



गुजरात केन्द्रीय विश्वविद्यालय
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)
CENTRAL UNIVERSITY OF GUJARAT
(Established by an Act of Parliament of India, No 25 of 2009)

Syllabus
(Choice-Based Credit System)

M.A. in Defence and Strategic Studies

(For Admissions Academic Year 2020-21 Onwards)

School of National Security Studies
Central University of Gujarat
Sector 29, Gandhinagar
Gujarat

Programme Outcomes

The M.A. in Defence and Strategic Studies has been designed to equip students to understand the emerging security and strategic challenges especially for India in a globalized world. The course prepares students for future careers in private sector, academia and think tanks, research institutions by training them in use of GIS software, effective use of various programs and software on computers, introducing them to foreign languages like French and Chinese. Students after finishing this programme will be able to :

PO 1	Understand multiple dimensions of national security challenges faced by India
PO 2	Gain theoretical knowledge and policy analysis skills.
PO 3	Demonstrate competence in oral and written communication on key national security challenges.
PO 4	Pursue higher research careers in teaching, think tanks, research organisations and the private sector.
PO 5	Become responsible and conscious citizens who have holistic understanding of society and environment

Programme Specific Outcomes

PSO 1	Achieve a foundational understanding of key concepts and debates in Defence and Strategic Studies
PSO 2	Use of GIS and other computer-based software as well as foreign language skill in French and Chinese.
PSO 3	Gain real time understanding of important national security challenges through interactions with experts and practitioners from the military services, diplomats, academicians.
PSO 4	Perform qualitative and quantitative research through review of literature, developing questionnaires, field survey and data analysis.
PSO 5	Appreciate the importance of research ethics in knowledge creation.

Course Structure

Course Code	Course Title	Core or Optional	Credits
First Semester (All Core) 18 Credits			
(Students have to register for all 04 Core papers & STS 441)			
STS-401	Introduction to Security and Strategic Studies	Core	04
STS-402	Theories of International Relations	Core	04
STS-403	Strategic Thinkers	Core	04
STS-404	Global Security and Conflict Resolution	Core	04
STS-441	Soft Skill Development	Compulsory	02
Second Semester (All Core) 18 Credits			
(Students have to register for all 04 Core papers & STS 491)			
STS-451	India's National Security	Core	04
STS-452	Geopolitics and Security	Core	04
STS-453	India's Defence Policy and Defence Economics	Core	04
STS-454	Science Technology and National Security	Core	04
STS-491	Communication Skills and Computer Applications	Compulsory	02
Third Semester (18 Credits)			
Students can register for any 4 optional courses plus STS-541			
STS-541	Introduction to Research Methodology	Compulsory	02
STS-521	Global Terrorism and International Security	Optional	04
STS-522	Introduction to Non-Traditional Security	Optional	04
STS-523	Conflict, Security and Development	Optional	04
STS-524	Internal Security of India	Optional	04
STS-525	China's Foreign and Security Policy	Optional	04

STS-526	Disaster Management	Optional	04
STS-527	Introduction to Geographic Information System (GIS)	Optional	04
Fourth Semester (18 Credits)			
Students can register for any 4 optional courses plus STS-591			
STS-591	Research Paper	Compulsory	02
STS-571	Energy Security	Optional	04
STS-572	National Security and India's Foreign Policy	Optional	04
STS-573	Cyberspace and International Security	Optional	04
STS-574	WMD and National Security	Optional	04
STS-575	European Union as a Global Actor	Optional	04
STS-576	International Organisation and Global Governance	Optional	04
STS-577	Intelligence Agencies and India's National Security	Optional	04
STS-578	Wars, Conflict and Violence in India	Optional	04
STS-579	Introduction to West Asia	Optional	04
STS-580	International Law	Optional	04

First Semester

INTRODUCTION TO STRATEGIC AND SECURITY STUDIES

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-401
Course Type	Core
Credit	04
Contact Hours	4 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	National, Regional and Global level
Relation to	Gender, Professional Ethics

Course Description: This is an introductory course in the field of strategic and security studies. It provides an overview of the evolution and development of this sub-disciplinary study along with theoretical approaches and key concepts. And the course will address major debates in a conceptual framework for understanding and analysing the main issues and challenges to international security.

Course Objective:

To provide students an introduction to the field of strategic and security studies. To provide students with an overview of the changing notion of security and its contemporary challenges. It familiarises them with various essential concepts and approaches as a field of study.

On completion of the course students will be able to :-

Unit- 1	LO 1	Understand the concepts of strategic studies and the origin of the discipline, and learn how it relates or differs from security studies.
Unit - 2	LO 2	Understand the concept of war and its theoretical underpinning, as well as the changing nature of war in the post-cold war international system.
Unit – 3	LO 3	Develop an ability to understand some of the major debates in international security. Critically assess the different analytical frameworks used in the field of study in interpreting the broader concept of security.
Unit - 4	LO 4	Analyse and articulate the implications of contemporary security issues and challenges in national and international security, and in the world politics.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content
<p>Unit 1: Introduction</p> <ul style="list-style-type: none"> • Introduction to Strategic Studies and Security Studies • Strategic Studies and its Critique
<p>Unit 2: War: Enduring Issues of Strategy</p> <ul style="list-style-type: none"> • Defining War and Causes of war • Principles and nature of War • Changing pattern of war and International Politics
<p>Unit 3: Security as the New Framework for Analysis</p> <ul style="list-style-type: none"> • Keys concepts, Approaches and Institutions • Changing meaning of Security • Security Debates
<p>Unit 4: Contemporary Issues and Security Challenges</p> <ul style="list-style-type: none"> • Technology and warfare • Politics of Humanitarian intervention and Terrorism • Proliferation of Small arms, transnational crime and Refugee

<u>Readings (4 Units)</u>
<p>Unit 1 - Readings</p> <ol style="list-style-type: none"> 1. Allan Collin (2006), "Contemporary Security Studies," 2. John Baylis and James J Wirtz (2002), 'Introduction' of John Baylis, Wirtz and Gray (ed.), 'Strategy in the Contemporary World', (New York: Oxford University Press), pp: 1-14. 3. Chapter 1: 'Security Studies: An Introduction' of Paul D. William (ed.), (2013) Security Studies: An Introduction. Routledge, pp: 1-12. 4. Chapter 1: 'Defining International Security Studies' of Barry Buzan and Lene Hansen (2009). The Evolution of International Security Studies. Cambridge University Press. 5. Chapter 1: 'General Introduction' of Security Studies, Volume 1. 6. Michael Howard (1976), 'The Strategic Approach to International Relations', British Journal of International Studies, Vol. 2, No. 1 (Apr., 1976), pp. 67-75. 7. Robert Ayson (2008), Strategic Studies. In Christian Reus-Smit and Duncan Snidal (ed.), The Oxford Handbook of International Relations.
<p>Unit 2 - Readings</p> <ol style="list-style-type: none"> 1. Carl Von Clausewitz, "On War," Michael Howard and Peter Paret (ed)s. 2. Chapter 2: 'WAR' of the Contemporary Military Theory 3. Hew Strachan, 'Strategy and War,' in The Oxford Handbook of War, pp. 30-42 4. 'Introduction' of Julian Lindley-French and Yves Boyer (ed.), 'The Oxford Handbook of War', 5. Part 2 of John Baylis, Wirtz and Gray (ed.), 'Strategy in the Contemporary World', (New York: Oxford University Press)

6. Lawrence Freedman (2012), 'Defining War', in Julian Lindley-French and Yves Boyer (ed.), 'The Oxford Handbook of War',
7. Michael Sheehan, "The Changing Character of War", in 'The Globalisation of World Politics: An Introduction to International Relations (4th edition) by John Baylis, Steve Smith and Patricia Owens (ed.) pp: 211 – 225.
8. Paul D. William, 'WAR' in "Security Studies: An Introduction' ed. by Paul D. William.

Unit 3- Readings

1. Arnold Wolfers (1962), *Discord and Collaboration: Essays on International Politics*, Johns Hopkins University Press, pp: 147- 165.
1. Barry Buzan (1997), "Rethinking Security after the Cold War," *Cooperation and Conflict*, Vol. 32, No. 5, pp: 5-28.
2. David A. Baldwin(1997), 'The Concept of Security', *Review of International Studies* Vol, 23, 5-26.
3. Edward A. Kolodziej, 'Renaissance in Security Studies? Caveat Lector!
4. Keith Krause and Michael C. Williams (1996), "Broadening the Agenda of Security Studies: Politics and Methods." *Mershon International Studies Review*, Vol. 40, No.2 pp: 229-54.
5. Ken Booth, 'Security and Emancipation,'
6. Mohammed Ayoob, (1991), "The Security Problematic of the Third World," *World Politics*, Vol. 43 pp: 257- 283.)
7. Roland Paris (2001), "Human Security: Paradigm Shift or Hot Air?" *International Security*, Vol. 26, No. 2, pp.: 87- 102.
8. Stephen M. Walt (1991), "The Renaissance of Security Studies,' *International Studies Quarterly*, 35(2), pp: 211---239.
9. Steve Smith, 'The Contested Concept of Security,' (in Ken Booth (2005), ed. 'Critical Security Studies and World Politics,' Boulder, CO: Lynne Rienner Publishers.

Unit 4 – Readings

1. Chapter 23: 'The International Arms Trade', of John Baylis (ed.), 'The Globalization of the World Politics,'
2. Paul Roger, 'Terrorism', in Paul D. William ed. "Security Studies: An Introduction'.
3. James D. Kiras, 'Terrorism and Globalisation,' in John Baylis (ed.), 'The Globalization of the World Politics,'
4. Darryl Howlett, "Nuclear Proliferation," in John Baylis (ed.), 'The Globalization of the World Politics,'
5. Andrew Thompson, "Humanitarian interventions, past and present"
6. Mohammed Ayoob (2004), "Third World Perspectives on Humanitarian Intervention and International Administration", *The Politics of International Administration*, Vol. 10, No. 1, pp. 99-118.

THEORIES OF INTERNATIONAL RELATIONS

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-402
Course Type	Core
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: This is an M.A. level course which will introduce students to various theories of International Relations and Security Studies. It is structured around the classical and contemporary theories of International Relations and it will survey both mainstream and critical approaches, examine how these theories conceptualize International Relations and Security Studies as a field of study and studies the relationship between the theory and practice of international relations.

Course Objective: The course aims to enable students: To familiarize students with theory and theorizing; To introduce students to key theories of International Relations and understand their strengths and weaknesses; To interrogate how International Relations has been constructed as a field of study; and to demonstrate how theories can be used to examine and explain international events and processes.

On completion of the course students will be able to :-

LO 1 – understand importance of theories and theorising

LO 2 – understand International Relations has been constructed as a field of study.

LO 3 – differentiate and know the main theories of International Relations and understand their strengths and weaknesses

LO 4 – demonstrate how theories can be used to examine and explain international events and processes.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include

group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content
<p>Unit 1: What is Theory?</p> <ul style="list-style-type: none"> • What is International Relations (major issues in Cold War and post-Cold War) • What is Theory and how is theory useful? • What is I.R. Theory?
<p>Unit 2: Realist Theories of International Relations</p> <ul style="list-style-type: none"> • Realist Traditions • Classical Realism • Neo Realism / Structural Realism • Criticism of Structural Realism
<p>Unit 3: Liberal Institutionalism and Regime Theory</p> <p>10. Liberalism/ Neo-Liberalism 11. International Regimes 12. Liberal Institutionalism 13. Domestic Politics and International Behaviour</p>
<p>Unit 4: Alternative Approaches to Theorizing International Relations</p> <ul style="list-style-type: none"> • Critical Theory • Feminist Theory • Constructivism • Debates on IR Theory from Global South

<u>Readings (4 Units)</u>
<p>Unit 1 - Readings</p> <ul style="list-style-type: none"> • Kenneth Waltz, "Laws and Theories," in Robert O. Keohane, ed. <i>Neorealism and Its Critics</i>, • James Rosenau, "Thinking Theory Thoroughly. 19-26. Originally published in James N. Rosenau, <i>The Scientific Study of Foreign Policy</i>, London: Frances Pinter, 1980, 19-31. • Martin Wight, "Why is There No International Theory," in H. Butterfield and Martin Wight (Eds.), <i>Diplomatic Investigations</i>, Harvard University Press, 1996, pp. 17-34.
<p>Unit 2 - Readings</p> <ul style="list-style-type: none"> • Thucydides, "The Melian Dialogue", from <i>History of the Peloponnesian War</i>. • Niccolo Machiavelli, "On Princes and the Security of their States", from <i>The Prince</i>. • Thomas Hobbes, "Of the Natural Condition of Mankind", from <i>Leviathan</i>. • Jean Jacques Rousseau, "The State of War: Confederation as Means to Peace in Europe".

- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics Among Nations*, pp 1-15.
 - Hans J. Morgenthau, "Chapter 14: Evaluation of the Balance of Power" from Hans J. Morgenthau, *Politics Among Nations*, pp 204-223.
 - E.H. Carr, "The Nature of Politics" from E.H. Carr, *The Twenty Years' Crisis 1919-1939*, pp. 91-96.
 - Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
 - Kenneth Waltz, "Explaining War: The Levels of Analysis", from *Man, the State and War*.
 - Kenneth Waltz, "Reductionist and Systemic Theories in *Theories of International Politics*, pp. 60-78.
 - Robert O. Keohane, "Theory of World Politics: Structural Realism and Beyond", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 158-201.
14. John Gerard Ruggie, "Continuity and Transformation in World Polity: Towards Neo-realist synthesis", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 131-157.

Unit 3- Readings

- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" in Peter B. Evans, Harold K. Jacobson and Robert D. Putnam, eds. *Double Edged Diplomacy*, pp. 431-468.
- "Introduction: Three perspectives on international regimes" in Andreas Hasenclever, Peter Mayer and Volker Rittberger, *Theories of International Regimes*, Cambridge: Cambridge University Press
- John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3, Winter 1998-1999, pp. 43-78.
- Robert O. Keohane and Joseph S. Nye, "Realism and Complex Interdependence", in *Power and Interdependence*, pp. 23-37.
- Robert Jervis, "Security Regimes", *International Organization*, Vol. 36, No. 2, Spring 1982, pp. 357-378.
- Joseph M. Greico, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism", *International Organization*, Vol. 42, No. 3, Summer, 1988, pp. 485-507.

Unit 4 – Readings

- Richard Devetak, "Critical Theory", in Scott Burchill and Andrew Linklater, eds, *Theories of International Relations*, London, Macmillan Press, 1996, pp. 145-178.
- J. Ann Tickner, "Hans Morgenthau's principles of Political Realism" A Feminist Reformulation".
- Carol Cohn, "Sex and Death in the Rational World of Defence Intellectuals", *Signs: Journal of Women in Culture and Society*, Vol. 12, no. 4, pp. 687-718.
- Wendy Brown, *Manhood and Politics: A Feminist Reading in Political Theory*, Rowman and Littlefield, 1988. (Selected Sections).

- Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics, *International Organization*, Vol. 46, no. 2, 1992, pp. 391-425.
- Mohammed Ayoob, "Defining Security: A Subaltern Realist Perspective", in Krause and Williams eds, *Critical Security Studies*, pp. 121-146.
- Amitav Acharya, "The Periphery as the Core: The Third World and Security Studies", in Krause and Williams eds. *Critical Security Studies*, pp. 299-327.

STRATEGIC THINKERS

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-403
Course Type	Core
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Environment & Sustainability, Human Values and Professional Ethics

Course Description: This course will introduce students to world famous strategic thinkers and their dominant theories along with its significance in the contemporary world. Students would be able to explore the domain of warfare in land, water, air, space and cyber world at the end of the course. Meanwhile students would also be able to analyse where India stands in this whole spectrum.

Course Objective: The course aims to enable students: To acknowledge students about strategic thoughts of various thinkers. To enable students to analyse the concepts on land, sea, air, outer space and cyber warfare/power. To inform the students about contemporary hybrid warfare/strategy and India's participation in the system/domain.

On completion of the course students will be able to :-

LO 1 – Understand the theory of war, and Kautilya's military strategy practiced by India during the Mauryan period. Student would also be able to know more on strategic thinking of notable figures including Sun Tzu, Machiavelli, Jomini and Clausewitz.

LO 2 – Comprehend the origin of revolution of 19th Century and the changes it brought in the world order. Students will be able to understand the original thinking of Karl Marx, Lenin, Mao Zedong, and Che Guevara.

LO 3 – Explore the types of war which are fought in land, sea, air, outer space and cyberspace in the modern period. Many theorist and their strategies adopted in the domain warfare will be able to analysed by students by studying this unit.

LO 4 – Examine the strategies of nuclear weapons and its role in the international system. Will also be able to enhance their academic knowledge on diverse ways of thinking and debates of nuclear weapons in the contemporary world order.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1- Military, War and Strategy

- Sun Tzu and Kautilya
- Machiavelli and Jomini
- Carl von Clausewitz

Unit 2 – Revolutionary Thinkers

- Karl Marx and Lenin
- Mao Zedong
- Che Guevara

Unit 3 – Land, Sea and Air Power Thinkers

- F.C. Fuller, and B.H. Liddell Hart
- Mackinder, Alfred T. Mahan
- Giulio Douhet and Billy W. Mitchell

Unit 4 – Nuclear Weapons Strategists

- Bernard Brodie, Lawrence Freedman
- Thomas Schelling, Albert and Roberta Wohlstetter, Herman Kahn

- Scott Sagan and Kenneth Waltz debate

Readings List

- Shekhar Adhikari (2004), *Modern Strategic Thought: Machiavelli to Nuclear Warfare*, New Delhi: Kilaso Books.
- Carl Von Clausewitz trans. James John Graham (1873), *On War*, London: N. Trubner.
- E. M. Earle (1943), *Makers of Modern Strategy: From Machiavelli to Nuclear Age*, Princeton: Princeton University Press.
- Beatrice Heuser (2010), *The Strategy Makers: Thoughts on War from Machiavelli to Clausewitz*, California: Praeger.
- Martin Van Creveld (2000), *The Art of War & Military Thought*, London: Cassell & Co., Wellington House.
- Mao Tse Tung (1961), *Guerrilla Warfare, Urbana: University of Illinois Press.*

GLOBAL SECURITY AND CONFLICT RESOLUTION

Course Description: This course will aim at promoting the understanding of the major characteristics of global conflicts and peace-making. The paper will focus on the various aspects of conflict resolution process. It will deal with the contemporary history of international conflicts and wars and conflict resolutions. The paper will also investigate the key ideas and issues that have influenced them in the context of numerous case studies. The emphasis is on wars and conflicts South Asia and West Asia.

Course Objective: The course aims to enable students to familiarize students with the theories. Terms, concepts and practices related to peace studies using case studies

On completion of the course students will be able to :-

LO-1 Will help the students to understand the following- conflict Analysis, Structures and Process, Evolution of Peace and Conflict Studies. Sources and Nature of Conflict, Actors, Levels in Conflict, Conflict Management and Conflict Resolution and Peace Keeping, Peace Building, Peace Management

LO-2 Provide a theoretical framework to the Approaches to Conflict Resolution and also introduce major thinkers -Immanuel Kant, Johan Galtung, Martin Luther King Jr.,

Mahatma Gandhi. Further, discuss Techniques of Conflict Prevention

And Post- Conflict Development, Demilitarisation and Reconstruction

LO-3 Case studies Focusing on the major past and contemporary conflicts Major conflicts and conflict resolutions in South Asia

LO-4 Case studies Focusing on the major past and contemporary conflicts Major conflicts and conflict resolutions in West Asia

Evaluation Method:

Mid Semester Exam - 30 marks

- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand

Peace Studies. Important lectures and speeches by Galtung, Martin Luther king Jr. and the Movie 'Gandhi' will be shown and discussed during the course.

Course Content

UNIT 1: Conflict Analysis, Structures and Process

- Evolution of Peace and Conflict Studies
- Sources and Nature of Conflict, Actors, Levels in Conflict, Conflict Management and Conflict Resolution
- Peace Keeping, Peace Building, Peace Management

UNIT 2: Approaches to Conflict Resolution

- Major Thinkers – Immanuel Kant, Johan Galtung, Martin Luther King Jr., Mahatma Gandhi
- Techniques of Conflict Prevention
- Post- Conflict Development, Demilitarisation and Reconstruction

UNIT 3: Major conflicts and conflict resolutions in South Asia

- Major conflicts in South Asia (India-Pakistan, Afghanistan, Sri Lanka)
- Conflict management and conflict resolution in South Asia

UNIT 4: Major conflicts and conflict resolutions in West Asia

- Major conflicts in West Asia (Syria, Israel-Palestine)
- Conflict management and conflict resolution in West Asia

Reading list

Arendt, Hannah. 1970. On Violence. New York: Harcourt, Brace & World, Inc.

Bercovitch, J. and Rubin. 1992. Mediation in International Relations: Multiple Approaches to Conflict Management. London: St. Martin's.

Bercovitch, Jacob, et.al. 2009. The Sage Handbook of Conflict Resolution.

New Delhi: Sage Publication

Bose, Anima. 1987. Dimensions of Peace and Non-violence: The Gandhian

Perspectives

Deutsch, Morten. 2006. 'Justice and Conflict.' In *The Handbook of Conflict Resolution: Theory and Practice*, edited by Coleman, Deutsch, and Marcus. San Francisco: John Wiley and Sons

Galtung, Johan. 1985. 'Twenty-five Years of Peace Research: Ten Challenges and Some Responses.' *Journal of Peace Research* 22(2): 141–158.

Jeong, Ho-Won. 2000. *Peace and Conflict Studies: An Introduction*. London: Ashgate Publication.

Kamrava, Mehran. *The Modern Middle East: A Political History Since World War I*. Berkley, CA: University of California Press, 2005.

Kingsley m. De silva 1994 'Conflict resolution in South Asia' *International Journal on Group Rights* Vol. 1, No. 4 (1994), pp. 247-267 (21 pages)

Lederach, J.P. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.

Reddy, Peter. *Peace Operations and Restorative Justice: Groundwork for Post-Conflict Regeneration* . Ashgate, 2014

Safieh, Afif. *The Peace process from Breakthrough to Breakdown*. 1st Edition. London: Saqi Press, 2010.

Upadhyaya, P. 2009. 'Peace and Conflict: Reflections on Indian Thinking.' *Strategic Analysis*, 33(1

SOFT SKILL DEVELOPMENT

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-441
Course Type	Core
Credit	02
Contact Hours	3 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Human Values and Professional Ethics

Course Description: The course has been developed to enhance personal skills of students. It will help them to improve interpersonal skills, team work abilities, leadership quality etc. In addition, it will also help them in progressing their communication skills and confidence that could further benefit them in facing any type of interviews for job or academic admissions.

Course Objective: The course aims to enable students: to develop competencies and capability, and to make them competent and confident. It will help students to bring positive changes in their behaviour and personality. It can also acquire employability skills, develops interpersonal communication, team building and leadership qualities.

On completion of the course students will be able to :-

LO 1 – Enhance their interpersonal skills in communication, negotiation, conflict resolution, anger management, etc. Students will be able to have better personality and team building capabilities. It further can support student in facing future job interviews in their career.

LO 2 – Develop leadership skills of the students. They will be able to comprehend the common mistakes of leadership and corrective measures to it. They can

enhance their leadership style, and able to self-motivate themselves. Will be able to improve in creative thinking and problem solving qualities.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1: Interpersonal and Team Skills

- Interpersonal Communication (Assertive, Aggressive, Submissive)
- Confrontation, Conflict Resolution, Negations, Mediations, Arbitrations
- Personality and Personality Development
- Team Building, Team Skills

Unit 2: Leadership Quality Skills

- Leadership, Leadership Best Practices
- Successful Leadership, Leadership Mistakes
- Identifying Leadership Style, Change Management
- Self-Motivation Strategies, Problem Solving, Creative Thinking

Readings List

- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata Mc Graw Hill.
- Robbins, S.B.(2005). Organizational Behaviour. New Delhi: Prentice Hall of India.

- Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.
- Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

Second Semester

INDIA'S NATIONAL SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-451
Course Type	Core
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: National security has been the top priority agenda for India since its independence. India perceives threats from both internal and external dimensions. Externally, it has strategic issues with Pakistan and China. Internally, it also perceived threats from homegrown militancy, terrorism, organised crime, and illegal networks etc. On this backdrop, this course will introduce the national security scenarios of India, its security environment, threat concerns, and decision making process, along with wars fought in the past.

Course Objective: The main objective of the course is to introduce students the theory, concept, issues and concerns of national security. Learners will develop an understanding on internal/external security issues, and would be able to analyse varieties of threats perceptions of India. The initiatives and responses taken by government will be thoroughly discussed in the paper.

On completion of the course students will be able to :-

LO 1 – Understand the concept, theories and definition of national security in general and India specific. It also will make learners to be able to examine the national power system of major, middle and small countries.

LO 2 – Expertise on the environment and security structure of India. While understanding the internal and external security factors of the state, learners will get the opportunity to explore the role of India’s higher defence organisation in the strategic framework of the nation.

LO 3 – Experiencing the security dynamics of India and its neighbouring states (Pakistan and China), the unit shall make learners to understand the nuclear issues evolving in the region. Students would also be able to understand about the disturbances occurring within the state affecting India’s national security.

LO 4 – Apprehend about wars (WW1, WW2, 1947,1962,1965,1971,1999) fought with India’s involvement. The role of security decision making bodies in Indian Government; media communities, and public institutes would be able to absorb from this unit.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1 - Introduction to National Security

- National Security Concept, Definition and Theories
- National Power and its Components
- Security concerns of Major, Middle and Small powers

Unit 2 - India’s Security Structure and Environment

- India’s National Security Environment
- India’s National Security Structure (Internal and External)
- India’s Higher Defence Organisation

Unit 3 - India's Security Concerns, Nuclear Weapons and National Security

- India's Internal Conflict and National Security
- India-Pakistan, and India China relations and National Security
- Nuclear Weapons and National Security

Unit 4 – Wars and Decision-making bodies in India

- India's Wars – WW1, WW2, 1947,1962,1965,1971,1999
- Cabinet Council on Security Affairs, NSC, NSCS
- Role of media and impact of public opinion on national security issues

Reading List

1. Bajpai, Kanti (Ed.), *India's National Security: A Reader*, India: Oxford University Press.
2. Harsh Pant, Ed. (2019), *India's Evolving National Security Agenda: Modi and Beyond*, Seattle: Konark Publishers, 2019.
3. Baldwin, David, "The Concept of Security", *Review of International Studies*, 23, 1997, pp.5-26
4. Ganguly, Sumit (2010), *India's Foreign Policy: Retrospect and Prospect*, London: Oxford University Press.
5. Itty Abraham (1998), *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*, New York: Zed Books.
6. Russell, Wirtz (2008), *Globalisation and WMD Proliferation: Terrorism, Transnational networks, and International Security*, London: Routledge.
7. Subramaniam, Arjun (2016), *India's Wars: A Military History, 1947-1971*, Harper Collins.
8. Thapliyal, Uma Prasad (2018), *Military History of India*, Rupa.
9. Raghavan, Srinath (2016), *India's War: The Making of Modern South Asia 1939-1945*, Allen Lane.

GEOPOLITICS AND SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-452
Course Type	Core
Credit	04
Contact Hours	4 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics

Course Description:

The course will explore some major (regional) conflicts and security challenges in both the Cold War and post-Cold war world, as well as assess the role of key (regional) powers and international actors in shaping the geopolitics and security regimes in a particular region.

Course Objective:

To provide students with an in-depth knowledge of international affairs and geopolitical phenomena. It enables students to use these concepts in real life so that they can develop critical skills to articulate and analyse global politics.

On completion of the course students will be able to :-

Unit- 1	LO 1	Understand the concepts and theories of 'geopolitics' and learn how geopolitics is the product of its own time.
Unit - 2	LO 2	Understand the foundations of Cold War geopolitics where ideology became one of the three main driving forces of these new geopolitical confrontations between the great powers.
Unit – 3	LO 3	Explain the changing nature of geopolitics and its new geopolitical environment.
Unit - 4	LO 4	Articulate the geopolitical interests of the major global players in today's international system and their implications on the regional and international politics.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the

students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1: GEOPOLITICS AND GEOSTRATEGY

- Introduction to geopolitics
- Geopolitical theories and geostrategy
- Geostrategy as the art of war
- Changing nature of geopolitics

Unit 2: GEOPOLITICS AND SECURITY DURING COLD WAR

- Ideology and Geopolitics
- Identifying new strategic places
- Technological development and its impacts on security and geopolitics
- End of cold war

Unit 3: NEW GEOPOLITICAL ENVIRONMENT AND SECURITY ISSUES

- Regional conflicts, climate change and energy politics
- Refugee crisis, internal migration and environmental migration
- Terrorism and geopolitical organizations
- Geo-economics, connectivity and contemporary issues

Unit 4: MAJOR PLAYERS IN CONTEMPORARY GEOPOLITICS

- United States and European Union
- China
- Russia
- India and other regional powers

Readings (4 Units)

Unit 1 - Readings

1. Andrew Gyorgy, "The Geopolitics of War: Total War and Geostrategy", *The Journal of Politics*, Vol. 5, No. 4 (Nov., 1943), pp. 347-362.
2. Chapter 2: 'Survey of Geopolitics' of Saul Bernard Cohen's book *Geopolitics: The Geography of International Relations*, (Maryland: Rowman & Littlefield, 2009), pp- 15-35.
3. Chapter 1: "Framework for understanding geopolitics", of Colin Flint's book *Introduction to Geopolitics*, (New York: Routledge, 2006), pp: 1-32.
4. H. J. Mackinder (1904), 'The geographical pivot of history (1904),
5. Karl Haushofer (1942), Why Geopolitics?

6. Ladis K. D. Kristof (1960), 'The Origins and Evolution of Geopolitics', *The Journal of Conflict Resolution*, Vol. 4, No. 1, The Geography of Conflict(Mar., 1960), pp. 15-51.
7. M. Sprout, "Mahan: Evangelist Sea Power", pp. 415-445.
8. Sumida, J. (1999), "Alfred Thayer Mahan, Geopolitician." *Journal of Strategic Studies*, (22:2-3,) pp. 39-62.

Unit 2 - Readings

1. Chapter 4: 'The Cold War and Its Aftermath', of Saul Bernard Cohen's book *Geopolitics: The Geography of International Relations*, (Maryland: Rowman& Littlefield, 2009), pp- 65-94.
2. Chapter 6-14: of Gearóid Ó Tuathail, Simon Dalby and Paul Routledge (ed.), '*The Geopolitics Reader*', (London: Routledge, 1998), pp: 47-102.
3. "Churchill's "Iron Curtain" Speech, "Sinews of Peace"," March 05, 1946, *History and Public Policy Program Digital Archive*, CWIHP archives.
4. David G. Hansen (1997),The Immutability importance of Geography, Parameter.
5. George F. Kennan (1947), "The Sources of Soviet Conduct" *Foreign Affairs*
6. Geoffrey Warner (2013), 'Geopolitics and the Cold War', in Richard H. Immerman and Petra Goedde (ed.) '*The Oxford Handbook of the Cold War*',
7. George Kennan's 'Long Telegram'," February 22, 1946, *History and Public Policy Program Digital Archive*
8. Klaus Dodds (2003), 'Cold War Geopolitics', in John Agnew, Katharyne Mitchell, Gerard Toal (ed.), *A Companion to Political Geography*, (Blackwell Publishing Ltd).

Unit 3- Readings

1. Saul Bernard Cohen's (2009), "Geopolitics: The Geography of International Relations", (Maryland: Rowman& Littlefield).
2. Samuel P. Huntington, 'The Clash of Civilizations?', *Foreign Affairs*
3. Robert D. Kaplan (1994), 'The Coming Anarchy', *The Atlantic*
4. Francis Fukuyama (1989), 'The End of History?', *The National Interest* (Summer 1989).
5. Walter Russell Mead (2014), 'The Return of Geopolitics: The Revenge of the Revisionist Powers'*Foreign Affairs*, (May/June 2014).
6. Chapter 7: 'Post–Cold War Geopolitics: Major Powers and Regions', of Bruce w. Jentleson's book '*American Foreign Policy: The Dynamics of Choice in the 21st Century*', PP: 342- 399.
7. Gearóid Ó Tuathail, Simon Dalby and Paul Routledge (ed.), 'THE GEOPOLITICS READER', (London: Routledge, 1998).
8. Charlotte Streck and Maximilian Terhalle, "The Changing Geopolitics of Climate Change," *Climate Policy*, 2013, Vol. 13 (5), pp. 533-537.

9. BrankoBošnjaković, "Geopolitics of Climate Change: A Review," *Thermal Science*, 2012, Vol., 16 (3), pp. 629-654.

Unit 4 – Readings

1. Richard K Betts and Thomas J Christensen, "The Rise of China: Getting the question right", in Robert J Art and Robert Jervis (ed.), 'International Politics:Enduring concepts and Contemporary Issues'.
2. ManojChandran and James English, "China's Strategy for Energy Acquisition in the Middle East: Potential for Conflict and Cooperation with the United States," *Asian Politics and Policy*, 2012, Vol. 4 (2), pp. 173–191.
3. Saul Bernard Cohen's (2009), "Geopolitics: The Geography of International Relations", Maryland: Rowman& Littlefield.
4. Francis P. Sempa (2002), 'Geopolitics From the Cold War to the 21st Century', New Brunswick: Transaction Publishers.
5. George J. Demko and William B. Wood (ed.) (1999), 'Reordering the World: Geopolitical Perspectives on the Twenty first Century', Oxford: Westview Press, 1999.
6. 'Global Trends 2025: A Transformed World', published by National Intelligence Council.

INDIA'S DEFENCE POLICY AND DEFENCE ECONOMICS

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-453
Course Type	CORE
Credit	4
Contact Hours	FIVE hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y) Skill Development (Y)
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics

Course Description:

This course will make students to understand India's Defence Policy, economic theories of defence and India's Defence Budgeting and related issues. Students will be able to explore the structure of India's defence setup, defence budgeting, allocation of resources, and the defence planning and procurement process in India. They would be educated on India's defence production and mobilization of resources for military affairs. At the end of the course, the students would be able to understand the various aspects of India's defence policy.

Course Objective:

- To make student understand on India's defence policy, expenditure and economic aspects of military affairs
- To provide information on contours of defence budget and its planning process
- To make clear on India's defence production system

On completion of the course students will be able to :-

LO-1 Focusing on India's Defence Policy. Indian Military Forces: Commands, Theaterisation, Civil-Military Relations Jointness in the Indian Armed Forces, Military Strategy / doctrines and CAPF and other forces (Coast Guard, Intelligence Agencies etc.)

LO-2 Will discuss Economic Theories and Concepts of Defence Expenditures and Its Determinants and India's Defence Expenditure since Independence

LO-3 focusing on the topics India's Defence Budget, Planning and Defence v/s Development debate, Defence Production in India and Indian Defence Procurement Policy and Process

LO-4 Issues and Case studies Focusing on Economic Causes of War, Economic Warfare in modern times, Economic Problems of Post War reconstruction

Evaluation Method:

Mid Semester Exam - 30 marks

- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand the topic and related issues

Course Content

UNIT 1:

India's Defence Policy

- Indian Military Forces: Commands, Theaterisation, Civil-Military Relations
- Jointness in the Indian Armed Forces, Military Strategy / doctrines
- CAPF and other forces (Coast Guard, Intelligence Agencies etc.)

UNIT 2: Economic Theories and Defence Expenditure

- Economic Theories and Concepts of Defence
- Defence Expenditures and Its Determinants

- India's Defence Expenditure since Independence

UNIT 3: Defence Budget and Defence Production

- India's Defence Budget, Planning and Defence v/s Development debate
- Defence Production in India
- Indian Defence Procurement Policy and Process

UNIT 4: Economic Aspects of War

- Economic Causes of War
- Economic Warfare in modern times
- Economic Problems of Post War reconstruction

Reading list

1. Harsh V. Pant, "Handbook of Indian Defence Policy: Themes, Structure and Doctrines, (New York: Routledge, 2016)
2. Ron Mathews, Defence Production in India (New Delhi: ABC, 1989)
3. Jasjit Singh, India's Defence Spending: Assessing Future Needs (New Delhi: Knowledge Publishers, 2001)
4. Y. Lakshmi, Trends in India's Defence Expenditure (New Delhi: ABC, 1988)
5. V.P. Malik and Vinod Anand, Defence Planning: Problems and Prospects (New Delhi: Manas, 2006)
6. Annual Reports of the Ministry of Defence, Government of India.
7. Amiya K Ghosh, Resource Allocation and Management in Defence: Need for a Framework (New Delhi, Knowledge World Publishers, 2013)
8. Brauer, Jurgen and Hartley, Keith, "The Economics of Regional Security" (New York, Routledge, 2013)

SCIENCE TECHNOLOGY AND NATIONAL SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-454
Course Type	Core
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Environment & Sustainability, Human Values and Professional Ethics

Course Description: This is a M.A. level course which will introduce students to the manner in which thinking about international security and conflicts have been impacted as a result of advances in science and technology. The course will focus on four areas namely, nuclear weapons and missiles, chemical and biological weapons and space. The manner in which these areas are governed in terms of treaties, agreements, technology control regimes and norms will also be discussed.

Course Objective: The course aims to enable students: To familiarize students with the how science and technology is shaped by the developments in technology. To introduce students to technological developments and advance in the areas of nuclear weapons and missiles, chemical and biological weapons and space and how it impacts thinking about security and conflicts. To appreciate the risks involved in handling complex technologies.

On completion of the course students will be able to :-

LO 1 – Comprehend the connections between science, technology and national security from the ancient to current time. Series of industrial revolutions and its

implication to the society, along with the relevance of science and technology to India's national security could be able to understand by learners from this unit.

LO 2 – Understand the role of technology in warfare and the trends of revolution taking place in military affairs since late 1990s. Meanwhile, students would be able to examine the research and development taking place in the defence sectors globally. The complexities in the transfer of technologies, and criticalities in controlling the technologies shall be able to discuss by the learners.

LO 3 – Explore the roles of nuclear weapon in the international system. The concept of nuclear warfare, missile capabilities, and space security would be able to analysed by the learners.

LO 4 – Absorb the emerging threats of chemical and biological weapons, being using them by terrorist groups. Meanwhile, the new challenges of cyberspace, AI, Bitcoin, rare earths would be examine in the unit.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1: Science, Technology and National Security

- Science, Technology in Ancient times and impact on Security (Wooltz Steel, Mysore Rockets)
- Technological Changes from Industrial Revolution to Information Revolution
- Science, Technology, Society and Security, Complex Technologies and Risks involved

- Relevance of S&T to National Security

Unit 2: Science, Technology and Warfare

- Impact of Information Technology, RMA, and Impact of Technology on Warfare
- Research and Development in Defence Technologies
- Transfer of Technology and impact on National Security
- Export Control Regimes and control of Critical and Dual Use Technologies

Unit 3: Global Nuclear, Delivery Vehicles and Space Capabilities

- Drivers for pursuit of nuclear weapons
- Important concepts related to NW, Missiles other delivery vehicles and space capabilities
- Global Nuclear and missile capabilities
- Space Security and Global Space Capabilities

Unit 4: Emerging Threats for National Security

- Chemical and Biological Weapons
- Use of S&T by terrorist groups, WMD Terrorism, Social media and Impact on National Security
- Cyber threats to National Security
- New Challenges - Artificial Intelligence, Bitcoin, Rare Earths

Readings (4 Units)

Unit 1 - Readings

- H.M. Iftexhar Jaim and Jasmine Jaim, 'War Rockets in India,' *Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*, pp.1-4.
- Sharada Srinivasan and Srinivasa Ranganathan, *India's Legendary Wootz Steel: An Advanced Material of the Ancient World*, NIAS, Bangalore and IISc, Bangalore, November 2004.
- Alex Roland, *War and Technology: A Very Short Introduction*, Oxford University Press, (Chapter 1).
- Andrew F. Krepinevich, 'Cavalry to Computer: The Pattern of Military Revolutions', *The National Interest*, No. 37, Fall 1994, pp. 30-42.
- Warren Chin, 'Technology, War and the State: Past, Present and Future', *International Affairs*, Vol. 95, 4, 2019, pp. 765-783.
- Bourne, Mike, 2014, *Understanding Security*, Houndmills Basingstoke: Palgrave Macmillan. (Ch 1, Ch 2, and Ch 3)
- David Baldwin, 'The Concept of Security', *Review of International Studies*, Vol. 23, 1997, pp. 5-26.
- Eliot Cohen, "Technology and Warfare", in John Baylis et al *Strategy*, Oxford, 2002.

- Arnulf Grubler, *Technology and Global Change* (Two chapters, Cambridge, 1998)
- Charles Perrow, *Normal Accidents: Living with High-Risk Technologies*, Princeton: Princeton University Press. (Selections)

Unit 2- Readings

- Ranjit Ghosh, *Indigenisation: Key to Self-Sufficiency and Strategic Capability*, Pentagon Press, 2016.
- Lakshman K. Behra, *Indian Defence Industry: An Agenda for Making in India*, Publisher: Pentagon Press, 2016.
- Kevin A. Desourza, *Transfer of Defence Technology: Understanding the Nuances and Making it Work for India*, new Delhi: KW Publishers, 2019.
- Arun Vishwanathan, 'India's Defence Research and Development (R&D): Transitioning from 'Make in India' to 'Made in India'" *Synergy: A CENJOWS Journal*, December 2015, pp. 45-63.
- Sameer Patil and Arun Vishwanathan, India's approach to global export control regimes, *Seminar*, 731, pp. 36-39.

Unit 3- Readings

- Ranjit Ghosh, *Indigenisation: Key to Self-Sufficiency and Strategic Capability*, Pentagon Press, 2016.
- Lakshman K. Behra, *Indian Defence Industry: An Agenda for Making in India*, Publisher: Pentagon Press, 2016.
- Kevin A. Desourza, *Transfer of Defence Technology: Understanding the Nuances and Making it Work for India*, new Delhi: KW Publishers, 2019.
- Arun Vishwanathan, 'India's Defence Research and Development (R&D): Transitioning from 'Make in India' to 'Made in India'" *Synergy: A CENJOWS Journal*, December 2015, pp. 45-63.
- Sameer Patil and Arun Vishwanathan, India's approach to global export control regimes, *Seminar*, 731, pp. 36-39.

Unit 4 – Readings

- Charles Perrow, 2007, "Are Terrorists as Dangerous as Management? The Nuclear Plant Threat." In *The next Catastrophe: Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters*, Princeton, NJ: Princeton University Press, pp. 132–73.
- Rossouw von Solms Johan van Niekerk, "From information security to cyber security", *Computers & Security*, Vol. 38, October 2013, Pages 97-102
- Lindsay, Jon R. 2013. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* 22 (3): 365–404
- Myriam Caveltly Dunn. 2008. "Cyber-Terror—Looming Threat or Phantom Menace? The Framing of the US Cyber-Threat Debate." *Journal of Information Technology & Politics* Vol. 4, No. 1, pp. 19–36.

- Nabeel Mancheri, Lalitha Sundaresan and S. Chandrashekar, *Dominating the World: China and the Rare Earth Industry*, R. 19, Bangalore: national Institute of Advanced Studies, 2013.
- Sophia Kalantzakos, *China and the Geopolitics of Rare Earths*, OUP, 2017.

COMMUNICATION SKILLS AND COMPUTER APPLICATION

Pre-requisites for the course	Bachelors in any discipline
Course Code	STS-491
Course Type	Core
Credit	02
Contact Hours	2 hours per week (including 1 hour tutorial)
Course focussing on	Employability(Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Communication, Basic Computer skill, Research skills& Report preparation

<p>Course Description: This is an M.A. level course which will introduce students to a gamut of knowledge of computer and communication skill. Considering the importance of skills to achieve employment course is designed to improve the communication and basic computer skills of students. It will support students to enhance communication and understanding abilities in English. At the same time, basic computer application will also be taught during the course which would be helpful to improve their elementary research skills in terms of study material collection [internet research], collation [data banking] and report preparation (writing skills) for respective subjects.</p>
<p>Course Objectives: The course aims to enable students: To inculcate students to comprehend the concept of Communication. To make students to build a repertoire of functional vocabulary and communication skills .To train students in basic computer knowledge To make students capable enough to get adapted to any work environment</p>
<p>On completion of the course students will be able to</p>
<p>LO 1- Communicate effectively</p>
<p>LO 2- Know basics of communication skill</p>
<p>LO 3- Remove barriers of effective communication</p>
<p>LO 4- Acquiring basic knowledge of computer skill</p>
<p>LO 5 -Prepare report and presentation in presentable manner</p>

Note: Lo: Learning Outcome

Evaluation Method:

Sessional Evaluation (Mid Semester Exam/Term paper & presentations) - 50 marks
End-Semester exam - 50%

Teaching Methods:

The pedagogical approach would comprise classroom lectures accompanied with use of information and communication technology -Audio/videos wherever required. Lecture/s of eminent speaker/s of concerned area will also be organized as part of course time to time. Group discussions and presentations will be part of classroom teaching to enhance their potential to lead from front through effective communication and other skills. Students will be encouraged to do regular reading of authentic books, chapters of edited book, journal articles and to watch video lecture on topics related to communication and computer basics.

Course Unit

Unit 1: Communication Skills

- Spoken English Skills, Greeting, Self-introduction, Body Language, Verbal and Non-Verbal Communication
- Reading and Comprehension, Academic Writing Skills,
- Public Speaking and Presentation Skills

Unit 2: Basic Computing Skills and Academic Computer Application

- Introduction to Computers-Classification of Computers, Role of Computers in Society and Security, Inside Computers- Software (Processing, memory) and Hardware (CPU, OS, DOS, Windows)
- Word Processing, File Management, Spread Sheets, Networks, Presentations, Data Base, Pi Chart, Graphs, Power Point, Excel, Word, PDF etc.
- E-Mail-Reading and Writing, Letter and Report Writing

Readings (2 Units)

Unit 1 -Readings

- Sasikumar.V and P.V. Dhamija. (1993). *Spoken English: A Self-Learning Guide to Conversation Practice*. 34th Reprint. Tata McGraw-Hill. New Delhi
- V. Syamala, (2002). *Effective English Communication for you*. Emerald Publishers, Chennai.
- Hewings, Martin. 1999. *Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi.

Unit 2 - Readings

- Introduction to Computers - Peter Norton, Tata McGraw Hill
- Microsoft (2003) - Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

Third Semester

GLOBAL TERRORISM AND

INTERNATIONAL SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-521
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Environment & Sustainability, Human Values and Professional Ethics

Course Description: The course was designed keeping in mind the fact that terrorism has become a primary concern for the international community especially after the 9/11 terrorist attacks in the United States. It will make students to understand the important aspects of terrorism and counter terrorism occurring in different parts of the globe. After completing the course, the students will be able to understand the functioning of major terrorist organisation and the challenges they caused in global order.

Course Objective: The course aims to enable students: to understand concept, causes and effect of global terrorism; educate the functioning of major international terrorist organisation and global counter terrorism measures; analysis of terrorism as a major challenge for national and international security

On completion of the course students will be able to :-

LO 1 –Understand the concept, meaning and definitions of terrorism. The types of terrorism including the ones sponsored by the states, cross border, homegrown, etc. Meanwhile, ideological perspective and causes of terrorism such as psychological, economy, and culture could be able to examined by learners.

LO 2 – Explore the contours of global terrorism with specific attentions to Asia, East Asia, West Asia, Central Asia, Europe, Africa, and South America.

LO 3 – Analyse the activities of groups operating in the world. Their aims, objectives, strategies and agendas would be able to understand from this unit.

LO 4 – Examine how the world community respond to terrorism. The role of the United Nations, and initiative taken up by countries in bilateral/multilateral ways to control the menace. Meanwhile, other non-governmental organisation and media community's role in counter terrorism would also be understood.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1 - Introduction to Terrorism

- Terrorism – Meaning, Definitions & Concept
- Types of Terrorism - State Sponsored, Cross Border, Homegrown
- Ideological perspectives & Causes of Terrorism (psychology, economy, culture etc.

Unit 2 - Terrorism Around the Globe

- Terrorism in Asia (India, Neighbouring Nations and East Asia)
- Terrorism in West and Central Asia
- Terrorism in Europe, Africa, and South America

Unit 3 – Global Terrorist Organisations

- Main Global Terror Operatives
- Aims and Objectives of Terrorist Groups
- Strategies and Activities of Terrorist Organisations

Unit 4 – Global Response to Terrorism

- Role of International Organisations – (United Nations and others)
- Bi/Multi-lateral Collaboration in counter terrorism
- Role of Media and Non-Governmental Organisations

Reading List

1. Aubrey, Stefan M. (2004), The New Dimension of International Terrorism, Zurich: VDF
2. Bhatt, Ashok (2007), Global Terrorism, New Delhi: Lotus Press
3. Freeman, Michael (2013), Financing Terrorism: Case Studies, New Delhi: Ashgate Publications
4. Kaur, Kulwant (2005), Global Terrorism: Issues, Dimensions and Options, New Delhi: Kanishka Publishers
5. Kay, Sean (2009), Global Security in the Twenty First Century: The Quest for the Search for Peace, USA: Rowman & Littlefield Publishers
6. Lutz, James M., Lutz, Branda J. (2013), Global Terrorism, New York: Rutledge

INTRODUCTION TO NON-TRADITIONAL SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-522
Course Type	OPTIONAL
Credit	4
Contact Hours	FIVE hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y) Skill Development (Y)
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics, Gender , Environment and sustainability, Human Values

<p>Course Description: This course introduces students to, contemporary discourses in security studies. While war remains as the central issue in international security, it is certainly not the only threat to survival, nor is peace synonymous with security. How does NTS relate to war and peace and is it necessary to have a link with conflict to be considered as security challenge. In this context the course attempt to discuss a wide variety of Non-Traditional Security (NTS) challenges/issues, along with different perspectives and policies regarding threats other than war.</p>
<p>Course Objective: The course aims to enable students to familiarize students with the Non Traditional Security Theories , Approaches and issues</p>
<p>On completion of the course students will be able to :-</p>
<p>LO-1 Will help the students to understand the following aspects of NTS-- Key concepts, Evolution of Non-Traditional Security and Major debates on Non-Traditional Security</p>
<p>LO-2 Will discuss the major theories /approaches of NTS- Securitization Theory</p>

and Human Security

LO-3 issues and Case studies Focusing Energy and Environment, Health and Infectious Diseases will be discussed in the unit

LO-4 Issues and Case studies Focusing on Migration and Refugees ,Terrorism and Transnational Crime will be covered

Evaluation Method:

Mid Semester Exam - 30 marks

- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand NTS. Videos of Important lectures and Documentaries will be shown and discussed as part of the course

Course Content

UNIT 1: Introduction to Non-Traditional Security

- Key concepts and actors
- Evolution of Non-Traditional Security
- Major debates on Non-Traditional Security

UNIT 2: Securitisation and Human Security

- Securitization Theory
- Human Security

UNIT 3: Issues in Non-Traditional Security

- Energy and Environment
- Health and Infectious Diseases

UNIT 4: Issues in Non-Traditional Security

- Migration and Refugees

- Terrorism and Transnational Crime

Reading list

Alan Collins, "Introduction: What is Security Studies?" in Alan Collins (ed.),
Contemporary Security Studies, New York: Oxford University Press, 2015.

(Chapter 1)

- David Baldwin, "The Concept of Security," Review of International Studies,
Vol. 23 (1997), pp. 5-26.

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- Andrew T. Price-Smith, "Theory and Exegesis" and "On Health, Power, and
Security" in Contagion and Chaos: Disease, Ecology, and National Security in
the Era of Globalization

- Roland Paris, "Human Security: Paradigm Shift or Hot Air?" International
Security 26, no. 2(2001): 87-102

- Marlies Glasius, "Human Security from Paradigm Shift to Operationalization:
Job Description for a Human Security Worker," Security Dialogue, 39, no. 1
(March 2008): 31-54.

- Holger Stritzel, "Towards and Theory of Securitization: Copenhagen and
beyond," European Journal of International Relations 13, no. 3 (2007): 357-
383.

- Tara Magner, "A Less than 'Pacific' Solution for Asylum Seekers in
Australia," International Journal of Refugee Law 16, no. 1 (2004): 53-90.

- Fiona B. Adamson, "Crossing Borders: International Migration and National
Security," International Security 31, no. 1 (2006): 165-199.

- Charles L. Glaser, "How Oil Influences U.S. National Security," *International Security* 38, no. 2 (2013): 112-146.
- Susanne Peters, "Coercive Western Energy Security Strategies: 'Resource Wars' as a New Threat to Global Security," *Geopolitics* 9, no. 1 (2004): 187-212.
- Frank Verrastro and Sarah Ladislaw, "Providing Energy Security in an Interdependent World," *The Washington Quarterly* 30, no. 4 (2007): 95-104.
- Daniel Deudney, "The Case Against Linking Environmental Degradation and National Security," *Millennium*, Vol. 19, No. 3 (1990), pp. 461-476.
- Emily Meierding, "Climate Change and Conflict: Avoiding Small Talk about the Weather," *International Studies Review* 15, no. 2 (2013): 185-203.
- Alex Evans, "Resource Scarcity, Climate Change and the Risk of Violent Conflict," *World Development Report 2011: Background Paper*, World Bank (9 September, 2010),
URL: http://siteresources.worldbank.org/EXTWDR2011/Resources/6406082-1283882418764/WDR_Background_Paper_Evans.pdf
- "The 9-billion people question – A special report on feeding the world," *The Economist*, 26 February 2011.
- Thomas F. Homer-Dixon, "Overview," in *Environment, Scarcity, and Violence* (Princeton, Princeton University Press, 1999), Chapter 2.
- Tara O'Toole, Michael Mair, Thomas V. Inglesby, "Shining Light on 'Dark Winter'," *Clinical Infectious Diseases* 34, (1 April): 972-83
- Michael Kenney, *From Pablo to Osama: Trafficking and Terrorists Networks, Government Bureaucracies, and Competitive Adaptation* (University Park, PA: The Pennsylvania State University Press, 2007).

• Emmanuel Obuah, "Combating Global Trafficking in Persons: the Role of the United States Post-September 2001," *International Politics* 43, no. 2 (2006): 241-265.

• Charles Tilly, "War Making and State Making as Organized Crime," in *Bringing the State Back In*, Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol eds., (Cambridge: Cambridge University Press, 1985).

• Brenda Lutz and James Lutz, "Terrorism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 21).

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• Marc Sageman, *Leaderless Jihad: Terror Networks in the Twenty-First Century* (Philadelphia, University of Pennsylvania Press, 2008)

CONFLICT, SECURITY AND DEVELOPMENT

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-523
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focusing on	Employability (Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: The course explores the interconnections between conflict, security and development and how these manifests themselves in the wider context of globalization. Using theoretical frameworks from International Relations, Security Studies and Peace and Conflict studies, the course will introduce various debates surrounding the changing nature of violent conflict and international responses to it. It will cover issues such as security-development linkage, humanitarian intervention, security sector reform, democratization, good governance and state building. It critically analyses the role of diverse actors such as state and non-state actors, international institutions, aid agencies and others having a stake in the politics of peace and post-conflict reconstruction.

Course Objective: The course aims to help students understand the linkages between conflict, security and development. It discusses the challenges of conflict and post-conflict environment and develops awareness of concepts and theoretical approaches for understanding causes of conflict. It also examines the role of international actors in humanitarian intervention, peacebuilding and reconstruction.

On completion of the course students will be able to:

LO 1 – critically reflect on causes of conflict, understanding conflict patterns and trends

LO 2 – use concepts and theoretical approaches for case studies

LO 3 – develop awareness of tools of conflict mapping

LO 4 – develop insights into possible future scenarios and research in the field

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. The lectures will focus on case studies and encourage students to discuss weekly topics through the perspective of a wide range of actors involved in conflict. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Course Content

Unit 1: Introduction – Understanding Conflict, Causes and Characteristics

- The New War Approach
- Fragile States and Security Dilemma
- Ethnic and identity conflicts
- Political Economy of Conflict

Unit 2: Global Governance and Security-Development **Linkages**

- Globalization and Security
- Liberal Peace
- Securitization of Aid

Unit 3: **Conflict Management and Prevention: Key actors**

- Changing Nature of UN Peace operations
- Peace enforcement and Responsibility to Protect
- **Role of Regional Organizations**
- Role of Non-state and humanitarian actors

Unit 4: Post-conflict Reconstruction: Key Themes

- Peacebuilding, Statebuilding and post-conflict Interventions
- Security Sector Reform
- Democratization and Transitional Governance
- **Gender, Human Rights and Justice**

Readings (4 Units)

Unit 1

- Beswick, D. and Paul Jackson (2015). Conflict, Security, and Development: An Introduction. New York: Routledge.

- Stewart, F. (2004). Development and Security. *Conflict, Security & Development*, 4:3, 261-288
- World Bank (2011). *World Development Report 2011: Conflict, Security, and Development*. Washington: World Bank.
- Jacoby, T. (2008). *Understanding Conflict and Violence: Theoretical and Interdisciplinary Approaches*. London: Routledge.
- Kaldor, M. (2006). *New & Old Wars*. Cambridge: Polity
- Polity Collier, P. (2003). Market for Civil War, *Foreign Policy*, May/June, 39-45.
- Mueller, John (2000). The Banality of 'Ethnic War', *International Security*, 25 (1): 42-70.
- LeBillon, P. (2001). The political ecology of war: natural resources and armed conflicts. *Political Geography*, 20 (5): 561-584.
- Keen, D. (2012). Greed and grievance in civil war, *International Affairs*, 88(4): 757-777.
- Berger, M.T. and Heloise Weber (2009). War, Peace and Progress: Conflict, Development, (in)security and Violence in the 21st century. *Third World Quarterly*, 30(1): 1-16

Unit 2

- Richmond, O. (2008). *Peace in International Relations*. London: Routledge.
- Duffield, M. (2001). *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed Books.
- Heathershaw, John (2008). Unpacking the Liberal Peace: The Dividing and Merging of Peacebuilding Discourses, *Millennium*, 36: 597-621.
- Duffield, M. (2007). *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity
- Dillion. M and J. Reid (2000). Global Governance, Liberal Peace and Complex Emergencies. *Alternatives*, 25: 117-143.
- Dower, N. (1999). Development, Violence and Peace: A Conceptual Exploration. *European Journal of Development Research*, 11: 44-64.
- Hettne, B. (2010). Development and Security: Origins and Future, *Security Dialogue*, 41(1): 31-52.
- Duffield. M. (2002). Social Reconstruction and the Radicalization of Development: Aid as a Relation of Global Liberal Governance. *Development and Change*, 33(5): 1049-1071.
- Picciotto, R. (2004). Aid and Conflict: The Policy Coherence Challenge, *Conflict, Security and Development*, 4(3): 543-562
- Kavalski, E. (2008). The Complexity of Global Security Governance: An Analytical Overview, *Global Society*, 22(4): 423-443.
- Paris, R. (2001). Human Security: Paradigm Shift or Hot Air? *International Security*, 26 (2): 87-102.
- Watson, S. (2011). The 'human' as referent object?: Humanitarianism as securitization. *Security Dialogue*, 42(1): 3-20.

Unit 3

- Ayoob, M. (2004). Third World Perspectives on Humanitarian Intervention and International Administration. *Global Governance*, 10(1): 99-118
- Paris, R. (2014). The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention, *International Peacekeeping*, 21(5): 569-603
- Mills, K. (2005). Neo-Humanitarianism: The Role of International Humanitarian Norms and Organizations in Contemporary Conflict. *Global Governance*, 11:161-83.
- Aleksovski, Stefan. Oliver Bakreski and M.A. Biljana Avramovska (2014). Collective Security – The Role of International Organizations – Implications in International Security Order. *Mediterranean Journal of Social Sciences* 5 (27): 274-282.
- Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom (2004). "Do Intergovernmental Organizations Promote Peace? *World Politics* 57(1): 1-38.
- Bellamy, A.J. and Paul D. Williams (2009). The West and Contemporary Peace Operations, *Journal of Peace Research*, 46 (1): 39-57.

Unit 4

- Roland, Paris (2002). International peacebuilding and the 'mission civilisatrice', *Review of International Studies*, 28, 637-656
- Berger, M.T. (2006). From Nation-Building to State-Building: The Geopolitics of Development, the Nations-State System and the Changing Global Order. *Third World Quarterly*, 27(1): 5–25.
- Pugh, M. (2005). The Political Economy of Peacebuilding: A Critical Theory Perspective. *International Journal of Peace Studies*, 10 (2):23–42.
- Chandler, D. (2010). *International Statebuilding: The Rise of Post-Liberal Governance*. New York: Routledge
- Paris, R. and T. Sisk (eds.) (2009). *The Dilemmas of Statebuilding. Confronting the Contradictions of Postwar Peace Operations*. New York: Routledge.
- Hippler, J. (2008). Democratization After Civil Wars – Key Problems and Experiences. *Democratization*, 15(3): 550-569.
- Heather, M. and Danielle Beswick. (2011). State Building, Security and Development: state building as a new development paradigm? *Third World Quarterly*, 32(10), 1703-1714.
- Pankhurst, D. (1999). Issues of Justice and Reconciliation in Complex Political Emergencies: Conceptualising Reconciliation, Justice and Peace. *Third World Quarterly*, 20 (1): 239-256
- Bloomfield, D. (2003) (Ed.) *Reconciliation After Violent Conflict: A Handbook* (Stockholm: International Institute for Democracy and Electoral Assistance.
- Cockburn, C. (2010). Gender Relations as Causal in Militarization and War. *International Feminist Journal of Politics*, 12(2): 139-157.
- Hagen, Jamie J. (2016). Queering Women, Peace and Security. *International Affairs*, 92 (2): 313–332

- Coomaraswamy, Radhika. (2015). *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325*. UN Women.

INTERNAL SECURITY OF INDIA

Pre-requisites for the Course	None
Course Code	STS-524
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	Local, National, Regional and Global level
Relation to	Environment & Sustainability, Human Values and Professional Ethics

Course Description: This course will make students understand the security threats evolving/occurring in India. It will allow student to explore the various internal security threats ranging from between insurgency in the North East, left wing extremism by the CPI-Maoists, Naxal to terrorism in the hinterland to militancy in Jammu and Kashmir. The students would be trained (for their future academic endeavours) academically to objectively study and analyse conflict in a holistic manner.

Course Objective: The course aims to enable students: To holistically understand the internal security dynamic in India. Analyse the various sources of internal security threats in India and understand the measures taken by state to control the violence.

On completion of the course students will be able to :-

LO 1 – Describe and analyse the internal security dynamics of India.

LO 2 – Analyse the various sources of internal security threats in India.

LO 3 – Analyse the threat of Left-Wing Extremism and its causes in India.

LO 4 – Describe the measures taken by the state to control the violence.

Note: LO: Learning Outcome

Evaluation Method:

Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
(Assignments/Term Paper :20Marks Mid- Semester exam : 30Marks)

End Semester Exam - 50 marks

Teaching Methods: Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms

based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Course Content

Unit I: Terrorism in India

- Introduction
- Militancy in Jammu and Kashmir
- Terrorism in Rest of India (RoI)

Unit II: Insurgency in North-East India

- Origin and Active Groups
- Spread and Affected Areas
- Current Status and State Response

Unit III: Left-Wing Extremism in India

- History and Active Groups
- Red Belt Areas and Reasons for Growth
- Current Status and State Response

Unit IV: Other Internal Security Challenges

- Fake Indian Currency Notes
- Arms Smuggling
- Drug and Human Trafficking

Readings (4 Units)

- Paranjpe, Shrikant, *Internal Security in India: Issues, Structures, Approaches* Ed., Mumbai: Indus Source Books 2014, for Nehru Centre, Mumbai.
- Paranjpe, Shrikant, *Internal Security and Role of the State: Managing Conflicts in India*, New Delhi: D.K. Publishers, 2019.
- Avasthi, Abha, *Dimensions of Violence and Terrorism* (Lucknow: Bharat Book Centre, 1998).
- Bhatnagar, V., *Challenges to India's Integrity: Terrorism, Casteism, Communalism* (Jaipur: Rawat Publications, 1998)
- Marwah, Ved, *Uncivil Wars: Pathology of Terrorism in India* (New Delhi: Harper Collins Publishers, 1999).
- Maroof Raza, Stephen P. Cohen, *Confronting Terrorism*, Penguin, 2009
- Arora, Subhash Chander, *Strategies to Combat Terrorism* (New Delhi: Har-Anand Publications, 1999)
- Karan, Vijaya, *War by Stealth: Terrorism in India* (New Delhi: Penguin Books, 1997)
- Iliams and Dimitri Vlassis, *Combating Transnational Crime: Concepts, Activities and Responses*

CHINA'S FOREIGN AND SECURITY POLICY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-525
Course Type	Core
Credit	04
Contact Hours	4 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y)
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics

Course Description:

This course attempts to provide a comprehensive introduction to China's security and foreign policy. In particular, it will analyse China's rising role in international relations.

Course Objective:

To provide students with an in-depth knowledge of China's foreign and security policies in the post-Cold War international system. It familiarises the students with theories that enable them to identify the main objectives and priorities of Chinese foreign policy.

On completion of the course students will be able to :-

Unit- 1	LO 1	Understand the determinants/source of China's foreign policy and its objectives and priorities in dealing with other major players in global politics.
Unit - 2	LO 2	Investigate the source of conflict and cooperation in China's behaviour in the international arena.
Unit – 3	LO 3	Understand Chinese military capabilities and its grand strategy and strategic culture.
Unit - 4	LO 4	Understand the other priority areas of China's foreign and security policy.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content	
Unit 1: SOURCES OF CHINA'S FOREIGN POLICY AND RELATIONS WITH MAJOR COUNTRIES	<ul style="list-style-type: none"> • Sources of Foreign Policy • China's Relations with major countries
Unit 2: CHINA'S TERRITORIAL DISPUTES	<ul style="list-style-type: none"> • Land and Maritime boundary disputes • Chinese strategy to resolve territorial disputes with neighbours
Unit 3: CHINA'S STRATEGY, STRATEGIC CULTURE AND MILITARY CAPABILITIES	<ul style="list-style-type: none"> • China's Strategy and Strategic Culture • Chinese Military Capabilities and Modernisation
Unit 4: CHINA'S TRADE & ECONOMIC RELATIONS	<ul style="list-style-type: none"> • Chinese growing economic power in International Relations • China's economic initiatives at global stage

<u>Readings (4 Units)</u>	
Suggested Readings	
<ol style="list-style-type: none"> 1. Andre Beaufre (1996), <i>'An Introduction to Strategy'</i> Santa Barbara, CA Praeger: 19-50. 2. Alastair Iain Johnston (1995), <i>"Cultural Realism: Strategic Culture and Grand Strategy in Chinese History"</i>. Princeton University Press. 3. Alastair Iain Johnston (1996), "Cultural Realism and Strategy in Maoist China", in Peter J. Katzenstein edited book <i>'The Culture of National Security: Norms and Identity in World Politics'</i> New York: Columbia University Press: pp 216-270 Harsh Pant, <i>China Ascendant: Its Rise and Implications</i> Ed., New Delhi: HarperCollins, 2019. 4. A. Doak Barnett (1978), <i>'China and the Major Powers in East Asia'</i>, Washington DC: Brookings. 5. Colin S. Gray (1999), 'Strategic Culture as Context: The First Generation of Theory Strikes Back' <i>Review of International Studies</i>, Vol. 25(1) (Jan., 1999), pp. 49-69 6. Davis Shambugh (2013), <i>'China Goes Global: The Partial Power'</i>, Oxford: Oxford University Press. 7. David M. Lampton (2014), 'China's foreign policy,' <i>Great Decisions</i> , 2014, <i>eat Decisions</i> (2014), pp. 73-84. 8. Davis Scott, 'South Asia in China's strategic calculus,' 9. James Mann (1998), <i>'About Face: A History of America's Curious Relationship with China'</i>, New York: Alfred Knopf. 10. Harsh Pant (ed.) (2019), <i>'China Ascendant: Its Rise and Implications'</i>. Haroer Collins. 11. Marc Lanteigne (2020), "Chinese Foreign Policy: An Introduction," Routledge 12. MalikaTukmadiyeva (2013), 'Xinjiang in China's Foreign Policy toward Central Asia,' <i>Connections</i> , Vol. 12, No. 3 (Summer 2013), pp. 87-108. 13. Robert G. Sutter (2012), <i>'Chinese Foreign Relations : Power and Policy since the Cold War,'</i> (3rd Edition), New York: Rowman and Littlefield. 	

14. TilmanPradt (2016), 'China's New Foreign Policy Military Modernisation, Multilateralism and the 'China Threat'.
15. Abanti Bhattacharya (2013), 'China and its Peripheries: Strategic Significance of Tibet,' Institute of Peace and Conflict Studies.
16. Zhiqun ZHU (2011), "Chinese Foreign Policy: External and Internal Factors," China: an International Journal 9, 2 (SEPT. 2011): 185 – 194.

DISASTER MANAGEMENT

Pre-requisites for the course	Bachelors in any discipline
Course Code	STS-526
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hour consultation/ tutorial)
Course focussing on	Employability(Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Environment, Atmosphere, Disaster, Government Relief Program

Course Description: This is an M.A. level course which will introduce students to meaning, nature, definition and types of disasters .Further course attempts to provide a comprehensive introduction to types of disaster and disaster management, mitigation and recovery and reconstruction after disasters. This course aims at providing students with a comprehensive understanding of terminology and concepts used in the management of disasters and their relationship with each other

Course Objectives:

On completion of the course, the student will be able to: To Understand the concepts of disaster and disaster management in detail.

To have understanding about disasters - both natural and manmade and its impact on society and ecological systems. To acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation. To identify the organizations for managing disasters at the national, state and district levels.

On completion of the course students will be able to :

LO 1- Explain the salient features of man-made and natural disasters.

LO 2- Describe the implications of Chemical, Biological, Nuclear and other human induced disasters

LO-3- List various preparedness and mitigation measures for combating such man-made and natural disasters

LO 4- Identify the organizations for managing disasters at the national, state and district levels;

LO 5- Discuss the new initiatives with respect to the global developments.

Note : LO: Learning Outcomes

Evaluation Method:

Sessional Evaluation: (Mid Semester Exam/Term paper & presentations) – 50 Marks

End- Semester exam - 50%

Teaching Methods:

The pedagogical approach would comprise classroom lectures accompanied with use of information and communication technology -Audio/videos wherever required. Lecture/s of eminent speaker/s of concerned area will also be organized as part of course time to time. Group discussions and presentations will be part of classroom teaching to enhance their knowledge in context to disaster and it's effective management. Students will be encouraged to do regular reading of authentic books, chapters of edited book, journal articles and to watch video lecture on topics related to disaster and it's mitigation .

Course content**Unit 1: Introduction to Disasters**

- Disaster Management: Concept & significance
- Approaches to disaster management: Rationale, elements and objectives of disaster management.

Unit 2: Types of Disasters

- Dimensions and typology of Disasters - Natural disasters
- Dimensions and typology of Disasters - Manmade Disasters

Unit 3: Risk Assessment and Mitigation

- Risk Assessment and Vulnerability Analysis: Understanding Risk, Hazard, Risk and Vulnerability, Vulnerability Identification and Analysis
- Disaster Management: Risk Reduction and Preparedness, Mitigation, Recovery and Reconstruction

Unit 4: Disaster Management in India

- National Disaster management policy- significance, principles and policy options.
- Understanding India's response to Disasters using Case Studies

Readings (4 Units)

- **Unit 1-Readings**
- Coppola, P. Damon, (2006) Introduction to International Disaster Management, Elsevier.
- Garlake, Teresa, (2000) Dealing with Disasters, Oxfam Education, Oxford.
- Greenberg, Michael I., (2006) Encyclopaedia of Terrorist, Natural & Man-Made: Disasters Jones & Bartlett, United Kingdom.

- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.

- **Unit 2-Readings -** GoelCoppola, P. Damon, (2006) Introduction to International Disaster Management, Elsevier.
- Garlake, Teresa, (2000) Dealing with Disasters, Oxfam Education, Oxford.
- Greenberg, Michael I., (2006) Encyclopaedia of Terrorist, Natural & Man-Made: Disasters Jones & Bartlett, United Kingdom.
- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.

Unit 3-Readings -

- Bourriau, Janine; (1992) Understanding Catastrophe; Cambridge University Press, Cambridge,.
- Carter, W. Nick., (1991) Disaster Management- A Disaster Manager's Handbook, A.D.B., Manila, Philippines.
- , S.L., (2006) Encyclopedia of Disaster Management, Deep and Deep, New Delhi.
- Marathe P. P., (2006) Concepts and practices in disaster management, Diamond Publications
- Narayan, B., (2000) Disaster Management, APH Publishing Corporation, New Delhi.

Unit 4-Readings -

- Pelling, Mark (2003) Vulnerability of Cities: Natural Disasters and Social Resilience, Earth Scan, London.
- Sharma V.K. (2013) Disaster Management, IIPA, New Delhi.
- Shaw, Rajib and R.R. Krishnamurthy, (2009) Disaster Management: Global Problems and Local Solutions, Universities Press.
- Singh, R.B., (2006) Natural hazards and disaster management: Vulnerability and Mitigation, Rawat Publications, Jaipur.
- Singh, Shailendra K, Kundu, Subhash C and Singh, Shobha, (1980) Disaster Management; Mittal Publications, New Delhi

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEM (GIS)

Pre-requisites for the Course	None
Course Code	STS-527
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability, Entrepreneurship, Skill Development
Relevance of course to	Local, National, Regional and Global level
Relation to	Professional Ethics

Course Description: This course attempts to provide a introduction to the basics of Geographic Information System (GIS) using the GIS lab in the School of National Security Studies. It will provide hands-on training to students on the use of QGIS software to carry out analysis on national security issues.

Course Objective: The course aims to enable students to understand the concepts of Geographic Information System (GIS). They will also learn to use GIS software for various academic and research purposes. This course will enable them to understand map in digital form.

On completion of the course students will be able to :-

LO 1 – Describe the concepts of Geographic Information System (GIS).

LO 2 – Apply the software to describe and analyse data of GIS.

LO 3 – Create map digitally

LO 4 – use various tools to collect and analyse data on military geography, map, remote sensing etc.

Note: LO: Learning Outcome

Evaluation Method:

Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
(Assignments/Term Paper :20Marks Mid- Semester exam : 30Marks)

End Semester Exam - 50 marks

Teaching Methods: Bulk of the teaching will take place through classroom lectures and interactions. Along with that they will be given practical knowledge of GIS software in the GIS Laboratory. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in

classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Course Content

Unit 1: Introduction to GIS

- Types of Maps and Projections, Scale, Coordinate Reference System
- Uses of GIS, Various types of data and layers
- Installing Plugins and Familiarising with QGIS software and Datasets

Unit 2: Vector Data and Analysis

- Create Point, Line, Polygon (P,L,P) shape files
- Digitize Point, Line, Polygon shape files
- Importing Spreadsheets data to add layer to P,L,P

Unit 3: Raster Data and Analysis

- Types of Raster Data, Data Attribute
- DEM analysis
- Heatmap, Contour, Hillshade and other features

Unit 4: Creating a Map and adding Layers

- Digitisation of Small Map, Clipping of Map
- Adding layers to Map, Adding Data to Map
- Finalising Map by adding scale and Legend

Readings

- *Geographic Information System Basics* by Jonathan E. Campbell, UCLA, Michael Shin, UCLA.
- Spoken Tutorial, QGIS, IIT Bombay, FOSSE Project, https://spoken-tutorial.org/tutorial-search/?search_foss=QGIS&search_language=English
- Geographic Information Systems (GIS), GIS Data, *MIT Libraries*, <https://libguides.mit.edu/gis>

INTRODUCTION TO RESEARCH METHODOLOGY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-541
Course Type	Compulsory
Credit	02
Contact Hours	2 hours per week
Course focussing on	Employability, Entrepreneurship, Skill Development
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics

Course Description: This is an M.A. level course which will familiarize students with the methods and tools of doing research in Social Sciences, Defence and Strategic Studies and International Relations (IR). The students will learn the nuances of research writing, data analysis (quantitative and qualitative), selecting and designing a research proposal including framing research questions and hypothesis, reviewing and critically analyzing the existing literature in the area.

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

On completion of the course students will be able to :-

LO 1 – identify a research area and research questions to be investigated

LO 2 – collect data from online and offline research databases

LO 3 – assimilate from various sources and write a literature review

LO 4 – write a research proposal

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam, preparation and presentation of Research Proposal) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include preparation of a research proposal and its presentation by the students. Students will be encouraged to do a regular reading of the important books and journals pertaining to the issue area. Students are also provided introduction and hands on training on important ICT Research Management tools in RM like EndNote, Zotero, Mendley.

Course Content

Unit 1: Introduction to Research Methodology

What is Research and Research Methodology

- Types of Research
- Inductive vs Deductive Method
- Introducing Positivism, Behaviouralism
- Hermeneutics, Falsification, Paradigm

How to prepare a Research Proposal

- Deciding Research Area/Focus
- Research Ethics and Plagiarism
- Collecting Data using Online and Offline Databases, Using ICT Tools for Citation (Zotero, Endnote)
- Literature Review
- Designing Research Questions and Hypothesis

Unit 2: Quantitative and Qualitative Tools and Techniques in Social Science Research

- Introduction to Quantitative Tools and Techniques in Social Science Research (Data and data collection, Designing and Selecting samples, Basics of statistical Tools and techniques to Analyse Data)
- Introduction to Qualitative Tools and Techniques in Social Science Research (Questionnaire, Field Work, Interviews)
- Field Trip

Essential Readings

1. Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners*, Sage, 3rd Edition, 2011.
2. Stephen Van Evara, *Guide to Research for Students of Political Science*, Cornell: Cornell University Press, 1997.
3. McNabb David, *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice Hall, New Delhi 2004.
4. John W Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Sage, 2nd Edition, 2007.
5. John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, Sage, 3rd Ed., 2009.
6. Howard Lune and Bruce L. Berg, *Qualitative Research Methods for Social Sciences*, Pearson, Ninth Ed., 2017.
7. Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2nd Edition. Newbury Park, CA: Sage Publications, 1998.
8. N.L. Spoull, *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2nd Ed., Metuchen, NJ: Scarecrow Press, 1995.

Fourth Semester

ENERGY SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-571
Course Type	OPTIONAL
Credit	4
Contact Hours	FIVE hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y) Skill Development (Y)
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics, Environment and sustainability

<p>Course Description: This course will focus on many aspects of the energy and security nexus. It will begin with an overview of the concept of energy security, its meaning and uses, as well as an overview of some major contemporary energy security issues and problems. This will include some of the basic data, trends, issues and options in oil, gas, electrical, hydropower, alternative energy sources and more. The course will examine the evolution of thinking about the relationship between energy and security in the 20th century and explore new thinking about how to ensure energy security in the 21st century; the course highlights policy challenges to integrate diverse economic, geopolitical and environmental objectives by examining selected energy security policy issues and approaches</p>
<p>Course Objective: The course aims to enable students to familiarize students with the Concept , issues , Challenges of Energy Security</p>
<p>On completion of the course students will be able to :-</p>
<p>LO-1 Focusing on why is Energy a National Security Issue? and introduce the topic of Oil Economics</p>
<p>LO-2 Will discuss The Persian Gulf and Resource Wars .Global Governance of Extractive Resources and Energy Poverty and Development</p>
<p>LO-3 focusing on the topics of Russia, Central Asia, Pipeline Politics and Europe. Energy issues of African continent. Energy Security challenges/ strategies of US, China and India</p>

LO-4 Issues and Case studies Focusing on Climate Change , Energy Security and Renewable Energy, Conservation, Alternative Energies, India's Quest for energy security

Evaluation Method:

Mid Semester Exam - 30 marks

- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand the energy security and related issues

Course Content

UNIT 1:

- Why is Energy a National Security Issue?
- Oil Economics

UNIT 2:

- The Persian Gulf and Resource Wars
- Global Governance of Extractive Resources
- Energy Poverty and Development

UNIT 3:

- Russia, Central Asia, Pipeline Politics and Europe
- Energy and Africa
- US, China and Energy Security
- China and India

UNIT 4:

- Climate Change
- Energy Security and Renewable Energy
- Conservation, Alternative Energies,

- India's Quest for energy secu

Reading list

- Brenda Shaffer (2009) "Introduction," in Energy Politics, pp. 1-18.
- Jean-François Seznac (2012) "Politics of Oil Supply: National Oil Companies vs. International Oil Companies," in Looney, ed., the Routledge Handbook of Oil Politics, pp. 45-59.
- Daniel Yergin (2011) "Is the World Running out of Oil?" in The Quest, pp. 227-241. [in polycopié]
- James Fearon (2005) "Primary Commodity Exports and Civil War" Journal of Conflict Resolution 49(4): 483-507.
- Michael Ross (2004) "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," International Organization 58:35-67.
- Philippe Le Billon (2001) "The Political Ecology of War" Political Geography 20:561-584.
- Robert Kaplan (2011) "The South China Sea Is the Future of Conflict," Foreign Policy, Sept-Oct.
- Terry Lynn Karl (1999) "The Perils of the Petro-State: Reflections on the Paradox of Plenty," Journal of International Affairs 53(1): 31-48.
- Michael Ross (2001) "Does Oil Hinder Democracy?" World Politics 53: 325-361.
- Stephen Haber and Victor Menaldo (2011) "Do Natural Resources Fuel Authoritarianism: a Reappraisal of the Resource Curse," American Political Science Review, pp. 1-26.
- Halvor Mehlum et. al. (2006) "Institutions and the Resource Curse," The

Economic Journal 116: 1-20.

- Marc J. O'Reilly and Wesley B. Renfro (2006) "Evolving Empire: America's 'Emirates' Strategy in the Persian Gulf," *International Studies Perspectives* 8: 137-151.
- Bruce Russett (1981) "Security and the Resources Scramble: Will 1984 be like 1914?" *International Affairs* 58(1): 42-58.
- Michael T. Klare "Petroleum Anxiety and the Militarization of Energy Security," in Moran and Russell, eds. *ES&GP*, pp. 39-61.
- Christopher J. Fettweis (2009) "No Blood for Oil: Why Resource Wars are Obsolete," in Luft and Korin, eds. *ESC*, pp. 66-77.
- Leszek Buszynski (2010) "Rising Tensions in the South China Sea: Prospects for a Resolution of the Issue," *Security Challenges* 6(2): 85-104.
- David R. Dreyer (2010) "One Issue Leads to Another: Issue Spirals and the Sino-Vietnamese War," *Foreign Policy Analysis* 6: 297-315.
- Krista Wiegand (2009) "China's Strategy in the Senkaku/Diaoyu Islands Dispute: Issue Linkage and Coercive Diplomacy," *Asian Survey* 5(2): 170-193.
- M. Taylor Fravel (2010) "International Relations Theory and China's Rise: Assessing China's Potential for Territorial Expansion," *International Studies Review* 12: 505-532.
- Jeff D. Colgan (2010) "Oil and Revolutionary Governments: Fuel for International Conflict," *International Organization* 64: 664-691.
- Joanna Depledge (2008) "Striving for No: Saudi Arabia in the Climate Change Regime," *Global Environmental Politics* 8(4): 9-35.
- Matthew Fuhrmann (2012) "Splitting Atoms: Why Do Countries Build Nuclear Power Plants?" *International Interactions*

NATIONAL SECURITY AND INDIA'S FOREIGN POLICY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-572
Course Type	Core
Credit	04
Contact Hours	4 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	National, Regional and Global level
Relation to	Professional Ethics

Course Description:

Foreign policy is a tool that a sovereign state uses to pursue its national interests in the international arena. This course aims at providing a comprehensive introduction to the key issues in India's foreign policy. It discusses the origins and determinants of India's foreign policy, the theory and practice of nonalignment, key episodes and trends in the history of India's foreign policy, the reasons for its transformation during the late-1980s and early-1990s, and the features of contemporary foreign policy. The course also covers key bilateral relations, regions, and issue areas and culminates with discussions on the enduring themes in India's relations with the world and the skill of analysing foreign policy.

Course Objective:

This course aims at providing a comprehensive overview of major issues and themes in India's national security and foreign policy. The course helps students become familiar with the policy and institutional frameworks, India's current engagement with major and emerging powers and the focus areas in its multilateral diplomacy.

On completion of the course students will be able to :-

Unit- 1	LO 1	Acquire a comprehensive understanding of the historical outlines of India's foreign policy.
Unit - 2	LO 2	Become familiar with the enduring themes in India's foreign policy (relationships with its immediate and extended neighbours). Hence, they will be able to critically analyze Indian foreign policy responses to current geopolitical trends informed by history, ideas and traditions.
Unit – 3	LO 3	Articulate India's emerging role in international institutions in both conflict and conflict resolution processes, and develop skills in foreign policy analysis.
Unit - 4	LO 4	Understand the key challenges to contemporary Indian foreign policy, and develop insights into possible future scenarios and research in the field

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

Course Content

Unit 1: Introduction, Structure and Determinants of India's Foreign Policy

- The meaning of foreign policy and its relation to national interest
- Determinants of India's foreign policy
- Institutions, Actors and Personalities in the Making of India's Foreign Policy (Parliament, Cabinet, Political parties, Pressure Groups, Foreign Policy Planning, Bureaucracy, Military, National Security Council); Personalities and Indian Foreign Policy (Jawaharlal Nehru to NarendraModi)

Unit 2: India's Foreign Relations

- India and South Asia: Major Issues and their implications for National Security
- Extended neighbourhood and National Security Implications: West Asia, Central Asia and South East Asia
- Key bilateral relations: United States, Russia, China, Japan, Israel, Africa

Unit 3: India and International Institutions

- India and the UN
- India and International Financial Institutions - GATT, IMF, World Bank
- India and Regional Institutions – BRICS, SCO, European Union, SAARC, BIMSTEC

Unit 4: Major Security Issues and India's Foreign Policy

- India's nuclear policy (PTBT, NPT, CTBT, MTCR, NSG, Wassenaar Agreement)
- Global issues – climate change, international terrorism and security
- Diaspora and foreign policy
-

Readings (4 Units)

Unit-1 readings

- Appadorai, A. (1949). 'India's Foreign Policy'. *International Affairs*, 25(1): 37-46.
- Ganguly, Sumit and Rahul Mukherji (2011). *India Since 1980*. New York: Cambridge University Press.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.

Unit-2 readings

- Pant, H. (2019). *Indian Foreign Policy: The Modi Era*, New Delhi: Har Anand Publications, 2019.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen, S. P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.

Unit-3 readings

- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.
- Malone, D., C. R. Mohan and S. Raghavan (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Michale, A. (2013). *India's Foreign Policy and Regional Multilateralism*. Palgrave Macmillan.

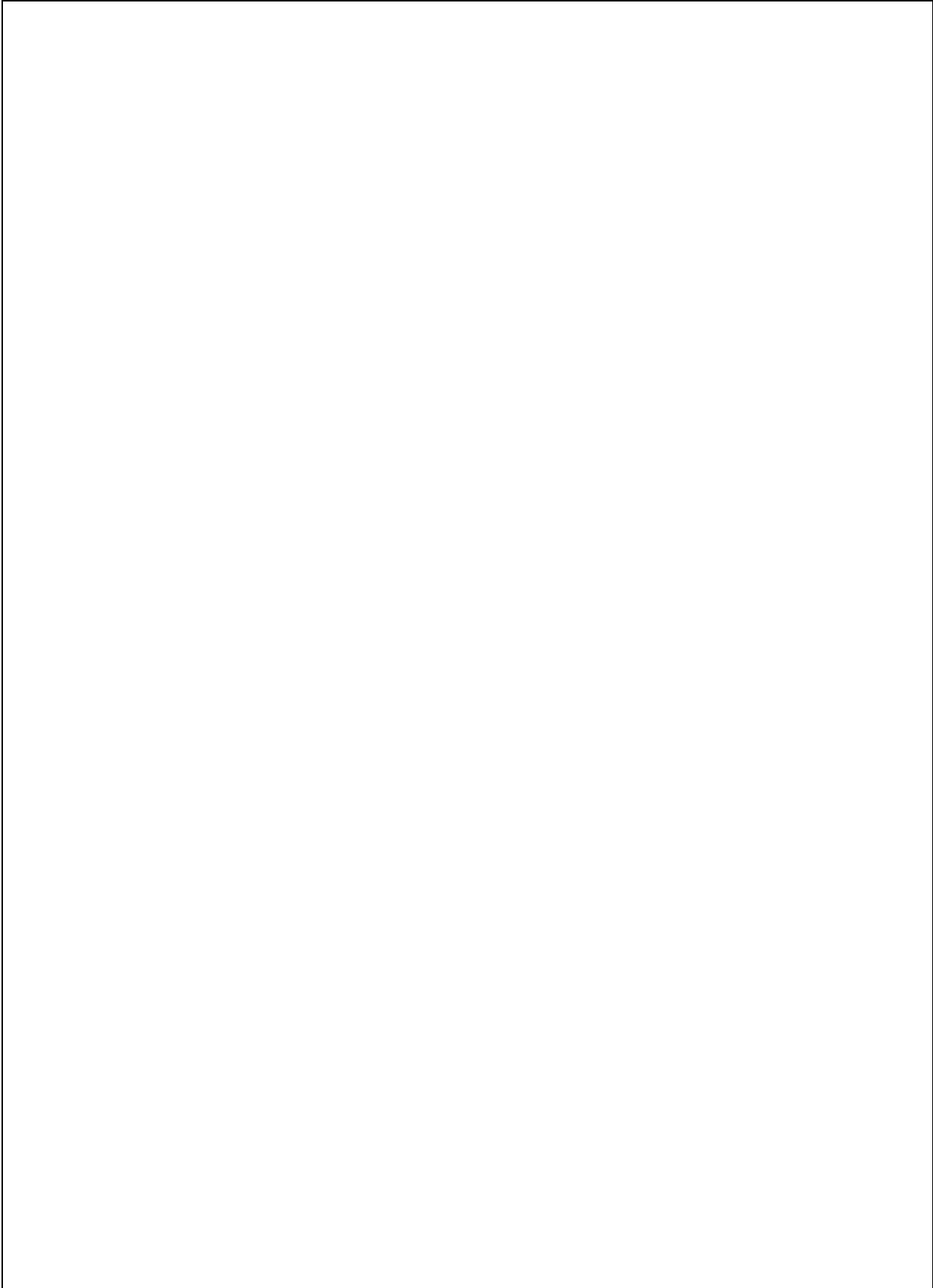
Unit-4 readings

- Menon. S.S (2016). *Choices-Inside the Making of India's Foreign Policy*. Brookings Institutions Press
- Pant, H. and Y. Joshi, *Indian Nuclear Policy*, Oxford: Oxford University Press, 2018.
- Rajagopalan, Rajesh (2013). 'Nuclear Weapons, Indian Strategy, and International Politics' in Navnita Chadha Behera (ed.) *India Engages the World*, New Delhi: Oxford University Press, 271-330.
- Abraham, I. (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.

Suggested Readings

- Harsh Pant (2019), *Indian Foreign Policy: The Modi Era*, New Delhi: Har Anand Publications.
- Harsh Pant, Ed., *New Directions in India's Foreign Policy: Theory and Praxis*, Cambridge: Cambridge University Press, 2018.
- Harsh Pant and Yogesh Joshi, *Indian Nuclear Policy*, Oxford: Oxford University Press, 2018.
- Harsh Pant, *Indian Foreign Policy: An Overview*, Manchester: Manchester University Press; New Delhi: Orient Black Swan: 2016.
- Lal, Deepak. (1967). 'Indian Foreign Policy, 1947-64'. *Economic and Political Weekly*, 2(19): 879+881-883+885-887.
- Mehta, P.B. (2009). 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India'. *India Review*, 8(3): 209-233.
- Misra, K.P. (1981). 'Towards Understanding Non-Alignment'. *International Studies*, 20(1-2):23-37.
- Mohan, C. Raja (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking Books.
- Nehru, Jawaharlal. (1946/2012). *The Discovery of India*. New Delhi: Penguin Books.
- Noorani, A.G. (1979). India's Foreign Policy. *Asian Affairs*, 6(4): 231-242.
- _____ (1978). Foreign Policy of the Janata Party Government. *Asian Affairs*, 5(4): 216-228.
- Prasad, Bimal (1962). *The Origins of Indian Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. Calcutta: Bookland.
- Rajan, M.S. (1968-69). 'India and World Politics in the Post-Nehru Era'. *International Journal*, 24(1): 138-158.
- Rana, A.P. (1969). 'The Intellectual Dimensions of India's Nonalignment'. *The Journal of Asian Studies*, 28(2): 299-312.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.
- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. Delhi: Oxford University Press.
- Dixit, J.N. (2004). *Makers of India's Foreign Policy*. New Delhi: HarperCollins.
- Keenleyside, T.A. (1980). Prelude to Power: The Meaning of Non-Alignment Before Indian Independence. *Pacific Affairs*, 53(3): 461-483.
- Rajan, M.S. (1997). *Recent Essays on India's Foreign Policy*. Delhi: Kalinga Publications.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Raghavan, Srinath (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
- Thakur, Ramesh (1992). 'India After Nonalignment'. *Foreign Affairs*, 71(2): 165-182.
- Malone, David M. (2012). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford: Oxford University Press.
- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.

- Abraham, Itty (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen Stephen P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.



CYBERSPACE AND NATIONAL SECURITY

Pre-requisites for the course	Bachelors in any discipline
Course Code	STS-573
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hour consultation/ tutorial)
Course focussing on	Employability(Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Cyber Space, Cyber security threats, Cyber Attack, Global initiatives

Course Description: This is an M.A. level course which will introduce students to meaning, nature, definition and types of Cyber space . The course has been designed to introduce the contours of cyberspace to the students. The subject will focus on introduction to cyberspace and discuss the vulnerabilities in it. It will also explain how cyberspace can be protected through various mechanisms including laws and policies. In one of the chapters, the course will dedicatedly examine the situation of cyberspace in India.

Course Objectives:

- On completion of the course, the student will be able to: To Understand the concepts of cyber space. To understand/explore vulnerabilities in cyber space and implications on International Security. To Study the internal and external global cyber threats. To examine international and national cyber policies/laws and measures. To analyse the future challenges in global cyberspace

On completion of the course students will be able to :

LO 1- Analyse complexities and uniqueness of cyber space/virtual world.

LO 2- Inculcate the understanding of various cyber security threats and their consequences .

LO-3- Know technical and social aspects of cybercrimes.

LO 4- Network and collaborate with cyber security experts

LO 5- Analyse the world-wide approach regarding cyber-attacks.

Evaluation Method :

Sessional Evaluation (Mid Semester Exam/Term paper & presentations) - 50 marks
 End_Semester exam - 50%

Note: Lo: Learning Outcome**Evaluation Method:**

Sessional Evaluation (Mid Semester Exam/Term paper & presentations) - 50 marks
 End-Semester exam - 50%

Teaching Methods:

- The pedagogical approach would comprise classroom lectures accompanied with use of information and communication technology -Audio/videos wherever required. Lecture/s of eminent speaker/s of concerned area will also be organized as part of course time to time. Group discussions and presentations will be part of classroom teaching to enhance their knowledge in context to cyber space and related aspects. Students will be encouraged to do regular reading of authentic books, chapters of edited book, journal articles and to watch video lecture on topics related to cyber-attacks, crime and methods to mitigate cyber risks. And it's mitigation .

Course Contents**Course content****Unit 1 - Introduction to Cyberspace**

- Defining cyber space, Information Security and CILs
- Information Systems: Networks/LAN/WAN and Military Sensors
- Impact of Cyber Crimes in International Security(Citizen Security, Defence Sector, Finance (Banking) Divisions, Energy Segments, Transportation Facilities, Space Domain, Telecommunications

Unit 2 - Vulnerabilities in Cyberspace (Type of Cyber Aggression/Violence)

- Cyber Warfare (National Security Breach, Cyber Armies, Malware Attacks)
- Cyber Terrorism (Motivation, Recruitment, Training, Campaigning, Tools of violence) ,Cyber Espionage (Data theft, cyber spies/machineries, Espionage Malwares/tools)

- Cyber Crimes (Hacking, Phishing, Defamation, Spam, Trespass, Stalking)

Unit 3 - Securing Global Cyber Space (Role of International and National Bodies)

- Risk Identification, Levels of Protection and Defensive Measures
- Global Computer Emergency Response Team
- UN and other International Institutions

Unit 4 - Cyber Laws/Policies and Indian Cyber Security System

- Overview of Cyber Laws Cyber Laws in US, Europe, China, Russia & Others
- Indian Cyber Security Policy and IT-Act, ME&IT, DIT, CERT-In, NIC, etc
- Prime Minister Office (NCIIPC & NSCS); Ministry of Defence (CYBERCOM, DIARA, Defence-CERT, DRDO); Ministry of Home Affairs (CCTNS)

Readings (4 Units)

Unit 1-Readings

- Franklin D. Kramer, Stuart H. Starr, Larry K. Wentz (ed), *Cyberpower and National Security*, Potomac Books Inc, 2009.
- Jeffrey Carr, *Inside Cyber Warfare: Mapping the Cyber Underworld*, O'Reilly Media, 2011.
- Goel S.L. and Ram Kumar, (2001) *Disaster Management*, Deep Publications Pvt. Ltd., New Delhi.

Unit 2-Readings

- Garlake, Teresa, (2000) *Dealing with Disasters*, Oxfam Education, Oxford.
- Greenberg, Michael I., (2006) *Encyclopaedia of Terrorist, Natural & Man-Made: Disasters* Jones & Bartlett, United Kingdom.
- Goel S.L. and Ram Kumar, (2001) *Disaster Management*, Deep Publications Pvt. Ltd., New Delhi.

Unit 3-Readings -

- Jason Andress, Steve Winterfeld (ed), *Cyber Warfare: Techniques, Tactics and Tools for Security Practitioners*, Syngress, 2013.
- Greenberg, Michael I., (2006) *Encyclopaedia of Terrorist, Natural & Man-Made: Disasters* Jones & Bartlett, United Kingdom.
- Goel S.L. and Ram Kumar, (2001) *Disaster Management*, Deep Publications Pvt. Ltd., New Delhi.

- **Unit 4-Readings** - Pelling, Mark (2003) Vulnerability of Cities: Natural Franklin D. Kramer, Stuart H. Starr, Larry K. Wentz (ed), Cyberpower and National Security, Potomac Books Inc, 2009.
- Jeffrey Carr, Inside Cyber Warfare: Mapping the Cyber Underworld, O'Reilly Media, 2011
- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.

WEAPONS OF MASS DESTRUCTION (WMD) AND NATIONAL SECURITY

Pre-requisites for the Course	None
Course Code	STS-574
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	National, Regional and Global level
Relation to	Environment & Sustainability, Human Values and Professional Ethics

Course Description: This M.A. level course will introduce students to the debates around weapons of mass destruction. The course will study the reasons why states seek WMDs, nuclear weapons, chemical and biological weapons, nuclear deterrence, nuclear capabilities in the major nuclear weapons possessing countries and arms control and disarmament efforts.

Course Objective: The course aims to enable students to familiarize students with the science of nuclear weapons and nuclear power. To introduce students to reasons why states seek nuclear weapons. To familiarize the students with the nuclear capabilities in the major nuclear weapons possessing countries. To demonstrate the importance of norms and treaties in global efforts to control proliferation of nuclear weapons and eliminate nuclear weapons.

On completion of the course students will be able to :-

LO 1 – Describe science of nuclear weapons and nuclear power.

LO 2 – Describe reasons why states seek nuclear weapons and what are the repercussions of WMDs.

LO 3 – Describe and analyse the importance of norms and treaties in global efforts to control proliferation of nuclear weapons and eliminate nuclear weapons.

LO 4 – Describe the various efforts made to control Arms race, Control Regimes and proliferation of WMDs.

Note: LO: Learning Outcome

Evaluation Method:

Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
(Assignments/Term Paper :20Marks Mid- Semester exam : 30Marks)

End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on deterrence and nuclear strategy. The students will be watching and discussing documentaries and movies about the Cuban Missile Crisis to appreciate the dangers associated with nuclear weapons

Course Content

Unit 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved

- Introducing the Science behind Nuclear Energy and WMDs
- Challenges for Avoiding proliferation
- Effects of Nuclear, Chemical and Biological Weapons
- Risks involved in dealing with Nuclear Energy and WMDs.

Unit 2: Proliferation of Weapons of Mass Destruction

- Major Drivers (Security related drivers, Domestic Politics related drivers, Norms and Prestige related drivers), Waltz and Sagan debate about 'Spread of Nuclear Weapons'
- Chemical and Biological Weapons
- Concept of Non-Proliferation and Major treaties (PTBT, NPT, CTBT, FMCT)
- Export Control Regimes (MTCR, NSG, Australia Group, Wassenaar Agreement)
- Chemical Weapons Convention and Biological Weapons Convention
- Terrorism and Nuclear Proliferation

Unit 3: Nuclear Strategy, Deterrence and Weapons of Mass Destruction

- Understanding the basic concepts of Nuclear Deterrence
- How has the nuclear strategy evolved in the nuclear age (Major Strategists and Writers on Nuclear Strategy)
- Capabilities and Doctrines of Nuclear Weapons Possessing Countries (NWS and India, Pakistan, Israel, North Korea)

Unit 4: Arms Control and Disarmament

- Arms Control and Disarmament – Concepts, Objectives, Elements of Arms Control, Approaches to Arms Control and Disarmament
- Arms Control Under League of Nations, United Nations, Unilateral, Bilateral and Multilateral Approaches

- Nuclear Arms Limitation and Arms Control Treaties (ABM, SALT, START, INF etc.)
- Countries which have given up or ceased nuclear weapons programs (Former republics of FSU, South Africa, Libya and Iran)
- Nuclear Taboo and Nuclear Disarmament

Readings

UNIT 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved

- " How Do Nuclear Weapons Work?" Union of Concerned Scientists,
- Richard Rhodes and Denis Beller, "The Need for Nuclear Power," *Foreign Affairs*, Vol. 79, No. 1 (Jan. - Feb., 2000), pp. 30-44.

UNIT 2: Proliferation of Weapons of Mass Destruction

- Scott D. Sagan, 'The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons', *International Security*, Vol. 18, No. 4, Spring 1994, pp.66-107.
- Scott D. Sagan, "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb," *International Security*, Vol. 21, No. 3, Winter, 1996-1997, pp. 54-86.
- Kenneth N. Waltz and Scott. D. Sagan, *The Spread of Nuclear Weapons: A debate*, New York: W. W. Norton, 1995. (Selected Sections).
- Richard Price, "A genealogy of the chemical weapons taboo", *International Organization*, Vol. 49, No. 1, Winter 1995, pp. 73-103.
- Jonathan B. Tucker, "A Farewell to Germs: The US renunciation of biological and toxin warfare, 1969-70", *International Security*, Vol. 27, No.1, Summer 2002, pp. 107- 148.

UNIT 3: Nuclear Strategy, Deterrence And Capabilities

- Ward Wilson, *Five Myths About Nuclear Weapons*, Houghton Mifflin Harcourt, 2013. (Selected Sections).
- Lawrence Freedman, *The Evolution of Nuclear Strategy*, London: Macmillan Press Ltd, 1989 (Chapters - 1, 6, 9, 15, 16, 17).
- Jervis, Robert, *Perception and Misperception in International Politics*, Princeton: Princeton University Press, 1976. (Chapter 3).
- Scott D. Sagan, *Moving Targets: Nuclear Weapons and National Security*, Princeton, NJ: Princeton University Press, 1989. (Chapter 1).
- Jacques E. C. Hymans, *Achieving Nuclear Ambitions: Scientists, Politicians, and Proliferation*, Cambridge: Cambridge University Press, 2012. (Selected Sections).
- John Wilson Lewis and Xue Litai, *China Builds the Bomb*, Stanford: Stanford University Press, 1988, pp. 35-169

- Wu Riqiang, "Certainty of Uncertainty: Nuclear Strategy with Chinese Characteristics," *Journal of Strategic Studies*, 2013, Vol. 36, No. 4, pp.579-614.
- Bhumitra Chakma, "Road to Chagai: Pakistan's Nuclear Programme, Its Sources and Motivations," *Modern Asian Studies*, Vol. 36, No. 4, 2002, pp. 871-912.
- Scott Sagan, "Evolution of Pakistani and Indian Nuclear Doctrine," in Scott Sagan Ed. *Inside Nuclear South Asia*, New Delhi: Foundation Books, 2011.
- Paul Kapur, *Dangerous Deterrent* (Sections will be identified)
- George Perkovich, *India's Nuclear Bomb*, California: Oxford University Press (Selected sections).
- "Draft Report of National Security Advisory Board on Indian Nuclear Doctrine", *Ministry of External Affairs*, August 17, 1999, available at <http://www.mea.gov.in/in-focus-article.htm?18916/Draft+Report+of+National+Security+Advisory+Board+on+Indian+Nuclear+Doctrine>
- "Cabinet Committee on Security Reviews Progress in Operationalizing India's Nuclear Doctrine," *Press Information Bureau*, January 4, 2003, available at <http://pib.nic.in/archieve/lreleng/lyr2003/rjan2003/04012003/r040120033.html>
- Bharat Karnad, "The Irrelevance of Classical Nuclear Deterrence Theory," *India Review*, Vo. 4, No. 2, April 2005, pp. 173-213.
- Christopher R. Hill, "The Elusive Vision of a Non-Nuclear North Korea," *The Washington Quarterly*, 2013, Vol. 36 (2), pp. 7-19.

UNIT 4: Arms Control and Disarmament

- Emanuel Adler, "The Emergence of Cooperation: National Epistemic Communities and the International Evolution of the Idea of Nuclear Arms Control." *International Organization*, 1992, Vol. 46, 1, pp. 101-145.
- Francis J. Gavin, "Blasts from the Past: Proliferation Lessons from the 1960s," *International Security*, 2004, Vol. 29, 3, pp. 100-135.
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 1999, Vol. 53, 3, pp. 433-468.

EUROPEAN UNION AS A GLOBAL ACTOR

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-575
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: The European Union (EU) is a remarkable development of the post-second World War period. Reconciling national interests with pooled sovereignty in certain domains, the EU is a *sui-generis* (one of its kind) project. It represents a post Westphalian actor with the most advanced form of supranational governance inspiring efforts towards regional integration around the world. However, events like Iraq War, Eurozone crisis, Brexit and the migration crisis have put the integration project at crossroads. This course provides an overview of origins and evolution of the EU and its role as a global actor.

Course Objective: The course helps students think critically about the EU's role in global politics with focus on issue areas like security, trade, climate change etc. The course discusses EU's relations with major and emerging powers and aims to develop awareness on challenges facing the European integration project.

On completion of the course students will be able to:

LO 1 – understand the evolution of EU as a global actor

LO 2 – use different theoretical and methodological approaches to comprehend the institutional processes and policy making in the EU

LO 3 – develop analytical skills to study the EU's salience as a global actor in policy areas such as trade and development, security, peacebuilding and post-conflict reconstruction

LO 4 – to develop insights into possible future scenarios and research in the field

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the

theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Course Content

Unit 1: Introduction to the European Union

- History and evolution
- European Integration – Theoretical approaches
 - Functionalism
 - Intergovernmentalism
 - Supranationalism
 - Multi-level governance

Unit 2: Conceptualizing EU as a Global Actor

- Civilian and Normative power
- Multilateralism and rules-based order
- EU as a security actor – ESS (2003) and EUGS (2016)

Unit 3: EU Foreign and Security Policy: Key Issues

- Enlargement and neighbourhood
- Climate change and sustainable development
- Trade and connectivity
- Human rights and democracy promotion
- Migration

Unit 4: EU in a Multipolar World

- Future of Trans-Atlantic partnership
- EU's relations with China, Russia and UN
- India-EU Strategic Partnership

Readings (4 Units)

Unit 1

- Archer, Clive (2008). *The European Union*. London: Routledge.
- Warleigh-lack, Alex (2008). *European Union: The Basics*. New York: Routledge.
- Liesbet Hooghe & Gary Marks (2019). Grand theories of European integration in the twenty-first century. *Journal of European Public Policy*, 26:8, 1113-1133
- Maher, Richard (2019). International Relations Theory and the Future of European Integration, *International Studies Review*, 1-26.

Unit 2

- Manners, Ian (2002). Normative Power Europe: a Contradiction in Terms? *Journal of Common Market Studies*, 40(2): 235-258.
- Smith, Michael (2007). The European Union and International Order: European and Global

- Dimensions. *European Foreign Affairs Review*, 12(4): 437-456.
- Moravcsik, Andrew (2002). Reassessing Legitimacy in the European Union. *Journal of Common Market Studies*, 40: 603-624.
- Howorth, Jolyon (2010). The EU as a Global Actor: Grand Strategy for a Global Grand Bargain? *Journal of Common Market Studies*, 48(3): 455-474.
- Lucarelli, S. & I. Manners (2006) (Eds.), *Values and Principles in European Union Foreign Policy*. London: Routledge.
- Mälksoo, Maria (2016). From the ESS to the EU Global Strategy: external policy, internal purpose. *Contemporary Security Policy*, 37(3): 374-388.
- Howorth, Jolyon (2016). The EUGS: New Concepts for New Directions in Foreign and Security Policy. *International Spectator*, 51(3): 24-26.

Unit 3

- Oberthür, S. (2016). Where to Go from Paris? The European Union in Climate Geopolitics, *Global Affairs* 2: 2.
- Ash, Timothy Garton (2012). The Crisis of Europe: How the Union Came Together and Why It's Falling Apart. *Foreign Affairs*, 91(5): 2-15.
- Carbone, Maurizio (2007). *European Union and International Development: The Politics of Foreign Aid*. London: Routledge
- Ceccorulli, Michela & Sonia Lucarelli (2017). Migration and the EU Global Strategy: Narratives and Dilemmas. *International Spectator*, 52(3): 83-102.
- Leblond, Patrick & Crina Viju-Miljusevic (2019). EU trade policy in the twenty-first century: change, continuity and challenges. *Journal of European Public Policy*, 26(12): 1836-1846.
- Lisbonne de Vergeron, Karine (2018). The New Silk Roads: European Perceptions and Perspectives. *International Studies*, 55(4): 339-349.
- Singh, Manasi. 2016. EU's Democracy Promotion in the Neighbourhood: Renegotiating the Framework post Arab Spring. In Scott Nicholas Romaniuk and Marguerite Marlin (Eds). *Democracy and Civil Society in a Global Era*, New York: Routledge.

Unit 4

- Simón, L. (2015). Europe, the rise of Asia and the future of the transatlantic relationship. *International Affairs*, 91(5): 269-289
- Berkofsky, A. (2014). The European Union (EU) in Asian Security: Actor with a Punch or Distant Bystander? *Asia-Pacific Review*, 21(2): 61-85.
- Sachdeva, Gulshan (2014). EU–China and EU–India: A Tale of Two Strategic Partnerships. *Strategic Analysis*, 38(4): 427-431.
- Kirchner, Emil (2015). China and the EU as Global Actors: Challenges and Opportunities for Joint Cooperation. *Economic and Political Studies*, 3(1): 98-113.
- Casier, Tom (2016). From logic of competition to conflict: understanding the dynamics of EU–Russia relations. *Contemporary Politics*, 22(3): 76-394.
- Kavalski, Emilian (2016). The EU–India strategic partnership: neither very strategic, nor much of a partnership, *Cambridge Review of International Affairs*, 29:1, 192-208.

- Peters, Ingo (2011). Strategic Culture and Multilateralism: The Interplay of the EU and the UN in Conflict and Crisis Management. *Contemporary Security Policy*, 32:3, 644-666.

INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-576
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focusing on	Employability (Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: The course examines the role and relevance of international organizations (IOs) and the major concepts and theoretical approaches to study IOs and assess their contribution in policy areas such as economic development, security, trade, environment, human rights and humanitarian assistance. It focuses on understanding global governance both as a paradigm and as an emerging field of inquiry in international relations. It explores what is meant by 'global', what is being governed, how and by whom.

Course Objective: The course helps students understand why states cooperate and create institutions to address collective action problems. It provides an insight into multilateral diplomacy through international institutions, regimes, transnational networks. The course introduces students to debates, challenges, the driving forces and processes, that characterize governance in an increasingly interconnected and politicized global context.

On completion of the course students will be able to:

LO 1 – understand the design and functioning of IOs and their interactions with states and other non-state actors

LO 2 – locate actors, sources of authority and identify challenges in global governance

LO 3 – critically evaluate the process of decision-making at the global level in major policy domains

LO 4 – develop insights into possible future scenarios and research in the field

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

Course Content

Unit 1: Introduction to IOs and Global Governance

- Historical evolution
- Definition, Typology, Roles and Functions
- Governance in a globalizing world

Unit 2: Concepts and Theoretical Approaches

- Realism and Liberal Institutionalism
- Regime Theory
- Functionalism and Neo-functionalism
- Multilateralism
- Power, IOs and Global Governance

Unit 3: Actors and Institutions in Global Governance

- The UN System – Evolution in a changing global context
- World Bank, IMF; WTO
- G20, BRICS
- Regional Organizations (EU, ASEAN, SAARC)
- Non-state Actors (Global Civil Society, Networks & Movements, NGOs, TNCs)

Unit 4: Global Governance and Role of IOs: Key Thematic Issues

- Collective security and use of force
- Peacebuilding and post-conflict reconstruction
- Trade, finance and development
- Human Rights and Human Security
- Environment and Health

Readings (4 Units)

Unit 1

- Diehl, Paul F. (ed.) (2005). *Politics of Global Governance: International Organizations in an Interdependent World*, Boulder, CO: Lynne Rienner.
- Dingwerth, Klaus and Philipp Pattberg (2006). Global Governance as a Perspective on World Politics. *Global Governance*, 12: 185-203.

- Finkelstein, Lawrence (1995). What is Global Governance? *Global Governance*, 1(3): 367-372.
- Abbot, Kenneth and Duncan Snidal (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution*, 42: 3-32.
- Archer, Clive (2015). *International Organisations*, London: Routledge.
- Hurd, Ian (2018). *International Organizations: Politics, Law, Practice*, New York: Cambridge University Press.
- Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance*, Boulder, CO: Lynne Rienner.
- Reinalda, Bob (2009). *Routledge History of International Organizations: From 1815 to the Present Day*, London: Routledge.
- Craig, Campbell (2008). The Resurgent Idea of World Government. *Ethics & International Affairs*, 22 (2): 133-142.

Unit 2

- Keohane, Robert O. and Lisa L. Martin (1995). The Promise of Institutional Theory,” *International Security*. 10(1), pp. 39-51.
- Grieco, Joseph (1988). Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism. *International Organization*, 42(3): 485-507.
- Barnett, Michael N. and Martha Finnemore (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4): 699-732.
- Ruggie, John Gerard (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(3): 561-598.
- Mearsheimer, John J (1994). The False Promise of International Institutions. *International Security*, 19(3): 73-91.

Unit 3

- Dutt, Sagarika (2012). The UN and Global Governance: Do Ideas Alone Help? *India Quarterly*, 68(2): 187-194.
- Kaldor, Mary (2003). The Idea of Global Civil Society. *International Affairs*, 79 (3): 583-593.
- George Weiss and Ramesh Thakur (eds.) (2010), *Global Governance and the UN: An Unfinished Journey*, Bloomington: Indiana University Press.
- Goodrich, Leland M. (1947). From League of Nations to United Nations. *International Organization*, 1(1): 3-21
- Cooper, Andrew (2010). The G20 as an Improvised Crisis Committee and/or a Contested ‘Steering Committee. *International Affairs*, 86 (3): 741-757.
- Cronin, Bruce (2002). The Two Faces of the United Nations: Between Inter-governmentalism and Transnationalism. *Global Governance*, 8(1): 53-71.
- Hettne, Björn and Fredrik Söderbaum (2006), The UN and Regional Organizations in Global Security: Competing or Complementary Logics? *Global Governance*, 12(3): 227-232.

- Bexell, Magdalena; Jonas Tallberg and Anders Uhlin (2010). Democracy in Global Governance: The Promises and Pitfalls of Transnational Actors. *Global Governance*, 16 (1): 81-101.

Unit 4

- Lipson, Michael (2007). Peacekeeping: Organized Hypocrisy? *European Journal of International Relations*, 13: 5-34
- Woodward, Scott (2012). The Responsibility to Protect: The Time is Now, *Mediterranean Quarterly*, 23 (3): 82-97.
- Woods, Ngaire (2007). *The Globalizers: The IMF, the World Bank, and Their Borrowers*, Ithaca: Cornell University Press.
- Ng N, Ruger J (2011). Global health governance at the crossroads. *Global Health Governance*, 3(2): 1-37.
- Lee, Kelly and Adam Kamradt-Scott (2014). The multiple meanings of global health governance: a call for conceptual clarity. *Globalization and Health*, 10 (28),
- Woods, Ngaire (2010). Global governance after the financial crisis: a New multilateralism or the last gasp of the great powers?. *Global Policy*, 1: 51-63.
- Newell, Peter (2008). The Political Economy of Global Environmental Governance. *Review of International Studies* 34 (3): 507-529.

INTELLIGENCE AGENCIES AND INDIA'S NATIONAL SECURITY

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-577
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: This course was designed for students to educate the important role of intelligence apparatus of India. The course will discuss the functioning of the intelligence of major countries with especial attention on India. This will discuss how information are collected from various sources and converted into intelligence inputs. This syllabus will also explain student how intelligence reports are writing with level of threats (read, orange and green) etc.

Course Objective: This course will be able to educate the objectives and functioning of India's intelligence communities from the academic perspective (not the statecraft). It will help learners to comprehend different types of intelligence organisations/units in India and their respective role to national security. Students will be able to analyse the way ahead and future trends of these security agencies.

On completion of the course students will be able to :-

LO 1 – Explore the history, concept and the role of India’s intelligence agencies in national security. They will be able to comprehend the legal aspect associated with intelligence agencies.

LO 2 – Explore the dedicated intelligence organisations operating in India. Intelligence agencies operating under the military and central armed polices forces would be analysed. Meanwhile other intelligence set ups in civil organisation would also be discussed.

LO 3 – Examine the types of intelligence gathering system. How actionable intelligence are generated from a raw data, or a piece of information.

LO 4 – Understand the trend of intelligence studies in India and abroad. The benefits and the importance of this study. Student would be able to predict the future of intelligence setups in India.

Note: LO: Learning Outcome

Evaluation Method:

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

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Course Content

Unit 1: Introduction to Intelligence Studies and National Security

- Understanding the concept of intelligence and security studies
- History of Indian Intelligence, and National Security Laws (Secret Act)
- Basic role of Intelligence Organisation in securing India

Unit 2: Indian Intelligence Organisations
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- India's Dedicated Intel Organisation: IB, R&AW, & NTRO
- Military and Central Armed Police Forces: Their Intelligence Units
- Other Intelligence setups: FIU, NCB, ED, MAC, JIC, etc.

Unit 3: Function and Sources of Intelligence

- Open Sources Intelligence (OSINT), Human Intelligence (HUMINT)
- Signal Intelligence (SIGINT), Communication Intelligence (COMINT)
- Imagery Intelligence (IMINT), Cyber Intelligence (CYBERINT)

Unit 4: Relevance of Intelligence Studies in Academic Realm and Social Sphere
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- Intelligence studies at Universities and Think Tanks (case study of US, UK, Europe, Israel & Australia)
- Intelligence in Literature, Films, Media, etc.
- Future Trends of Indian Intelligence, and Exercise/Gaming

<u>Readings List</u>

1. V.K.Singh, India's External Intelligence, Manas Publications, New Delhi-2007.
2. B. Raman, The Kaoboys of R&AW: Down Memory Lane, Lancer Publishers, New Delhi-2007.
3. D.C. Pathak, Intelligence: A Security Weapon, Manas Publication, New Delhi, 2008
4. Maloy Krishnar Dhar, Intelligence Tradecraft: Secrets of Spy Warfare, Manas Publication, New Delhi, 2011
5. D C Nath, Intelligence Imperatives for India
6. Dr Bhashyam Kasturi, Intelligence Services Analysis, Organization And Function

WARS, CONFLICT AND VIOLENCE IN INDIA

Pre-requisites for the Course	None
Course Code	STS-578
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability
Relevance of course to	Local, National, Regional and Global level
Relation to	Gender, Environment & Sustainability, Human Values and Professional Ethics

Course Description: The course aims to introduce major wars and conflicts in India since post-independence period. It discusses both full scale wars and Kargil conflict with Pakistan, falling short of full scale war. Along with wars, major insurgencies in North, West, Central and North-East India would be explored. The course also takes into account non-traditional security issues and challenges, like caste, communal and linguistic conflicts in India. Major inter-state conflicts over water resource would be also discussed.

Course Objective: The course aims to enable students to familiarize with wars and conflict occurred in India since independence. To introduce students to reasons of insurgencies in North-East. To analyse roots of conflict between states in India.

On completion of the course students will be able to :-

LO 1 – Describe wars and conflict occurred in India since independence.

LO 2 – Analyse the reasons of insurgencies in North-East.

LO 3 – Analyse roots of conflict between states in India.

LO 4 – Analyse the forms of religious, communal and caste-based conflicts and its causes.

Note: LO: Learning Outcome

Evaluation Method:

Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
(Assignments/Term Paper :20Marks Mid- Semester exam : 30Marks)

End Semester Exam - 50 marks

Teaching Methods: The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

Course Content

Unit I: India's Wars/Conflicts with neighbours

- 1947- Indo-Pak war 1947-48
- 1962- India-China war
- 1965 - Indo-Pak war
- 1971- Indo-Pak war
- 1999-Kargil Conflict

Unit II: Major Insurgencies and Militant Movements

- Left Wing Extremism
- Kashmir
- Punjab
- North-East

Unit III: Religious Conflict, Communalism and Caste Violence

- Religious Conflict,
- Communalism
- Caste Violence

Unit IV: Linguistic Demands, State Reorganization and Intra-State Conflicts over Water Resources

- Linguistic Demands
- Demands for State Reorganisation
- Intra-State conflicts over Water Resources

Readings

- Navnita Chadha Behra, "Internal Conflicts and Governance: Understanding India's Praxis," in *Norms and Premises of Peace Governance: Socio-Cultural Similarities and Differences in Europe and India*, eds., Janel B. Galvanek, Hans J. Giessmann and Mir Mubashir, Berghof Occasional Paper No. 32, Berlin, Berghof Foundation, 2012.
- Navnita Chadha Behra, *Conflict, Governance and Peace Building In Kashmir*, Oslo: Peace Research, 2103

- Arjun Subramaniam, *India's Wars: A Military History, 1947-1971*, HarperCollins, 2016
- V P Malik, *India's Military Diplomacy*, Harper, 2013
- Srinath Raghavan, *War and Peace in Modern India*, Orient Blackswan, 2013
- Srinath Raghavan, *1971: A Global History of the Creation of Bangladesh*, Harvard University Press, 2013
- John Garver, China's Decision for War with India in 1962," in *New Approaches to the Study of Chinese Foreign Policy*, Robert S. Ross and Alastair Iain Johnston, Stanford University Press, 2005.
- John Garver, Indian-Chinese Rivalry in Indochina," *Asian Survey*, Vol. 27, No. 1 (November 1987), pp. 1205-1219.
- Amitav Acharya, Subrat K Singhdeo and M Rajaretnam, ed. 2011. *Human Security: From Concept to Practice Case Studies from Northeast India and Orissa*. Singapore. First. 5 Toh Tuck Link: World Scientific Series on Human Security. doi:Asian Dialogue Society.
- Chakrabaty, Bidyut and Kujur Kumar Rajat. 2010. *Bidyut Chakrabarty, Rajat Kumar Kujur Maoism in India Reincarnation of Ultra-Left Wing Extremism in the Twenty-First Century Routledge Contemporary South Asia Series 2010.pdf*. First. Routledge.
- Dubey, Sandeep Kumar. 2013. "Maoist Movement in India: An Overview." *Institute for Defence Studies and Analyses*, 1–21.
- Mohanty, Manoranjan. 1977. *Manoranjan Mohanty-Revolutionary Violence_ A Study of the Maoist Movement in India-Sterling Publishers (1977).pdf*. New Delhi: Sterling.
- Scott Gates, Kaushik Roy, *Unconventional Warfare in South Asia: Shadow Warriors and Counterinsurgency*, Routledge, 2014
- Baruah, Sanjib (2005) *Durable Disorder Understanding the Politics of Northeast India*. Oxford: Oxford University Press.
- Gill, K.P.S. (1997) *The Knights of Falsehood*. New Delhi: Har Anand.
- Goswami, Namrata (2007) 'The Naga Narrative of Conflict: Envisioning a Resolution Roadmap', *Strategic Analysis*, 31 (2): 287–313.
- Kohli, Atul, 'Can Democracies Accommodate Ethnic Nationalism? Rise and Decline of Self Determination Movements in India', *Journal of Asian Studies*, 56 (2), 1997, pp. 325–44.
- Baruah, Sanjib (1994) 'The State and Separatist Militancy in Assam: Winning a Battle and Losing the War?', *Asian Survey*, 34 (10): 863–97
- Egreteau, Renaud (2006) *Instability at the Gate: India's Troubled Northeast and its External Connections*. New Delhi, Centre de Sciences Humaines.
- Wallace, Paul (2007) 'Countering Terrorist Movements in India: Kashmir and Khalistan', in Robert J. Art and Louise Richardson (eds), *Democracy and Counterterrorism Lessons from the Past*. Washington, DC: United States Institute of Peace, pp. 425–82
- Asha Sarangi and Sudha Pai, *Interrogating Reorganisation of States: Culture, Identity and Politics in India*, Routledge, 2016

- Louise Tillin, *Remapping India: New States and their Political Origins*, C. Hurst & Co., 2013
- Alan Richards & Nirvikar Singh (2010) Inter-state Water Disputes in India: Institutions and Policies, *International Journal of Water Resources Development*, 18:4, 611-625, DOI: [10.1080/079006202200001743](https://doi.org/10.1080/079006202200001743)
- Iyer, R. R. (1994a) Federalism and water resources, *Economic and Political Weekly*, 26 March, pp. 733–738.
- Iyer, R. R. (1994b) Indian federalism and water resources, *Water Resources Development*, 10(2), pp. 191–202.
- Ramana, M. V. V. (1992) *Inter-state River Water Disputes in India* (Madras, Orient Longman)
- Wilkinson, Steven Ian. "India, Consociational Theory, and Ethnic Violence." *Asian Survey* 40, no. 5 (2000): 767-91. doi:10.2307/3021176.
- Paul R. Brass, *The Production of Hindu-Muslim Violence in Contemporary India*, Seattle: University of Washington Press, 2003
- Rup Kumar Barman, Caste Violence in India: Reflections on Violence against the Dalits of Contemporary India, *Contemporary Voice of Dalit*, Vol 3, Issue 2, 2010, pp. 193 – 212, <https://doi.org/10.1177/0974354520100205>
- Hugo Gorringer, Surinder S. Jodhka & Opinderjit Kaur Takhar (2017) Caste: experiences in South Asia and beyond, *Contemporary South Asia*, 25:3, 230-237, DOI: [10.1080/09584935.2017.1360246](https://doi.org/10.1080/09584935.2017.1360246)

INTRODUCTION TO WEST ASIA

Pre-requisites for the Course	Bachelors in any discipline
Course Code	STS-579
Course Type	Optional
Credit	4
Contact Hours	FIVE hours per week (including 1 hr consultation/tutorial)
Course focussing on	Employability (Y), Entrepreneurship (Y), Skill Development (Y)
Relevance of course to	Local, National, Regional and Global level
Relation to	Professional Ethics, Human Values

Course Description: This is a M.A. level course which seeks to introduce students to the concepts, history, conflicts and India's concerns and interests in the West Asian region.

Course Objective: The course aims to enable students to familiarize students with the terms and concepts used to delineate the region, Introduce students to the history of the region, Familiarize students with the major conflicts in the region and also to Highlight India's concerns and interests in the West Asian region.

On completion of the course students will be able to :-

LO-1 Will have an idea about West Asia region. Introduce geopolitical terminologies and issues of the region

LO-2 Provide a theoretical framework to the understand the West Asian region, its politics and history. Will help to understand the history of medieval empires of the

region to post colonial nations and dominant nationalist/religious ideologies of the of the region

LO-3 Focusing on the major past and contemporary conflicts in the region and underlying causes and ideologies at play

LO-4 Will discuss the Indian west Asia relations in detail. Opportunities Challenges , compulsions, constraints of India's policies to the region will be discussed extensively

Evaluation Method:

Mid Semester Exam - 30 marks

- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

Teaching Methods: The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand the west Asian region. Important films on the region like *Lawrence of Arabia* and the *Ten Commandments* will also be shown and discussed during the course.

Course Content

UNIT 1: TERMS, CONCEPTS & APPROACHES TO HISTORY

- Issues: Terms: Middle East, Near East, West Asia
- Concepts: Orientalism

UNIT 2: WEST ASIA IN HISTORY AND IDEOLOGIES

History of the West Asian Region

- Ottoman and Persian Empires
- Rivalry Among European Powers and Emergence of the British as the Dominant Power
- Growth of Nationalism

- First World War and its impact on the region (Ottoman-German Alliance; Revolt by Sharief Husain of Mecca against the Ottomans; Balfour Declaration & Sykes-Picot Agreement; Disintegration of the Ottoman Empire)
- Creation of New Nation-States and struggle for Independence

Ideologies

- Nationalism: Arab, Iranian and Turkish
- Pan-Islamism
- Zionism
- Bathism and Socialism
- Wahabism and Salafism

UNIT 3: CONFLICTS IN WEST ASIA

- Iran-Saudi Rivalry
- Israel-Palestine Dispute
- Iran-Iraq War

UNIT 4: INDIA AND THE CONTEMPORARY ARAB WORLD

- Historical Linkages between India and West Asia
- Nasser, Nehru and NAM, Suez crisis
- India and GCC
- Post-Cold War Era and Globalisation
- Challenges for India's West Asia Policy

Reading list

Carr, E. H., What is History? (Selected Sections).

Edward Said, Orientalism (Selected Sections).

George E Kirk, A Short History of the Middle East: From the Rise of Islam to Modern Times, New York: Methuen, 1955.

Ira M. Lapidus, A History of Islamic Societies, Cambridge: Cambridge University Press, 1988.

Beverley Milton-Edwards and Peter Hinchcliffe, Conflicts in the Middle East Since 1945, Routledge, 2008.

Gregory Hamas and Todd M. Ferry, The Palestine-Israel Conflict: A Basic Introduction.

S. Maqbul Ahmad, Indo-Arab Relations; an account of India's Relations with the Arab World from ancient up to modern times,(Selected Chapters)

Abhyankar, Rajendra M. (ed.) West Asia and the Region: Defining India's Role, New Delhi, Academic Foundation, 2008 (Selected Chapters)

Riyaz Punjabi and AK Pasha, (Eds.) India and the Islamic World, New Delhi: Radiant Publishers, 1998.

International Law

Pre-requisites for the course	Bachelors in any discipline
Course Code	STS-580
Course Type	Optional
Credit	04
Contact Hours	5 hours per week (including 1 hour consultation/ tutorial)
Course focussing on	Employability(Y/N), Entrepreneurship (Y/N), Skill Development (Y/N)
Relevance of course to	Local, National, Regional and Global level
Relation to	International Law. International Customs, Sovereignty, State Recognition

Course Description: This is an M.A. level course which will introduce students to meaning, nature, definition and types of International Law. International Law has gained significant momentum in the global legal order and relations. This is plainly because no state can exist and operate independently of others, however strong and powerful it may be. Virtually there is no area at the global level which is not influenced and governed by International Law at present. Observance of International Law has almost become an indispensable order of/for international relations. This course introduces students to the realm of International Law in terms of its nature, sources, international operation and municipal application. This course is also devoted to address various established concepts and current issues of International Law.

Course Objectives:

On completion of the course, the student will be able to: To understand an overview of International Law . To analyse various concepts of International law and implications on International domain. To find out the limitations of various International laws. the internal and external global cyber threats. To examine the reasons for improper and inadequate implications of various international laws.

On completion of the course students will be able to :

LO 1- Inculcate concepts and rationale of International laws..

LO 2- Analyse the status of execution of various International among countries.

LO 3- Corelate relevancy of international law and municipal law.

LO 4- Understand the role of state in law making process .

Note: Lo: Learning Outcome

Evaluation Method:

Sessional Evaluation: (Mid Semester Exam/Term paper & presentations) – 50 Marks

End- Semester exam - 50%

Teaching Methods:

The pedagogical approach would comprise classroom lectures accompanied with use of information and communication technology -Audio/videos wherever required. Lecture/s of eminent speaker/s of concerned area will also be organized as part of course time to time. Group discussions and presentations will be part of classroom teaching to enhance their knowledge in context to Various international Laws and related aspects. Students will be encouraged to do regular reading of authentic books, chapters of edited book, journal articles and to watch video lecture on topics related to International laws, International Treaties, Customs, State's role in Law making process .

Course Contents

Unit 1 - INTRODUCTION, SOURCES AND SUBJECTS OF INTERNATIONAL LAW

- Origin and Nature of International Law
- Definition of International Law
- Is International Law a True Law?
- Bases of International Law
- Asian African Perspectives on International Law
- International Conventions
- International Customs
- General Principles of Law Recognized by Civilized States

- Judicial Decisions and Juristic Works
- Codification and Progressive Development of International Law
- States and International Organizations
- Status of Individuals
- International Non-State Actors

Unit 2 - SOVEREIGNTY, STATE RECOGNITION, SUCCESSION, JURISDICTION AND RESPONSIBILITY

4. Concept of Sovereignty in International Law

- Nature of a State
- Essential Elements of a State
- Rights and Duties of States
- Different Kinds of States
- Sovereign Equality of States

5. Relationship between International Law and Municipal Law

- Theories of Relationship
- State Practices: US and UK
- Indian Position

6. State Recognition and Succession

- Theories of Recognition
- Modes of Recognition
- Legal Effects of Recognition
- State Succession

7. State Jurisdiction

- Acquisition and Loss of State Territory
- Law of Air and Outer Space, Law of the Sea
- Nationality
- Criminal Jurisdiction: Extradition and Asylum
- Diplomatic immunities and Privileges

8. State Responsibility

- Elements of International Responsibility
- Notion of Imputability
- Calvo Doctrine
- State Responsibility for Breach of Treaty or Contractual Obligations
- State Responsibility in respect of Expropriation of Foreign Property
- State Responsibility for Environment
- Responsibility to Protect

Unit 3 - LAW OF TREATIES, LAW OF ENVIRONMENT AND LAW OF INTERNATIONAL ORGANISATIONS

- Definition and Meaning
- Vienna Convention on the Law of Treaties
- Classification of Treaties
- Parties Competent to Make a Treaty
- Formation and Reservations to Treaties
- Interpretation, Amendment of Treaties
- Termination of Treaties
- Relevance of General International Law for Environment
- International Co-operation for the Regulation of Environmental Conservation
- UN Efforts on the Protection and Preservation of Environment
- Concept of Sustainable Development and Environment
- Definition and Evolution of International Organizations
- League of Nations
- United Nations and Its Principal Organs
- Specialized Agencies and other Inter-governmental Organizations

Unit 4 - LEGALITY OF WAR, USE OF FORCE AND HUMAN RIGHTS

- Settlement of International Disputes
- Definition of War and Its Legal Character and Effects
- Position within the UN Charter
- Laws of Warfare
- War Crimes and Genocide
- Termination of War and Postliminium
- Non-International Armed Conflicts
- Law of Neutrality
- Universal Protection of Human Rights
- Regional Protection of Human Rights
- National Protection of Human Rights

Readings (4 Units)

Unit 1-Readings

- Agarwal, H.O., International Law and Human Rights (20th edn, Jain Book Agency 2014).
- Anand, R. P., Development of Modern International Law and India (Nomos 2005).
- Anand, R. P., Studies in International Law and History: An Asian Perspective (Springer 2004).
- Brownlie, Ian., Principles of Public International Law (7th edn, OUP 2008).

Unit 2-Readings

- *Dixon, M., Textbook on International Law (OUP 2005).*
- *Harris, D.J., Cases and Materials on International Law (7th rev edn, Sweet & Maxwell 2010).*
- *Jennings, Robert and Arthur Watts (eds.), Oppenheim's International Law (9th edn, Longman 1992).*

Unit 3-Readings

- *Jennings, Robert and Arthur Watts (eds.), Oppenheim's International Law (9th edn, Longman 1992).*
- *Kapoor, SK, International Law and Human Rights (18th edn, Central Law Agency 2011).*
- *Malanczuk, Peter, Akehurst's Modern Introduction to International Law (8th rev edn, Routledge 2002)*

Unit 4-Readings

- *Shaw, Malcolm N., International Law (6th edn, Cambridge University Press 2008).*
- *Verma, S.K., An Introduction to Public International Law (PHI Learning 1998).*
- *Anand, R. P., Studies in International Law and History: An Asian Perspective (Springer 2004).*