatures of course faculty members are present at the bottom of the page. The signatures include: *Shivam*, *Abhishek*, *Neetu*, and *Wali*. A handwritten number *12* is also present next to the *Wali* signature.

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

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

The image shows four handwritten signatures in blue ink, likely belonging to faculty members, positioned at the bottom of the page. The signatures are fluid and cursive, with the first two being longer and the last two being shorter and more stylized.

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

Handwritten signatures and initials are present at the bottom of the page. From left to right, there are two sets of signatures. The first set includes a signature that looks like 'Hans', a signature that looks like 'John' with a checkmark, a signature that looks like 'Mayer', and a signature that looks like 'Heiter'. The second set includes a signature that looks like 'Willy' and a signature that looks like 'Willy' with the number '14' next to it.

M.A., Course Syllabus-2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS1C003T

Course Title: WMD, Disarmament and Arms Control

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
						CIA	MSE	ESE	Total Marks
Unit	L	T	P	C					
I	12	0	0	12					
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Handwritten signatures of faculty members, including S. B. Singh, Dr. H. S. Dhillon, Dr. R. K. Sharma, and Dr. B. K. Singh, with the number 15 written next to the last signature.

Course Contents	
Unit I:	Basic Concepts <ul style="list-style-type: none"> • Definition of Arms Control and Disarmament • Basic Concepts and their Relationship • Nature and Scope of Arms Control and Disarmament
Unit II:	Arms Control Efforts during Cold War Period <ul style="list-style-type: none"> • Strategic Arms Limitation Talks (SALT)- I & II, Biological Weapons Convention (BWC), • Chemical Weapon Convention (CWC), Strategic Arms Reduction Talks (START) • Outer Space Treaty, Partial Test Ban Treaty (PTBT)
Unit III:	Arms Control and Disarmament Efforts Post Cold War Period <ul style="list-style-type: none"> • Existing arms control mechanisms – unilateral, bilateral and multilateral • Treaties on Conventional Weapons and Arms Trade, Small Arms and Light Weapons (SALW), • Role of civil society in building nuclear weapons free world
Unit IV:	Global Nuclear Non-proliferation Regimes <ul style="list-style-type: none"> • Treaty on the Non-proliferation of Nuclear Weapons (NPT) • Comprehensive Test Ban Treaty (CTBT). • Fissile Material Cut-off Treaty (FMCT) & Nuclear Suppliers Group (NSG)
Unit V:	Future of Disarmament <ul style="list-style-type: none"> • Potential future trend of disarmament • Challenges towards disarmament efforts • Exercise/presentation

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.

W.W.
W.W.

S. G. M.

Heetoo
G. M.

SKILL ENRICHMENT/VALUE ADDITION COURSE

Mr. Wor

Heet Jan

Wk 18

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS1C004T
Course Title: Basic Communication and Computer Skills Development
Duration of Examination: 2 Hrs

Contact Hrs. /Week: 2 Hrs
Credit: 02

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.

Teaching Scheme (Sessions)			Total (L+T+P)	Examination Scheme				
				CIA	MSE	ESE	TOTAL MARKS	
Unit	L	T	P	C	10 Marks	15 Marks	25 Marks	50 Marks
I	10	0	0	10				
II	09	0	0	10				
III	11	0	0	10				
Total	30	00	00	30	10 Marks	15 Marks	25 Marks	50 Marks

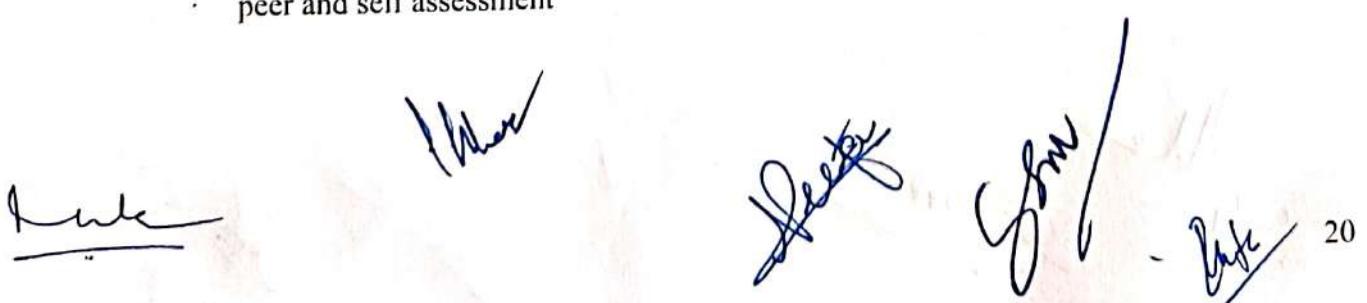
Course Contents	
Unit I	Basics of Communication <ul style="list-style-type: none"> • Verbal and Non Verbal Communication • Greeting, Self-Introduction, Body Language • Public Speaking, Interactive and Presentation Skills
Unit II	Fundamentals of Communication Skills <ul style="list-style-type: none">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

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



 Hakeem / Reeta / Jyoti / Vaishali / 20

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

Mr
Mr *Shan* *Neetu* *Endz* 21

OPEN ELECTIVE COURSES
(Any Two out of Three Course)

Sub for Wor
Sheet Wor 22

**M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu**

Course Code: MNSS1O001T
Course Title: India's Internal Security: Issues & Challenges
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04

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.

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
					CIA	MSE	ESE	Total Marks
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	12	0	0	12				
II	12	0	0	12				
III	12	0	0	12				
IV	12	0	0	12				
V	12	0	0	12				
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks

May 1980 Heiter Reh 23

Course Contents	
Unit I:	Introduction
	<ul style="list-style-type: none"> • Conceptual Aspects of Internal Security • Traditional aspect of Internal Security • Non Traditional Aspect of Internal Security
Unit II:	Terrorism and Insurgency
	<ul style="list-style-type: none"> • Definition, Concept, Ideology and Main Causes of Terrorism • Terrorist Movements in India, Counter Terrorism Initiatives (Laws and Institutions) • Insurgency Movements in India- Main Causes-Challenges
Unit III:	Low Intensity Conflict in India
	<ul style="list-style-type: none"> • Cross Border-State Sponsored Terrorism in J&K, • Insurgency problems in North East-Counter Insurgency Strategy • Rise of Ideological Conflict-Left Wing Extremism/ Naxalism/Maoism
Unit IV:	Transnational Organised Crime: Impact on Internal Security
	<ul style="list-style-type: none"> • Introduction to Transnational Organized Crimes • Illegal Drug Trafficking, Arms Trade, Human Trafficking, Money Laundering and Cyber Crimes in India • Countering Organised Crime Activities
Unit V:	State, Society and Security
	<ul style="list-style-type: none"> • State and Social Security: Acts • Illegal Migration and Refugee Problem in India • External and Internal Dimensions

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.

W
W
L
G
H
W/24

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.

[Handwritten signatures and initials follow, including 'Lata', 'Shm', 'Heet', and 'Cub 25']

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS1O002T
Course Title: India's Foreign Policy
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Mr. [Signature]

Dr. [Signature] 26

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

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.

DS

SLM

Deeksha

Abh 27

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. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS1O003T

Course Title: Contemporary International Conflicts

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

Maximum Marks: 100

Course Objective(s):

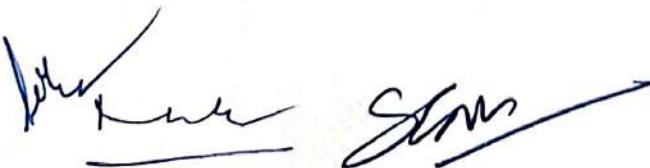
The course aims to equip learners with a comprehensive understanding of the current global conflicts and the underlying issues that have given rise to them. By exploring the causes and consequences, the course will enable learners to develop a nuanced perspective on some of the most pressing conflicts 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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
						CIA	MSE	ESE	Total Marks
Unit	L	T	P	C					
I	12	0	0	12					
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	100 Marks


 Dr. S. K. Srivastava


 Dr. Rakesh Kumar
 29

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

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


 A series of handwritten signatures and initials are visible at the bottom of the page. From left to right, there are: a signature that looks like 'Ward', a signature that looks like 'J. M.', a signature that looks like 'Heets', and a signature that looks like 'W. B.' followed by the number '30'.

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. Filipec, 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 38th 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



Detailed Course Contents

SEMESTER II

Sub Wk Ch /

Sheet

Wk 32

CORE COURSES

W. K. Mukherjee

S. S. M.

Heeta

W. K.
33

**M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu**

Course No.: MNSS1C005T

Contact Hrs/Week: 4 Hrs

Course Title: Evolution of Strategic Thoughts

Credit: 04

Duration of Examination: 3 Hours

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.

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
	CIA	MSE	ESE		Total Marks			
Unit	L	T	P	C				
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	12	0	0	12				
IV	12	0	0	12				
V	12	0	0	12				
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks

Take for Mr

Heitor

Mark 34

Course Contents	
Unit I:	Kautilya's Philosophy of War
	<ul style="list-style-type: none"> • Kautilya's Statecraft • Diplomacy and Foreign Policy – Military Strategy and Tactics, Security of the Kingdom • Institution of Espionage – Role of Spies
Unit II:	Linkages between War and Politics
	<ul style="list-style-type: none"> • Machiavelli's views on Art of War • Jomini's Concept of Mass Army • Clausewitz Theory of War
Unit III:	Concepts of Land, Sea and Air Power
	<ul style="list-style-type: none"> • Mao's Theory on Guerrilla Warfare • A.T. Mahan's Views on Sea power • Douhet's theory of Air power
Unit IV:	Strategic Thoughts on mechanized warfare
	<ul style="list-style-type: none"> • Vauban's thoughts on the Impact of Science on War and Siege Warfare • JFC Fuller on Mechanized Warfare • Liddell Hart as a Proponent of Mechanization of Warfare
Unit V:	Nuclear Strategy
	<ul style="list-style-type: none"> • John Foster Dulles - Theories of Nuclear War and Deterrence • Andre Beaufre – Nuclear war and strategy of deterrence • The Impact of Nuclear Weapons on Strategy - Nuclear Strategies since 1945

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

Amrit Dhillon
GSMA

Heister

WPS / 36

M.A., Course Syllabus, w.e.f.- 2024-25
Department of National Security Studies
Central University of Jammu

Course No: MNSS1C010T
Course Title: Armed Forces and Society
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

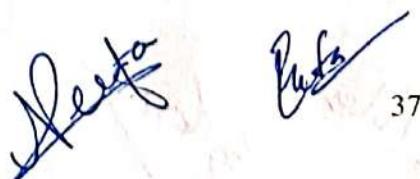
Course Learning Outcomes (CLOs): On Completion of the course, students are able to:

- 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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	


 Dr. S. B. Singh


 Dr. S. B. Singh


 Dr. S. B. Singh

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

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

*Subhadeep
S. B.
1/1*

*Deeksha
1/1*

W/38

- 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.

*Waseem
Lata
Soham*

Neeta

Rutka
39

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS1C007T

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

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

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.

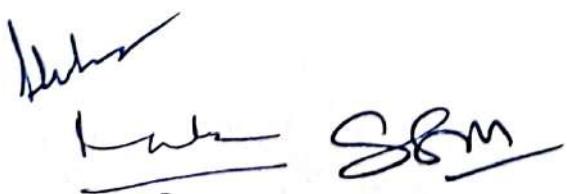
Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Course Contents	
Unit I:	Introduction <ul style="list-style-type: none"> • Geo-Strategic, Political-Economic importance of India Ocean • Littorals of the Indian Ocean Region • Boundaries and Territories
Unit II:	Indian Ocean and its Significance <ul style="list-style-type: none"> • India's Maritime History-Pre and Post-Independence • Regional and Extra Regional Powers Interests and Influence in the IOR • Maritime Complexities-Protection of infrastructures, Port Security
Unit III:	Challenges to Maritime Security <ul style="list-style-type: none"> • Traditional Security Threats <ul style="list-style-type: none"> i. Safeguarding EEZ, ii. Territorial Waters and Islands. • Non-Traditional Security Threats <ul style="list-style-type: none"> i) Piracy, Terrorism, ii) Drug Trafficking, iii) Gun Running, iv. Illegal Migration v) Maritime Pollution, vi) IUU Fishing, vii) Global Supply Chain Vulnerabilities
Unit IV:	Maritime Security Co-Operation <ul style="list-style-type: none"> • Indian Ocean Rim-Association (IORA) • Bangladesh, India, Myanmar, Sri Lanka, Thailand Economic Cooperation (BIMST-EC), Indo-Pacific-QUAD, ASEAN • India's Naval Cooperation, International Fleet Review
Unit V:	Maritime Strategy for India <ul style="list-style-type: none"> • India's maritime security interests/policy towards Indo-Pacific • India's Naval Doctrine, India's Arctic Engagement and Policy • Bilateral/Multilateral Cooperation on Maritime Security

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;


Dr. S. B. Soman


Dr. S. B. Soman

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. Sakhuja, V., & Narula, K. (2016). *Maritime Safety and Security in the Indian Ocean*. New Delhi: Vij Books India.

W.M.
W.M. *Chowdhury*

Heetar

Baru 42

SKILL ENRICHMENT/VALUE ADDITION COURSE


Kishan


S. S. M.


H. D. Datta


B. Datta 43

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS1C008T
Course Title: Soft Skills Development
Duration of Examination: 2 Hrs.

Contact Hrs. /Week: 2 Hrs.
Credit: 02
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.

Teaching Scheme (Sessions)					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	TOTAL MARKS
I	10	0	0	10	10 Marks	15 Marks	25 Marks	50 Marks	
II	09	0	0	09					
III	11	0	0	11					
Total	30	00	00	30	10 Marks	15 Marks	25 Marks	50 Marks	

W.W.
W.W. Y.S.M/

Heena

W.W.
44

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

Teaching and Learning Process:

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

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

Wm
Sur

Sbm

Deepti

Cafe
45

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*. 28th 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.

The image shows four handwritten signatures in blue ink, likely belonging to faculty members, arranged in a row. The signatures are cursive and vary in style.

OPEN ELECTIVE COURSES
(Any Two out of Three Course)

Mr
Mr SSM

Heeta

Buk
47

**M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu**

Course Code: MNSS1O004T

Course Title: Introduction to Peace and Conflict Studies

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

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 mediate, 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.

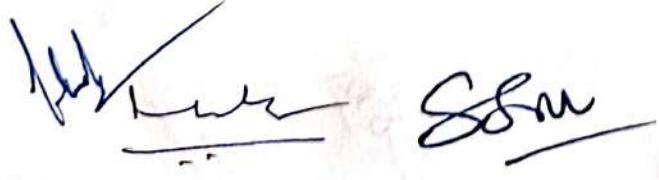
Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
					CIA	MSE	ESE	Total Marks
Unit	L	T	P	C	20 Marks	30 Marks	50 Marks	100 Marks
I	12	0	0	12				
II	12	0	0	12				
III	12	0	0	12				
IV	12	0	0	12				
V	12	0	0	12				
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks

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

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

.....

.....

.....

.....

..... 50

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS1O005T

Course Title: Science, Technology and Security

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

Maximum Marks: 100

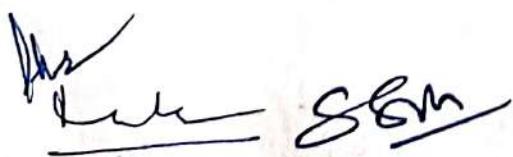
Course Objective(s):

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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60					


 Dr. Gulzar Singh


 Dr. Rakesh Kumar


 Dr. Rakesh Kumar

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

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:

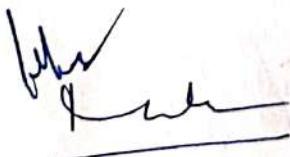
- Continuous Internal Assessment (CIA) including Unit wise discussions/seminars or tests
- Mandatory Term-paper/assignments;
- Book review and oral presentation and written submission of the review;
- Seminar oral presentation using PPT
- Time constrained closed-book examinations –Mid-semester and End-semester.

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.


53

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS1O006T
Course Title: India and Its Neighbours
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

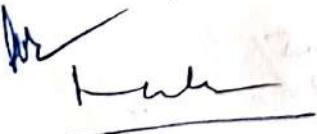
Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

____ / ____ 54

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

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

    55

Assessment methods

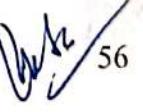
- time-constrained examinations;
- closed-book and open-book tests;
- written assignments;
- oral tests and presentations, including seminar presentation;
- peer and self assessment

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. Mallempati, 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

Handwritten signatures of faculty members:  Dr. T. K. Nayak,  Dr. S. K. Datta,  Dr. S. K. Datta,  Dr. S. K. Datta,  56

Detailed Course Contents
SEMESTER III

Mr Shm

Heetk Pat₅₇

CORE COURSES

.....

.....

.....

..... 58

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS2C002T
Course Title: Hybrid Warfare
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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 20th 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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

.....

Heeta 59

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

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.

Kiran

Wahid

Reeta

SOMY
Wahid

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.

Mr
.....

Seeta

Son lets 61

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS2C006T
Course Title: Border Security Management in India
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

Teaching Scheme (Sessions)*				Total (L+T+P)	Examination Scheme			
Unit	L	T	P		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	12	0	0	12				
III	12	0	0	12				
IV	12	0	0	12				
V	12	0	0	12				
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks

Line

Wary

Reeto

Shomy 62

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

Teaching - learning process

- Lectures supported by tutorial work;
- The use of prescribed textbooks 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.
- Field visits to Border areas/out posts to get an first-hand experience

Subrata

Par

Hector

SBM

Wk
63

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.

Kishan

Ver

Sheetal

glen gutk 64

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS2C007T
Course Title: Basics of Defence Economics
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

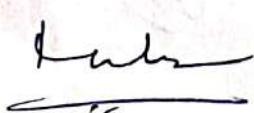
Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C	CIA	MSE	ESE	Total Marks	
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Handwritten signatures of course faculty members are present at the bottom of the page. The signatures include: **Mr. [Signature]**, **Mr. [Signature]**, **Mr. [Signature]**, **Mr. [Signature]**, **Mr. [Signature]**, and **Mr. [Signature]**. The number **65** is written at the bottom right of the signatures.

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

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

WZ
htr Hector SJM WZ 67

SKILL ENRICHMENT/VALUE ADDITION COURSE

Same

hew

Heeta

John

Wk
68

M.A., Course Syllabus, w.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No: MNSS2C004T

Course Title: Understanding Contemporary China

Duration of Examination: 2 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 02

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.

Teaching Scheme (Sessions)					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	TOTAL MARKS
I	10	0	0	10	10 Marks	15 Marks	25 Marks	50 Marks	
II	10	0	0	10					
III	10	0	0	10					
Total	30	00	00	30	10 Marks	15 Marks	25 Marks	50 Marks	

Handwritten signatures of course faculty members, including Dr. [Signature], Dr. [Signature], Dr. [Signature], and Dr. [Signature].

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

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.

A row of four handwritten signatures in black ink. From left to right: 1. A signature that appears to be 'Lata'. 2. A signature that appears to be 'Heeta'. 3. A signature that appears to be 'SOM'. 4. A signature that appears to be 'Wts' followed by the number '71'.

OPEN ELECTIVE COURSES

(Any Two out of Three Course)

Line

Chh

Heet

SM

Veru 72

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS2O001T

Course Title: Geopolitics and Regional Security

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

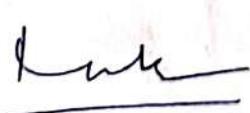


 [Handwritten signatures of faculty members, including initials and names like Hakeem, Javed, Sajid, and a signature with the number 73]

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

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






 1/74

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.

Handwritten signatures of faculty members, including initials and names, are present at the bottom of the page. The signatures are in black ink and are partially obscured by a red rectangular stamp in the bottom right corner.

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS2O002T
Course Title: Energy and Environmental Security
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

W.W.

Heedon

ggs/

W.W./ 76

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

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;

Handwritten signatures of three individuals are present at the bottom of the page. The signatures are:  (top left),  (bottom center),  (top right), and  (bottom right). The date '77' is written next to the bottom right signature.

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.

Sur

Hector

Neeta

GJM

Wk / 78

M.A., Course Syllabus, w.e.f.- 2024-25
Department of National Security Studies
Central University of Jammu

Course No: MNSS2O003T

Course Title: Comprehensive Security

Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs

Credit: 04

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:

- CLO1:** 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

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

79

[Handwritten signatures and initials follow, including 'H.M.', 'Heet', 'S.M.', and 'W.H.' with the number 79.]

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

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.

Table

Hector

JBM

WPS 81

Detailed Course Contents

SEMESTER IV

date 11/11/2010 Heeta J.S.R. Ans 82

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course Code: MNSS2C001D
Course Title: Dissertation/Internship/Project

Contact Hrs. /Week: 2 Hrs.
Credit: 12
Marks: 300

CORE COURSE

Dissertation/Internship/Project

Done Dr. H. S. Mehta SGM Ch. 83

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security 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

Four handwritten signatures are present at the bottom of the page. From left to right: 1) A signature that appears to be 'Huk' with a horizontal line underneath. 2) A signature that appears to be 'Huk' with a horizontal line underneath. 3) A signature that appears to be 'Huk' with a horizontal line underneath. 4) A signature that appears to be 'Huk' with a horizontal line underneath.

OPEN ELECTIVE COURSE
Offered to the Other Departments

Mr
Sur

Heeta

SM

W ✓ 85

M.A., Course Syllabus, We.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS2O004T
Course Title: Disaster Management in India
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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.

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
						CIA	MSE	ESE	Total Marks
Unit	L	T	P	C					
I	12	0	0	12					
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

Course Contents	
Unit I:	Introduction
	<ul style="list-style-type: none"> • Meaning and Concept of Disaster Studies • Natural Disaster – Flood, Cyclones, Landslides, Avalanches, Earthquakes • Man-made Disaster – Chemical, Nuclear, Biological and Industrial Disasters, War
Unit II:	Disaster Management – concept, significance and stages
	<ul style="list-style-type: none"> • Concept and Significance of Disaster Management • Elements and objectives of Disaster Management • Disaster Planning/ Preparedness, Emergency Response and Mitigation, Recovery, Relief and Reconstruction
Unit III:	India's National Disaster Management Authority
	<ul style="list-style-type: none"> • Role of National Disaster Management Authority • National Disaster Management Policy-Principles • Disaster Funding Mechanism in India
Unit IV:	Role of Armed Forces in Disaster Management in India
	<ul style="list-style-type: none"> • Role of Tri-forces (Army, Navy, Air force, Coast-guard) • Role of State and Central Police Forces in disaster response • Role of National Disaster Response Force (NDRF)
Unit V:	Case Studies of Disaster - India
	<ul style="list-style-type: none"> • Bhopal Gas Tragedy 1984 • Gujarat Earthquake 2001 • Tsunami 2004 • Uttarakhand Floods 2013

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

Wijay
Wijay

Neeta

SBM 87

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

Hans

Heeta

S. S. M.

W.B. 88

M.A., Course Syllabus, W.e.f. 2024-25
Department of National Security Studies
Central University of Jammu

Course No.: MNSS2O005T
Course Title: Human Rights & Security
Duration of Examination: 3 Hrs

Contact Hrs/Week: 4 Hrs
Credit: 04
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

Teaching Scheme (Sessions)*					Total (L+T+P)	Examination Scheme			
Unit	L	T	P	C		CIA	MSE	ESE	Total Marks
I	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks	
II	12	0	0	12					
III	12	0	0	12					
IV	12	0	0	12					
V	12	0	0	12					
Total	60	00	00	60	20 Marks	30 Marks	50 Marks	100 Marks	

.....
.....

.....

.....
.....

.....
.....

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


Hilary


Hilary


SCS


W.H.

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.

hur Huz Shetka Shan Ab 91