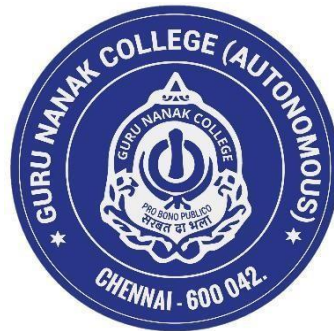


# **GURU NANAK COLLEGE (AUTONOMOUS)**

**GURU NANAK SALAI, VELACHERY, CHENNAI – 600042**

**(Re-accredited at ‘A++-Grade’ by NAAC) Affiliated to University of Madras**



## **B.A. Defence and Strategic Studies**

**(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)**

## **SYLLABUS**

**(For the candidates admitted for the Academic year 2022-23 and thereafter)**

## PREAMBLE

LOCF in Defence and Strategic Studies is intended to provide a broad framework within which the discipline could respond to the changing needs of its various stakeholders in exclusivity in a more romanticized manner.

The template is an initiative of new kind and is expected to assist in the building and maintenance of under graduate Programme in Defence and Strategic Studies with innovative skill by holding a periodic review within a broad framework of an agreed structure as standard reference.

It is pertinent to mention that Defence & Strategic studies as separate discipline is still underway to its final accomplishment vis a vis other established subjects/disciplines. This is notwithstanding, the other variants in which the discipline have not even acquired the status of a full degree programme, rather rests as part of or one of the elective subjects in the faculty of Arts, Humanities and Sciences. There is strong plea to have a Bachelor's degree programme in Defence and Strategic Studies to brand it more sovereign in outlook.

It is quite incredible that while security is a buzz word penetrating all pervasively at the, national and global level, the significance of this subject remains almost an amiss in country's scenario.

LOCF however, is a great strategic enterprise to this effect to build an architecture in not only reviewing the existing course curricula, but also endeavor to create a roadmap for its variants verticals - be the institutions serving the discipline; the faculty, the students or the societal environment providing a desired turf for a more meaningful dispensation in the long run.

A thought process has been generated to set and raise the standards in the subject shoving it at par with other academic programmes. For instance, a misperception gets created that the subject lacks employability avenues. Whereas given to its potential it has high value job creation credentials. But the general apathy in awareness and understanding towards security issues at institutional levels has been of great hindrance in the growth of this subject. The LOCF provides a platform to look into certain progenial issues through obligatory sanctity attached to the development of this academic program which could best be cultivated.

There is a dire need to look holistically towards the subject to make it more attractive and relevant meaningfully. However, the question that does Defence Studies as an under graduate programme be put on ascending mode or the existing profile of the subject be strengthened to make it more marketable profitable for further inducement?

Defence and Strategic Studies as a subject demands specialized audience which currently dwells more on free for all. In the coming time, when specialization at micro level is the need of art, the subject too demands favorable consideration and attention to contribute to the national potential. The thrust line is interest and passion which can extrapolate into various manifestations. It may be interesting to pen down the views of one of the student who said 'the subject gave me an opportunity to grow not only in many ways but each day also; grooming meto imbibe can do attitude'.

However, there is great need to showcase the subject in its own turf due to its multi - disciplinary spread into arts, science, management, sports, leadership strategy and defining of political behavior. LOCF provides an opportunity to examine such various dimensions.

# **LEARNING OUTCOME BASED CURRICULUM FRAMEWORK**

**From the Academic Year (2022-23) and thereafter**

## **VISION:**

To develop professionals with demonstrable in-depth knowledge and cognitive skills to deal with strategic and security affairs.

## **MISSION:**

- To impart knowledge and develop Defence oriented aptitude and disseminate ideas of war and peace.
- To mobilize public opinion in favor of the requirements of National Security.
- To create security consciousness as nationalist.
- To give mature guidance regarding national security problems and prospects.

## **PROGRAMME OUTCOME:**

### **B.A., DEGREE PROGRAMME IN DEFENCE AND STRATEGIC STUDIES**

#### **PO1: Scientific Knowledge:**

Acquire the knowledge of Defence and Strategic Studies  
to issues, challenges and national security threats faced by the country

#### **PO2: Problems Analysis:**

Identify, formulate, research literature and analyze complex  
Problems reaching substantiated conclusions using first principles of Defence and Strategic  
Studies

#### **PO3: Design/Development of Solutions:**

Design solutions for complex national security problems and processes that meet the specified needs  
with appropriate consideration for evolving right policy choices.

**PO4:** Conduct investigations of complex problems link with the society.

**PO5:** Modern tool usage – Enable ICT tools of teaching.

**PROGRAMME SPECIFIC OUTCOME:**

**B.A., DEGREE PROGRAMME IN DEFENCE AND STRATEGIC STUDIES**

**PSO 1:** Familiarize the student to read, write and speak with confidence on different aspects affecting national security and offer solutions. Make the students socially responsible and adopt ethical standards or practice and to develop the feeling of patriotism and nationalism.

**PSO 2:** Students with a B.A degree in Defence and Strategic Studies may be employed as Research assistants with scholarships, Strategic Analyst, internships, Civil Services, Uniform services like Armed forces, Police, Para Military Forces, Industrial Security Officers, Defence Journalist, Print Media, primary and secondary teachers with suitable teaching qualifications.

## **TESTING PATTERN**

The schedule for these tests is as follows:

C.I.A.Test	Schedule	Syllabus Coverage
I	After 45 working days of the Semester	50%
II (Model Examination)	After 80 working days of the Semester	95%

## **END SEMESTER EXAMINATION QUESTION PAPER PATTERN FOR THEORY PAPERS WITHOUT PRACTICAL**

### **PART A (10x3= 30 MARKS)**

Answer any TEN Questions

Answer to each Question not to exceed 50 words

### **PART B (5x6= 30 MARKS)**

Answer any FIVE Questions.

Answer to each Question not to exceed 200 words.

### **PART C (4x10= 40 MARKS)**

Answer any FOUR Questions.

Answer to each Question not to exceed 500 words

<b>QUESTION ALLOTMENT</b>	<b>MAXIMUM 100 MARKS PASSING MINIMUM 40 MARKS THREE HOURS DURATION</b>
<b>QUESTION 1-12</b>	<b>Part-A (10x3=30 Marks)</b> Answer Any Ten Questions Each Question Carries <b>3 Marks</b>
<b>QUESTION 13-20</b>	<b>Part-B (5x 6=30)</b> Answer Any Five Questions Each Question Carries <b>6 Marks</b>
<b>QUESTION 21 TO 25</b>	<b>Part-C (4x 10=40 Marks)</b> Answer Any Two Questions Each Question Carries <b>10 Marks</b>

**B.A., DEGREE PROGRAMME IN DEFENCE AND STRATEGIC  
STUDIES SEMESTER SYSTEM WITH CREDITS  
(Effective from the Academic year 2021-22)**

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total
Semester - I	I	Language	Language Paper I	6	3	50	50	100
	II	English	English Paper I	4	3	50	50	100
	III	Core Paper-I	Strategic Study of India	5	4	50	50	100
		Core Paper-II	Fundamentals of War and Peace	5	4	50	50	100
		Allied Paper-I	An Introduction to Political Science-I	6	5	50	50	100
	IV	NME-I*	Introduction to Police Administration	2	2	50	50	100
		Soft Skills-I	<b>Introduction to Study Skills</b>	2	3	50	50	100
<b>TOTAL</b>				<b>30</b>	<b>24</b>			
Semester - II	I	Language	Language Paper II	6	3	50	50	100
	II	English	English Paper II	4	3	50	50	100
	III	Core Paper-III	Art of Warfare in India (up to 1947)	5	4	50	50	100
		Core Paper-IV	World Military History	5	4	50	50	100
		Allied Paper-II	An Introduction to Political Science –II	6	5	50	50	100
	IV	NME-II*	Criminology- An Introduction	2	2	50	50	100
		Soft Skills-II	<b>Life Skills</b>	2	3	50	50	100
<b>TOTAL</b>				<b>30</b>	<b>24</b>			
Semester - III	I	Language	Language Paper III	6	3	50	50	100
	II	English	English Paper III	4	3	50	50	100
	III	Core Paper-V	Fundamentals of National Security	6	4	50	50	100
		Core Paper-VI	International Relations	6	4	50	50	100
		Allied Paper-III	Principles of Economics-I	6	5	50	50	100
	IV	Soft Skills-III	<b>Job-Oriented Skills</b>	2	3	50	50	100
		Environmental Studies	Environmental Studies (Applicable to IV Semester)	*	*	*	*	*
<b>TOTAL</b>				<b>30</b>	<b>22</b>			



**B.A., DEGREE PROGRAMME IN DEFENCE AND STRATEGIC  
STUDIES SEMESTER SYSTEM WITH CREDITS  
(Effective from the Academic year 2021-22)**

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total	
Semester -IV	I	Language	Language Paper IV	6	3	50	50	100	
	II	English	English Paper IV	4	3	50	50	100	
	III		Core Paper-VII	Military Geography and Geo-Politics	5	4	50	50	100
			Core Paper-VIII	International Organizations	5	4	50	50	100
			Allied Paper-IV	Principles of Economics-II	6	5	50	50	100
	IV		Soft Skills-IV	Computing Skills	2	3	50	50	100
			Environmental Studies	<b>Environmental Studies</b>	2	2	50	50	100
<b>TOTAL</b>				<b>30</b>	<b>24</b>				
Semester -V	III		Core Paper-IX	National Security of India	6	4	50	50	100
			Core Paper-X	Specialized Warfare	6	4	50	50	100
			Core Paper-XI	Basics of Defence Economics and Defence Management	6	4	50	50	100
			Core Paper-XII	Comprehensive security	6	4	50	50	100
			Elective-I: Inter-disciplinary Elective (IDE)	Fundamentals of Journalism	5	5	50	50	100
	IV		<b>Value Education</b>	1	2	50	50	100	
	V		<b>Internship</b>	-	2	-	-	-	
<b>TOTAL</b>				<b>30</b>	<b>25</b>				
Semester -VI	III		Core Paper-XIII	International Law	6	4	50	50	100
			Core Paper-XIV	Post Independent Wars of India	6	4	50	50	100
			Core Paper-XV	Disarmament and Arms Control	6	4	50	50	100
			Elective-II	Limited Wars	6	5	50	50	100
			Elective-III	Introduction to student's support services	6	5	50	50	100
			Extension Activities		1				
<b>TOTAL</b>				<b>30</b>	<b>23</b>				
<b>GRNAD TOTAL</b>				<b>180</b>	<b>142</b>				

## **FIRST SEMESTER**

### **CORE PAPER – 1 STRATEGIC STUDY OF INDIA**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-I</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS- 75</b>

#### **COURSE FRAMEWORK:**

India is a civilizational concept, which has witnessed numerous ups and downs in its evolution in the contemporary international system. Modern India is destined to play a commanding role in the global affairs. This paper attempts to broaden the understanding of India in terms of its strong and weak potentialities.

#### **COURSE OUTCOME:**

1. Outline the term Bharat and discuss the salient features of India's freedom struggle and explain India's geostrategic location in terms of its size, border, and topography.
2. Explain the physiographic features of the Himalayas, indo-Gangetic plains and discuss India's ethnic and linguistic composition.
3. Discuss the system of governance in India and explain the salient features of India 'constitution. Analyze the role of governance recall the importance of national anthem and national institutions.
4. State and narrate the importance of India's resources with reference to nature, agriculture, and industry.
5. Describe and demonstrate the part played by Defence research and the role and contribution of India's Defence production. Highlight the significance of India's military potential

#### **Unit 1: INTRODUCTION**

- (a) Explanation of terms: Bharat, Hindustan and India
- (b) Salient features of India's freedom struggle
- (c) Geo-Strategic location, size, borders.

#### **Unit 2: PHYSIOGRAPHIC FEATURES**

- a) Himalayas, Indo-Gangetic Plain and Deccan Plateau
- b) Ethnic and Linguistic Composition.

#### **Unit 3: SYSTEM OF GOVERNANCE**

- a) Salient Features of Indian Constitution
- b) National Flag, National Anthem & National Institutions.

#### **Unit 4: POWER RESOURCES**

- (a) Agricultural
- (b) Industrial
- (c) Natural.

#### **Unit 5: MILITARY POTENTIAL**

- (a) Defence Industries
- (b) Institutions of DRDO.

**REFERENCE: -**

1. D.G. Chandler, The Atlas of Military Strategy: the art, theory and practice of war, London.
2. Indian constitution – k. Vengatesan

## **CORE PAPER – II FUNDAMENTALS OF WAR AND PEACE**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-I</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-75</b>

### **COURSE FRAMEWORK: -**

The history of mankind is highlighted by incidents of war and peace. It is therefore necessary to have in depth knowledge of these concepts for better understanding and clarity.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Define war and peace. Explain the nomenclature of the subject Defence and strategic studies and outline the relevance and significance of the program Defence and strategic studies.
2. Outline the basic concepts of war, strategy, tactics, campaign, battle, and Defence and security. Classify wars and explain the categorization of war.
3. Discuss the causes of war and the principles of war.
4. Define peace and explain the various forms of peace. Analyse the role of peace education and peace movements. Explain the concept of peaceful coexistence and zone of peace.
5. Discuss the mechanics of war and peace. Evaluate the methods of settling international disputes and discuss the role of international law and international court of justice. Distinguish the concepts of peace making, Peace keeping and peace building.

### **Unit 1: INTRODUCTION**

- (a) Nomenclature and understanding of the terms Military Science, Military Studies, War Studies, Peace Studies, Conflict Studies, Defence Studies and Defence and Strategic Studies
- (b) Relevance and significance

### **Unit 2: BASIC CONCEPTS**

- (a) War, Strategy, Grand Strategy, Tactics, Campaign, Battle, Operations, Defence and Security
- (b) Categorization of War: Civil war, Limited war, Chemical and Biological war, nuclear war, Guerrilla war, Insurgency and Low Intensity Conflicts

### **Unit 3: CAUSES AND PRINCIPLES OF WAR.**

### **Unit 4: UNDERSTANDING OF PEACE**

- (a) Meaning, Definition and Forms of Peace
- (b) Role of Peace Education and Peace Movements
- (c) Concepts of Peaceful Co-existence & Zone of Peace

### **Unit 5: MECHANICS OF WAR AND PEACE**

- (a) Amicable Settlement of International Disputes
- (b) International Law and Peace, Peace Treaties, International Court of Justice
- (c) Concepts of Peace Making, Peacekeeping & Peace Building

**REFERENCES: -**

- 1) Philip, T.R., (ed), Roots of Strategy, 1943.
- 2) Michael Howard, (Ed), The Theory and Practice of War, 1965.
- 3) D.G. Chandler, The Atlas of Military Strategy: the art, theory and practice of war (London,1980)
- 4) Fuller, J.F.C., The Foundation of the Science of War (London, 1925)
- 5) Field Marshal, Montgomery, Viscount, A History of Warfare, (London: Collins, 1968).
- 6) Galtung, Johan, The Struggle for Peace, (Ahmedabad: Gujarat Vidyapeeth, 1986).

**ALLIED I: AN INTRODUCTION POLITICAL SCIENCE – I**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-I</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

This paper tries to introduce to the discipline of Political Science- State, Government and political systems: besides the theories of governance.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Define political science and outline its nature and scope. Distinguish political science whether it is an art or science
2. Define state, describe the various elements of the state and explain the functions of the state. Distinguish between state and government, State and society
3. Analyse and assess the importance of various theories of origin of state
4. Analyse the importance of sovereignty and pluralism
5. Describe the role of the state and also explain the role of individuals with reference to fundamental rights, liberty, and duties.

**UNIT I –I INTRODUCTION**

- (a) Political Science as a Discipline-Meaning and Definition-Nature and Scope
- (b) Is Politics a Science or Art
- (c) Methods of Political Science

**UNIT II –STATE AND NATION**

- (a) State Definition, Element and Functions of State
- (b) Distinction between State and Government
- (c) Distinction between State and Society and Association

**UNIT III—THEORIES OF ORIGIN OF STATE**

- (a) Divine Origin Theory
- (b) Force Theory
- (c) Social Contract Theory: (HOBBS, LOCKE, and ROUSSEAU’S THEORIES)  
Patriarchal and Matriarchal Theory, Historical or Evolutionary Theory

**UNIT IV—SOVEREIGNTY AND PLURALISM**

- (a) Sovereignty-Definition and Kinds of Sovereignty
- (b) Austin’s Theory of Sovereignty
- (c) The concept of Pluralism

**UNIT V—THE STATE AND THE INDIVIDUAL**

- (a) Law: Meaning and Features
- (b) Rights: Kinds and Fundamental Rights
- (c) Liberty: Its kinds and safeguards
- (d) Equality: Relation with Liberty and Rights

**REFERENCES: -**

1. Amal Roy and Mohit Bhattacharya: Political Theory: Ideas and Institutions, Calcutta: The World Press
2. R.C. Macridis (ed) Modern Political System, Prentice Hall International
3. A.C. Kapoor: Principles of Political Science.
4. R.L. Gupta: Introduction to Political Science.

**NON MAJOR ELECTIVE**  
**FIRST SEMESTER**  
**B.A. DEFENCE AND STRATEGIC STUDIES**

**NME: II- INTRODUCTION TO POLICE ADMINISTRATION**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-I</b>	<b>CREDITS-2</b>	<b>TOTAL HOURS-30</b>

**COURSE FRAMEWORK**

The subject primarily aims to provide quality human resources with sufficient skills on Police issues. It also enables the candidates to understand and appreciate police administration from the citizens' perspective and point of view. Students can understand the organizational structure and function of Police Departments in various States and Union Territories as well as several para-military forces such as BSF, CRPF, ITBP, CRPF, GRPF, and CISF, etc.

**COURSE OUTCOME**

1. Students are exposed on various aspects of police administration and its role in the Internal security. It gives historical output and development of police in India
2. It creates an awareness on various level of police administration
3. It throws lights on various administration like CRPF, NSG
4. Students are given exposure in type of recruitment in to the police organizations
5. The most important component of internal security is Civil Defence which is dealt in this CO.

**UNIT I-INTRODUCTION:**

- (a) History of Indian Police
- (b) Evolution of Policy
- (c) Police Act 1851
- (d) National Police Commission NPC-1979

**UNIT II – ORGANISATIONAL STRUCTURE**

- (a) State Police
- (b) District Police
- (c) City Police
- (d) Village Police
- (e) Railway Police
- (f) Armed Forces

**UNIT III-CENTRAL POLICE ORGANISATION**

- (a) CBI, ITBP, BSF, CISF, CRPF, NSG, SSB, AR, SPG, NCB, NIA.
- (b) Police Research and Crime Detective Organization-BPRD, NCR.
- (c) Intelligence Organization- RAW, DRI, IB.

**UNIT IV- RECRUITMENT AND TRAINING**

- (a) Constable, Deputy and Assistant Superintendent of police
- (b) Tamilnadu Police Academy
- (c) Police training college.
- (d) Command Control Centre (CCC) / State Command Centre (SOC)

**UNIT V- CIVIL DEFENCE**

- (a) Home Guard
- (b) Friends of Police
- (c) Fire Services and Rescue



**REFERENCES:**

1. O. W. Wilson, Police Administration (McGraw-Hill, 1950)
2. Hoover, Larry T., ed. 1992. *Police management issues and perspectives*.

**WEBSITES:**

1. <https://dgfscdhg.gov.in/tamil-nadu-1>.
2. <https://eservices.tnpolice.gov.in/CCTNSNICSDC/pdfs/rti/rtiunits/RTIbattalianIV.pdf>

## SOFT SKILLS -I

### INTRODUCTION TO STUDY SKILLS

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 30</b>

#### COURSE FRAMEWORK:

- To help, develop and improve the vocabulary of the learners
- To help the learners develop the skill of inference
- To help the learners to acquire writing skills in English

Use of Dictionary and Dictation

Speech Sounds in English & Right Pronunciation

Stress & Intonation

Vocabulary Building Exercises Listening

and Reading Comprehension Paragraph and

Essay Writing

#### REFERENCE BOOKS:

1. Hewings, Martin. 1999. Advanced English Grammar: A Self- study Reference and Practice Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.
2. Lewis Norman. 1991. Word Power Made Easy.
3. Mohan, Krishna & Meenakshi Raman. 2000. Effective English Communication. Tata Mc Graw Hill Publishing Company Ltd.
4. Mohan, Krishna & Meera Banerji. 2001. Developing Communication Skills. Macmillan. Syamala. 2002. Effective English Communication for You. Emerald Publishers, Chennai.
5. Harishankar, Bharathi. Ed. Essentials of Language and Communication. University of Madras.
6. Swan, Michael and Catherine Walter. 1990. The Cambridge English Course-2. Cambridge University Press.

#### QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7	1-7	2	10
B	Answer any 4 out of 6	8-13	5	20
C	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

## SECOND SEMESTER

### CORE PAPER III-ART OF WARFARE IN INDIA (Up to 1947)

SUBJECT CODE	THEORY	MARKS 100
SEMESTER-II	CREDITS-4	TOTAL HOURS-75

#### **COURSE FRAMEWORK**

This paper attempts to familiarize the students with the evolution of the art of warfare in India. It is to establish that the art of warfare changes with changes in political governance, nature of threat, and weapon systems

#### **COURSE OUTCOME**

At the end of the course students will be able to

1. Discuss the warfare in ancient India with reference to military system in Vedic, Puranic, and epic ages also clarify the wars in the ancient period and explain the Mauriyan military system and appraise Kautilya's philosophy of war and peace. with reference to the area's invasion of India
2. Explain the warfare in the medieval India and the foundation of the Mughal emperor in India.
3. Outline the military system of south India with reference to Cheras, Cholas, and Pandyas
4. Describe the revival of Hindu monarchy. Explain the military system of Maratha's under Sivaji, the rise of Sikhism and military system of maharaja Ranjit Singh.
5. Assess the entry of the Europeans to India and explain the British conquest of Bengal, the rise of presidencies and evaluate the consequences of the first war of independence.

#### **Unit 1: WARFARE IN ANCIENT INDIA**

- (a) Military System in Vedic, Puranic and Epic ages
- (b) Alexander's Invasion of India
- (c) Rise of Mauryan Empire and its military system
- (d) Kautilya's philosophy of war and peace.

#### **Unit 2: WARFARE IN MEDIEVAL INDIA**

- (a) Arab Conquest of Sind (Battle of Rawar)
- (b) Ghazni's invasions (Battle of Somnath)
- (c) Md.Ghori's Conquest of India (Battle of Terrain I and II)
- (d) Foundation of Mughal Empire in India (Battle of Panipat I and II)

#### **Unit 3: MILITARY SYSTEM OF SOUTH INDIA (MEDIEVAL PERIOD)**

- (a) Rise of Pallavas and their Military system
- (b) Chola Imperialism and military system
- (c) Conquests of Pandya emperors and their military system

#### **Unit 4: REVIVAL OF HINDU MONARCHY**

- (a) Sivaji as a great guerrilla leader
- (b) Military system of the Marathas
- (c) Rise of Sikhism
- (d) Military system of Maharaja Ranjit Singh

### **Unit 5: COMING OF THE EUROPEANS**

- (a) British Conquest of Bengal
- (b) Anglo- Mysore Wars
- (c) Rise of Presidency Armies
- (d) First War of Independence 1857 (Causes and Consequences)

### **REFERENCES:**

- 1) Mujumdar, R.C., An Advanced History of India, New York: St. Martin, 1967
- 2) Malleson, G.B., The Decisive Battles of India, London: W.H. Allen, 1885
- 3) Saxena, K.L.M., Military System of India-1850-1900, Delhi'1976.
- 4) Roy, Kaushik., From Hydespas to Kargil: A History of Warfare in India from 326 B.C. to A.D 1999, Delhi: Manohar, 2004.
- 5) Anjoli Nirmal, The Decisive Battles of Indian History, Jaipur: Pointer Publications, 1999.

## CORE PAPER – IV - WORLD MILITARY HISTORY

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-II</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-75</b>

### **COURSE FRAMEWORK:**

On successful completion of the paper, the candidates will be able to narrate the evolution of warfare from early times. This paper outlines the wars which were fought from 4th century BC to 19th Century AD. To make the students understand the evolution of wars in the world from early period.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Describe and explain the military system in the ancient period with reference to Greco-Persian wars, their military organizations and rise of Alexander
2. Identify and explain the military system in ancient Rome. Their military organization, the Carthaginian wars and the rise of Hannibal, Julius Caesar.
3. Discuss the military system during the medieval period and evaluate the importance of military reforms introduced by Gustavus Adolphus, analyse the causes and consequences of French revolution and evaluate Napoleon's art of war
4. Discuss, explain and evaluate world war I (with reference to causes course and consequences)
5. Discuss, explain and evaluate world war II (with reference to causes course and consequences)

### **Unit 1: MILITARY SYSTEM IN ANCIENT GREECE**

- (a) Greek Military Organization,
- (b) Greco- Persian War (Battle of Marathon, Thermopylae and Salamis),
- (c) Rise of Alexander's Empire (Battle of Isus, Arbela)

### **Unit 2: MILITARY SYSTEM IN ANCIENT ROME**

- (a) Roman Military organization,
- (b) Rome- Carthage Conflict (Battle of Cannae, Zama)
- (c) Julius Caesar's Military Campaigns

### **Unit 3: MILITARY SYSTEM IN MEDIEVAL EMPIRE**

- (a) Military Reforms of Gustavus Adolphus
- (b) French Revolution – Causes and Consequences
- (c) Napoleon's art of war (Battle of Trafalgar, Battle of Um Jena and Waterloo)

### **Unit 4: WORLD WAR I**

- (a) Causes
- (b) Trench and Static Warfare, Use of Gas
- (c) Role of Naval and Air Power
- (d) Military lessons

## **Unit 5: WORLD WAR II**

- (a) Causes
- (b) Blitzkrieg Tactics,
- (c) Role of Air Power and Naval Power
- (d) Military Lessons.

### **REFERENCES: -**

- 1) Howard, Michael. War in European History, Oxford: Oxford University Press, 1977.
- 2) Keegan, John., A History of Warfare, New York: Vintage, 1993.
- 3) Fuller, J.F.C., A Military History of the Western World, New York: Funk & Wagnalls Company, 1955
- 4) Neilberg, Michaels., Warfare in World History, London / New York: Routledge,2001.
- 5) Andre Corviser, (ed.), A Dictionary of Military History, Oxford: BlackwellPublishers,1994.
- 6) Dupey & Dupey, Encyclopaedia of Military History.

## ALLIED PAPER II: AN INTRODUCTION TO POLITICAL SCIENCE– II

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-II</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-90</b>

### **COURSE FRAMEWORK:**

This paper tries to introduce government, its structure and function: forms of government structure of government and the role of public opinion, Political parties and pressure groups on governance.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Outline the different forms of government and compare their relevant merits and demerits
2. Define democracy, identify the principles of democracy, explain its merits and demerits and summarize the conditions for the success of democracy
3. Describe the various organs of the government and explain and evaluate the role and functions of the legislative, the executive and the judiciary
4. Analyse and evaluate the role of public opinion, political parties and pressure groups
5. Explain and evaluate the electoral system in India in terms of adult franchise representation of the minority, territorial and functional representation and outline the conditions of a good electoral process.

### **UNIT I –I FORMS OF GOVERNMENT**

- (a) Leacock’s classification of Governments-Its Meaning
- (b) Unitary and Federal forms of Governments-Merits and Demerits
- (c) Parliamentary and Presidential form of government

### **UNIT II - DEMOCRACY**

- (a) Democracy-Definition, Meaning and Principles
- (b) Merits and Demerits of Democracy
- (c) Conditions for the success of Democracy

### **UNIT III - ORGANS OF GOVERNMENT**

- (a) Legislature: Its powers and functions and types
- (b) Executive: Its powers and functions
- (c) Judiciary: Its powers and functions and Methods for independence

### **UNIT IV- PUBLIC OPINION, POLITICAL PARTIES AND PRESSURE GROUPS**

- (a) Public Opinion: Meaning, Definition and Types
- (b) Agents of Public Opinion
- (c) Political Parties and types
- (d) Pressure Groups

## **UNIT V- ELECTION**

- (a) Electoral System, Importance of Elections and Universal Franchise.
- (b) Qualifications of Voters and candidates.
- (c) Methods of minority representation.
- (d) Territorial and Functional Representation.
- (e) conditions of good electoral process.

### **REFERENCES: -**

1. A.C, Kapoor: Principles of Political Science.
2. A. Appadurai: Substance of Politics, Oxford University Press, India.
3. V.D. Mahajan: Modern Governments, S.C. Chand and Co., New Delhi.
4. M. N. Kaul and S.L. Shakdhar, Practice and Procedure of Parliament, Metropolitan Book Company.



**NON MAJOR ELECTIVE**  
**SECOND SEMESTER**  
**B.A. DEFENCE AND STRATEGIC STUDIES**

**NME: III - CRIMINOLOGY—AN INTRODUCTION**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-II</b>	<b>CREDITS-2</b>	<b>TOTAL HOURS-30</b>

**COURSE FRAMEWORK:**

Crime has been part of societal life since time immemorial. Crime has assumed more complex and multi-dimensional facet in recent times. In order to prevent crime, it is imperative to know about the manifestations of crimes and its scope to curtail it. This paper endeavors towards this.

**COURSE OUTCOME:**

1. The subject explores various aspects of Criminology and its historical developments.
2. Causes and types of crime Classification of Crimes
3. Different types of Crime Organizations Alcoholism, Drug Addiction, Crime interviews and Interrogations
4. Theories of Punishment: Nature of Punishment and Types of Punishment.
5. Different kinds of method investigation

**UNIT I –INTRODUCTION**

- (a) Criminology: Definition, Meaning, Nature and Scope
- (b) Types and Historical development and Fundamentals of Criminal law
- (c) Schools of Thought within Criminology
- (d) The Classical School
- (e) The Positivist School
- (f) The Chicago School.

**UNIT II – CONCEPT OF CRIME**

- (a) Definition, Meaning, causes and types of crime Classification of Crimes
- (b) Characteristics of Crime, frequency and types of crime

**UNIT III - ORGANIZED CRIMES**

- (a) Introduction, Definition and different types of Crime Organizations
- (b) White Collar Crime –Definition
- (c) White Collar Crimes in India
- (d) White Collar Crime in certain professions
- (e) Alcoholism, Drug Addiction, Crime and its impact

**UNIT IV- INVESTIGATION**

- (a) Process of Investigation in CrPc
- (b) Difference between Police and Private Investigator
- (c) Desirable attributes of Investigator
- (d) Instruments used in Investigation: Audio recording devices, Video recording devices, Photo camera.
- (e) Interrogation and Interview Difference between interrogation and Interview

- (f) Uses of Interviews and Interrogations
- (g) Types of witnesses

#### **UNIT V – PUNISHMENT**

- (a) Definition, nature and scope
- (b) Nature of Punishment and Types of Punishment
- (c) Corporal and Capital Punishment
- (d) Theories of Punishment: Retributive theory, Preventive theory, deterrence theory, Reformation theory.

#### **REFERENCES:**

1. Danielle M. Reynald Guarding Against Crime Measuring Guardianship within Routine Activity Theory, Griffith University, Australia
2. Clare Fletcher and Daniela Herrmann, The Internationalization of Corruption Scale, Impact and Countermeasures
3. Steven Annoulidis, Mental State Defence in Criminal Law, Monash University, Australia
4. Andrew Von Hirsch, (1987) Past or future crimes: Deservedness and Dangerousness in the Sentencing of Criminals, Rutgers University Press.
5. Ahmed Siddique, (1993). Criminology, Problems and Perspectives, III Edn., Eastern Book Company, Lucknow.
6. Bhattacharya S.K., (1986). Probation system in India, Manas Publications, New Delhi
7. Brodie, S.R., (1976). Effectiveness of sentencing, Home office, London.
8. Chock lingam K., (1993). Issues in Probation in India, Madras University Publications, Madras.
9. Christopher J. Emmins, (1985). A practical approach to sentencing, Financial Training Publications Ltd., London.

**SOFT SKILLS - II**  
**LIFE SKILLS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 50</b>
<b>SEMESTER: II</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**COURSE FRAMEWORK:**

- To build the confidence of learners to face the challenges of a globalized society
- To sensitize learners' ethical, moral and social values in their work environment
- To help them understand how to overcome stress-related problems
- To train the learners to use their time effectively

SWOC Analysis

Etiquette

Stress Management

Time Management

Discussion of Success Stories

- i. Auto-suggestions
- ii. Problem solving
- iii. Decision Making
- iv. Presentation Skills-Oral/PPT

**BOOKS FOR REFERENCE:**

1. Pease, Allen. 1998. Body Language: How to read other's thoughts by their gestures. Sudha Publications. New Delhi.
2. Powell. In Company. MacMillan
3. <http://www.essentiallifefskills.net//>

**QUESTION PAPER PATTERN**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
A	Answer any 5 out of 7	1-7	2	10
B	Answer any 4 out of 6	8-13	5	20
C	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

**III SEMESTER**  
**CORE PAPER V – FUNDAMENTALS OF NATIONAL SECURITY**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-III</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

National security is the highest political goal of all states; the approaches adopted by states differ based on their individual power status, and the prevailing political and strategic dynamics at regional and global level. This paper introduces threats to a state, typology of threats, national power and its elements, doctrinal orientation for security; its linkages with foreign policy and defence policy.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Discuss the concept of nation, state, nation-state. Explain the origin, concept and objectives of national security.
2. Explain the spectrum of threats, security structure and the national security paradigm. Distinguish between different forms of threat and challenges.
3. Assess and evaluate the instruments of national security with reference to national power, military power and its components.
4. Discuss the mechanics of national security. Identify and explain different types of threat and explain threat perception, threat assessment, threat analysis and policy formulation.
5. Analyse, evaluate and assess the importance of national security concept in its totality and draw linkages with foreign and defence policies.

**Unit I: INTRODUCTION**

- (a) India's national values
- (b) National Security of Course Framework
- (c) Course Framework of India's Foreign Policy.

**Unit II: HIGHER DEFENCE ORGANISATION OF INDIA**

- (a) Security Structure of Army, Navy, Air force and Para Military Forces.

**Unit III: SPECTRUM OF THREATS**

- (a) Threat Perception
- (b) Threat Assessment
- (c) Threat Analysis and Policy Formulation.

**Unit IV: NATIONAL SECURITY ANALYSIS**

- (a) Concept, Components and formulation of Security
- (b) Defence Policies and their linkages.

**Unit V: INTERNAL THREATS:**

- (a) Basic concepts: Left Wing Extremism, Naxalism, Guerrilla Warfare, Terrorism, Insurgency, fundamentalism (religious).

**REFERENCES: -**

- 1) Barry, Buzan. People, State and Fear: The National Security Problems in International Relations, Sussex; Wheatsheaf Books, 1983.
- 2) Bajpai, U.S., (ed) India's Security: The Politico-Strategic Environment, New Delhi : Lancers Books, 1983.
- 3) Dixit, J.N., Across Borders: Fifty Years of India's Foreign Policy, New Delhi: Picus Books, 1998.
- 4) Satish Kumar, (ed)., Yearbook on India's Foreign Policy, New Delhi: Deep & Deep, 1993.
- 5) Jayaramu, P.S., India's National Security and Foreign Policy, New Delhi: ABC Publishers, 1978.

## CORE PAPER VI – INTERNATIONAL RELATIONS

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-III</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

### **COURSE FRAMEWORK: -**

Ever since states were identified on their territoriality, the need for jealously guarding their territoriality and if possible expanded has been the prime motive of international relations. To grasp its historical progress and the expanding scope of relationship amongst the states becomes imperative for the students of defence and strategic studies.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Explain the components of a state system
2. Define National Power National Interest and Foreign policy and explain the role of statesystem and its corollaries.
3. Outline the various theories in International relation and assess and evaluate the significance of Idealism, Realism, Integration, Behaviouralism and Structuralism.
4. Define and explain the concept Diplomacy kinds of diplomacy, function of diplomacy and summarize the importance of Diplomacy in International Relation.
5. Discuss the concept of collective security Explain the concept of Balance of Power the techniques, types of balance of power and the analyse the role of international law.

### **Unit I: INTRODUCTION**

- (a) Components of State
- (b) Evolution of State system

### **Unit II: STATE SYSTEM AND ITS COROLLARIES**

- (a) Elements of National Power
- (b) National Interest
- (c) Foreign Policy

### **Unit III: THEORIES OF INTERNATIONAL RELATIONS**

- (a) Idealist and Realist
- (b) Integration
- (c) Behaviourist
- (d) Structuralism

### **Unit IV: DIPLOMACY**

- (a) Concept of Diplomacy
- (b) Kinds of Diplomacy
- (c) Functions of Diplomacy

### **Unit V: CONTROL OF INTERNATIONAL RELATIONS**

- (a) Collective Security
- (b) Balance of Power
- (c) International Law

**REFERENCES:**

1. Introduction to International Relations: Theories and Approaches, Robert H.Jackson, Georg Sorensen, Oxford University Press,
2. International Relations, Palmer and Perkins,
3. International Relations, Prem Arora, IAS Study Circle, New Delhi
4. Man, the State, and War: A Theoretical Analysis, Kenneth Waltz,
5. International Relations Theory: A New Introduction, Palgrave Macmillan.

**ALLIED PAPER III: PRINCIPLES OF ECONOMICS – I**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-III</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

Principles of Economics aim to teach considerable range and depth of Economic concepts through an approachable style and methodology.

**COURSE OUTCOMES:**

1. Demonstrate the scope and significance of micro economics and its methodology.
2. Distinguish Cardinal and Ordinal utility analysis.
3. Measure and analysis the different types of Elasticity of demand.
4. Examine different theories of production, function with economies of scale.
5. Demonstrate different cost and revenue curves with Break-Even analysis.

**Unit I: INTRODUCTION**

- (a) Definitions of Economics: Adam Smith, Alfred Marshall, Lionel Robbins and Samuelson
- (b) Nature of Economics: Micro and Macro Economics
- (c) Central problems of an Economy

**Unit II: CONSUMPTION**

- (a) Wants and their characteristics
- (b) Consumer's equilibrium
- (c) Marginal utility analysis and Indifference curve analysis
- (d) Consumer's surplus

**Unit III: PRODUCTION**

- (a) Factors of production
- (b) Law of variable proportions
- (c) Laws of returns to scale
- (d) Producer's equilibrium
- (e) Expansion Path

**Unit IV: MARKET STRUCTURE**

- (a) Perfect competition, Monopoly and Monopolistic competition, Oligopoly and Kinked Demand Curve

**Unit V: DISTRIBUTION**

- (a) Functional vs. personal distribution
- (b) Factor Pricing
- (c) Marginal Productivity Theory of Distribution
- (d) Quasi Rent
- (e) Keynes' Liquidity Preference Theory of Interest
- (f) Schumpeter's Theory of Profit

**REFERENCE**

1. Ahuja H. L - Principles of Microeconomics
2. Microeconomic Theory. Cauvery & Team.
3. Ahuja H. L -Advanced Economic Theory



**SOFT SKILLS – III**  
**JOB ORIENTED SKILLS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 30</b>

**COURSE FRAMEWORK:**

- To prepare the students to be job-ready.
- To help learners use English Language appropriately to the role or situation.
- To develop confidence in them to face Interviews.
- To train them to prepare their own CV/Resume

Different kinds of Interviews  
Letter of Application and CV

Technical Writing - Circulars, Memos, Agenda and Minutes

Group Discussion

Review

- i. Books
- ii. Films

**BOOKS FOR REFERENCE:**

1. Harishankar, Bharathi. ed. Essentials of Spoken and Presentation Skills. University of Madras.
2. John, Seely. 1998. The Oxford Guide to writing and speaking. Oxford U P, 1998, Delhi.
3. The Princeton Language Institute and Lanny Laskowski. 2001. 10 days to more confident Public Speaking. Warner Books.
4. <http://jobsearch.about.com/cs/curriculumvitae.html//>
5. <http://www.cvtips.com//>

**QUESTION PAPER PATTERN**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>A</b>	Answer any 5 out of 7	1-7	2	10
<b>B</b>	Answer any 4 out of 6	8-13	5	20
<b>C</b>	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

**PART IV: ENVIRONMENTAL STUDIES (Applicable to III & IV Semesters)**

**(FOR UNDER GRADUATE COURSES OF ALL BRANCHES)**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-III</b>	<b>CREDITS-2</b>	<b>TOTAL HOURS-30</b>

**COURSE FRAMEWORK:**

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

**COURSE OUTCOME:**

On completion of the course the students will be able

1. To define the scope and importance of environmental study
2. To list and classify the resources.
3. To explain biodiversity and conservation.
4. To define causes and prevention of pollution.
5. To plan disaster management.

**Unit 1: MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES**

- (a) Definition, scope and importance and need for public awareness.

**Unit 2: NATURAL RESOURCES**

- (a) Renewable and non-renewable resources:
- (b) Natural resources and associated problems
- (c) Forest resources: Use and over-exploitation, deforestation, case studies.
- (d) Timber extraction, mining, dams and their effects on forest and tribal people.
- (e) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- (f) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- (g) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- (h) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.
- (i) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

### **Unit 3: ECOSYSTEMS**

- a) Concept of an ecosystem.
- b) Structure and function of an ecosystem, Producers, consumers and decomposers.
- c) Energy flow in the ecosystem.
- d) Ecological succession. Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem: - Forest ecosystem Grassland Ecosystem Desert Ecosystem Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### **Unit 4: BIODIVERSITY AND ITS CONSERVATION INTRODUCTION**

- (a) Definition: genetic, species and ecosystem diversity.
- (b) Bio geographical classification of India, Value of biodiversity
- (c) Consumptive use, productive use, social, ethical, aesthetic and option values.
- (d) Biodiversity at global, National and local levels.
- (e) India as a mega-diversity nation.
- (f) Hot-spots of biodiversity.
- (g) Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India,
- (h) Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

### **Unit 5: ENVIRONMENTAL POLLUTION**

- (a) Definition. Cause, effects and control measures of: - Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards
- (b) Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- (c) Role of an individual in prevention of pollution. Pollution Case studies.
- (d) Disaster management: floods, earthquake, cyclone and landslides.

### **III**

### **SEMESTER**

#### **CORE PAPER VII – MILITARY GEOGRAPHY & GEO – POLITICS**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-IV</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-75</b>

#### **COURSE FRAMEWORK:**

To enable the student to understand the influence of Geography on the nature and function of war. Geography has had great influence on the scope and outcome of several decisive battles across the globe. Geography is the fundamental determinant of the national power and decides on the politico-strategic structure of the states.

#### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Outline the basics fundamentals of military geography namely location, distance, climate, accessibility and visibility. Identify and explain the importance of geopolitics and military geography.
2. Assess, Evaluate and Summarize the important theories of military geography and geopolitics with special reference Mackinder, Haushofer and A.T. Mahon.
3. Define the basis of Global positioning system (GPS), THE Global Information System (GIS) and Remote Sensing and also discuss the importance of all three in the processing era
4. Analyse and explain the geo-strategic significance of India in terms of its location, natural resources, land mass – Assess and evaluate the importance of Andaman, Nicobar and Lakshadweep Islands.
5. Identify and maritime India's borders. Discuss the nature and characteristics of land borders maritime boundaries, Territorial, waters and Exclusive Economic Zone

#### **Unit I: INTRODUCTION**

- (a) Fundamentals of military geography (Accessibility, Visibility, Location, Distance, Climate etc.)
- (b) Role and Importance of Geo – Politics
- (c) Geographic components of National Power.

#### **Unit II: GEO – POLITICAL THOUGHT**

- (a) Theories of Mackinder
- (b) Haushofer
- (c) A.T. Mahan.

#### **Unit III: APPLIED MILITARY GEOGRAPHY**

- (a) Basics of Global Positioning System (GPS),
- (b) Global Information System (GIS)
- (c) Remote sensing
- (d) Map reading-scale, relief and representation

**Unit IV: GEO – STRATEGIC SIGNIFICANCE OF INDIA**

- (a) Geographical Location
- (b) Natural resources, Land mass, Rivers, Minerals & Oil
- (c) Importance of Andaman, Nicobar and Lakshadweep Islands

**Unit V: INDIA'S BORDERS**

- (a) Nature and characteristics of land borders
- (b) Maritime boundaries
- (c) Concept of Territorial waters
- (d) Exclusive Economic Zone.

**REFERENCES:**

- 1) Das, S.T., Geo-Strategies, Allahabad: Kitab Mahal, 1985.
- 2) Black, Jeremy, Cambridge Illustrated Atlas, Warfare, Renaissance to Revolution: 1492-1792, (Cambridge: Cambridge University Press, 1996).
- 3) Chandler, David G., Atlas of Military Strategy: The Art, Theory and Practice of War, 1618-1878, (1980 reprint, London: Arms and Armour, 1996)
- 4) William D Puleston, The Life and Work of Alfred Thayer Mahan, U.N.S. (New Haven, CT,1939) 5) Earl Meade, Edward, Makers of Modern Strategy: Military Thought from Machiavelli to Hitler,1948.

## **CORE PAPER VIII –INTERNATIONAL ORGANIZATIONS**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-IV</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-75</b>

### **COURSE FRAMEWORK:**

In the contemporary world the survival of mankind is conditioned by the facts of war and peace. The conditions of war and peace are influenced by various actors, viz., State, non-state and international organizations. This paper introduces the students to all these factors.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Discuss the evolution of International and Regional Organisation. Explain the characteristics of International and regional organisations. Distinguish between International Organisation (IO) & Regional Organisation (RO) and outline the importance of both the organisations.
2. Discuss the principles, powers, structure role, functions and achievements of the League of Nations and UNO.
3. Explain the salient features, aim role, functions, achievements and importance of SAARC, ASEAN and ASIAN REGIONAL FORUM.
4. Discuss the salient features of the European Union, Organisation for security and cooperation in Europe (OSCE).
5. Explain the aim, objectives, structure, role, functions and achievements of organisation of African Union (OAU) Commonwealth of Independent States (CIS), Organisation of Islamic Conference (OIC), organisation of American states(OAS), BRICS, Asia – Pacific Economic Forum (APEC)

### **Unit I: INTRODUCTION**

- (a) Evolution of International Organisation and Regional Organisation
- (b) Characteristics
- (c) Overview of related theories
- (d) Significance of International and Regional Organisations

### **Unit II: LEAGUE OF NATIONS AND UN SYSTEM**

- (a) Principles
- (b) Powers and Structures.

### **Unit III: REGIONAL ORGANISATION**

- (a) Course Framework
- (b) Functioning and Evaluation of SAARC, ASEAN and Asian Regional Forum (ARF), League of Arab States, Shanghai cooperation organisation.

### **Unit IV:**

- (a) Salient Features of European Union (EU),
- (b) Organisation for Security and Cooperation in Europe (OSCE).

**Unit V:**

- (a) Fundamentals of Organisation of African Unity (OAU)
- (b) Commonwealth of Independent States (CIS)
- (c) Organisation of Islamic Conference (OIC)
- (d) Organisation of American States (OAS) BRICS
- (e) Asia-Pacific Economic Forum.

**REFERENCES: -**

- 1) Palmer, N.D. and H.C. Perkins, International Relations, Boston: Houghton Mifflin, 1953.
- 2) Jackson, R. and Sorensen, Introduction to International Relations: Theory and Approaches, Oxford: Oxford University Press, 2003.
- 3) Frankel, J., International Relations in a Changing World, London: Oxford University Press, 1977.
- 4) Nicholson, M., International Relations: A Concise Introduction, New York: Palgrave, 2002.
- 5) Chatterjee, Aneek. International Relations Today: Concept and Applications, New Delhi: Pearson, 2010.
- 6) Johari, J.C., International Relations and Politics, New Delhi: Sterling Publishers, 1985.

**SEMESTER – IV**  
**ALLIED PAPER IV: PRINCIPLES OF ECONOMICS – II**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-IV</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

The paper is exposing the understand the different market structure, behaviour of product and pricing and factor market.

**COURSE OUTCOMES:**

1. Analyse the Short-run equilibrium conditions of perfect competition.
2. Analyse different types of monopoly and its equilibrium.
3. Distinguish equilibrium conditions of monopolistic and oligopoly market structures.
4. Distinguish Classical, Keynesian and modern theories factor pricing.
5. Analyse Pareto and Amartya Sen's views on Welfare Economics

**Unit I: NATIONAL INCOME**

Meaning of National Income – Concepts of National Income – Difficulties in the Measurement of National Income

**Unit II: PLANNING AND ECONOMIC DEVELOPMENT**

Course Framework of Economic planning – Mixed Economy and Economic planning – PURA-A New Gandhian approach to development

**Unit III: PUBLIC FINANCE**

Government Budgets – Direct and Indirect taxes – Government Expenditure –Meaning of Deficit Financing- Functions of Financial Commission

**Unit IV: INTERNATIONAL TRADE**

Theories of International Trade – Comparative Cost theory, Balance of trade and balance of payments: Disequilibrium corrective methods- WTO-Trade Blocks: Meaning, EU, NAFTA and ASEAN

**Unit V: INTERNATIONAL MONETARY SYSTEM**

Functions of IMF and IBRD, the EURO, Meaning of Foreign Exchange- Purchasing Power Parity Theory - FEMA

**REFERENCES**

1. Ahuja H. L – Principles of Microeconomics
2. Ahuja H. L – Macro Economics, Theory & Policy
3. Rudder Dutt, Sun haram, K. P. M. – Indian Economy
4. Francis Cherunilam, International Business
5. Seth, M. L. MACRO ECONOMICS
6. Singh S. K, Public Finance in theory and practice
7. Sawyer, Sprinkle, International Economics



**SOFT SKILLS IV  
COMPUTING SKILLS**

<b>SUBJECT CODE:</b>	<b>PRACTICAL</b>	<b>MARKS :100</b>
<b>SEMESTER : IV</b>	<b>CREDIT :2</b>	<b>NO.OF.HOURS PER WEEK:3</b>

**(For the following UG Departments)**

**SHIFT-I:**

B.A. (Economics), B.A. (Defence and Strategic Studies), B.Sc. Mathematics, B.Sc. Physics, B.Sc. Chemistry, B.Sc. Zoology, B.Sc. Plant Biology and Plant Biotechnology, B.Com (General), B.Com (Corporate Secretaryship)

**SHIFT-II:**

BBA, B.Sc. Visual Communication, B.Com (General), B.Com (Accounting & Finance), B.Com (Corporate Secretaryship), B.Com (Information System Management), B.Com (Banking Management) and B.Com (Marketing Management)

**COURSE OBJECTIVES**

- The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like Ms word, MS Excel, Ms Access, Power point etc., at two levels based on their knowledge and exposure.
- It provides essential skills for the user to get adapted to any work environment, as most of the systems in any workplace have Ms Office installed for their day to day activities. The course is highly practice oriented rather than regular class room teaching

**Unit I : *Word Processing*** - Open, Save and close word document; Editing text- tools, formatting, bullets; Spell Checker; Navigating in word - keyword, Mouse; document formatting- paragraph alignment, indentation, headers and footers, numbering; printing• preview, options

**Unit II : *Spreadsheets*** - MS Excel- opening, entering text and data, formatting, navigating; Formulas - entering, handling and copying; Charts -creating, formatting and printing, header and footer, centering data, printing.

**UNIT III: *Presentations*** - Power point - exploring, creating and editing slides, inserting tables and charts - Special effects - Clip Art, creating and drawing shapes, inserting multimedia content - Presentations - planning, animation, handouts, slideshow.

**Unit VI:** *Networks-Internet Explorer*- components; www-working, browsing, searching, saving  
- Bookmark - favorite, create, delete - Printing a web page; email- creating, receiving, reading  
and sending messages

**Unit V:** *HTML* - Defining HTML paragraph and spacing - HTML styles, that include Background  
color - Text color - Text Fonts - Text that includes Bold, Italic, Underline, Superscript andSubscript.

**Note:** *Unit II to Unit V needs exposure thru Practicals*

**REFERENCE BOOKS:**

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

## **V- SEMESTER**

### **CORE PAPER IX – NATIONAL SECURITY OF INDIA**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

#### **COURSE FRAMEWORK:**

This paper encompasses all aspects of National Security of India - its national values, interests, Course Framework, foreign policy and nature of threats both internal and external.

#### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Outline India's National values, National Security Objectives, and India's Foreign Policy goals.
2. Analyse, Assess and Evaluate and explain India's security threats like poverty communal harmony, corruption and Insurgency. Explain the consequences of these threats.
3. Identify. Outline assess and explain the major issues, challenges and threats with Pakistan – J & K, Siachen, Sir Greek Island, Wullar Barrage and Terrorism.
4. Identify, Outline, assess and discuss the major challenge, issues and threats evaluating from china namely the Boundary dispute Tibet Mutual Rivalry for Regional and Global.
5. Discuss the strategic importance of Indian ocean, India's interest and the growing strategic interests of major powers in India ocean and its impact on India.

#### **Unit I: INTRODUCTION**

- (a) Geo-political setting of India-(1) land frontiers (2) Sea borders

#### **Unit II: INTERNAL SECURITY THREATS**

- (a) Poverty and Communal harmony
- (b) Corruption
- (c) Insurgency in North East.
- (d) Drug Abuse

#### **Unit III: ISSUES WITH PAKISTAN**

- (a) Jammu and Kashmir
- (b) Siachen
- (c) Sir Creek Island
- (d) Wullar Barrage
- (e) Terrorism.

#### **Unit IV: ISSUES WITH CHINA**

- (a) Boundary dispute
- (b) Misperceptions on Tibet
- (c) Mutual Rivalry for Regional and Global Dominance
- (d) String of Pearls

## **Unit V: INDIAN OCEAN**

- (a) Strategic significance
- (b) India's interests Power rivalry (militarization)

### **REFERENCES: -**

- 1) Ajey Lele, Strategic Technology for the Military, New Delhi: Sage, 2009.
- 2) Gopala Krishnan, K.V., Impact of Science and Technology on Warfare, New Delhi: National Book Trust, 2003.
- 3) Buzon, Barry. An Introduction to Strategic Studies: Military Technology and International Relations, New York: St. Martin Press, 1987.
- 4) Kelin, John. Space Warfare: Strategy, Principles and Policy' London: Routledge, 2006.
- 5) Nair, K.K., Space the Frontier of Modern Defence, New Delhi: Knowledge World, 2006.
- 6) Pruthi, R.K.(ed)., Robotic Warfare, Delhi: Prashant Publishing House, 2009.
- 7) Rappert, Brain (ed)., Technology and Security: Governing Threats in the New Millennium, New York: Hampshire, Palgrave Macmillan, 2007.

**CORE PAPER: X - SPECIALIZED WARFARE**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

After completing the paper, the students will understand the types of war prevalent in the world. This paper describes the various types of warfare that are taught in the world. To understand the different types of war waged by nations at large.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Define psychological warfare. Explain the different types and techniques of psychological warfare. Summarize the effects of psychological warfare.
2. Explain the concept and characteristics of chemical and biological warfare. Discuss the effects of chemical and biological aspects. Distinguish between Chemical Warfare and Biological warfare.
3. Discuss the concept of Guerilla warfare, its characteristics. Distinguish between Guerilla warfare, Insurgency and terrorism.
4. Explain the concept and origin of Nuclear warfare, the development of nuclear weapons and it's the impact of nuclear explosion.
5. Define Terrorism and Outline the causes of terrorism and explain the types and form of terrorism.

**Unit – I: PSYCHOLOGICAL WARFARE**

- a) Definition and nature of Psychological Warfare
- b) Types of Propaganda
- c) Brain washing and Rumour—Nature, Techniques and its Effects

**Unit – II: BIOLOGICAL AND CHEMICAL WARFARE**

- a) Concept and Course Framework
- b) Characteristics
- c) Types of Agents and its effects

**Unit – III: GUERILLA WARFARE**

- a) Concept and Course Framework
- b) Characteristics of Guerilla Warfare
- c) Elementary knowledge of Insurgency and Counter Insurgency

**Unit – IV: NUCLEAR WARFARE**

- a) Concept and origin of Nuclear Warfare
- b) Development of Nuclear Weapons
- c) Effects of Nuclear Explosion- Flash, Thermal Radiation, Nuclear Radiation

## **Unit – V: HYBRID WARFARE**

- a) Definition
- b) Causes
- c) Types and Techniques

### **REFERENCES: -**

- 1) Philip M. Taylor, Munitions of the Mind: War Propaganda from the Ancient World to the Nuclear Age, (Welling borough, 1990)
- 2) Qualter, T.H., Propaganda and Psychological Warfare, (New York, 1962)
- 3) SIPRI, The Problem of Chemical and Biological Warfare (4 Vols, New York, 1971)
- 4) Brown, F.J., Chemical Warfare: A Study in Restraint, (Princeton,1968)
- 5) Walter Laqueur, Guerilla, (London,1977)
- 6) Fairbairn, G., Revolutionary Guerilla Warfare (Harmondsworth,1974)
- 7) Asprey, R.B., War in the Shadows (London,1975)
- 8) Lawrence Freeman, The Evolution of Nuclear Strategy (London,1981)

### **WEB SITES**

1. <http://www.cliffsnotes.com/cliffsnotes/history/what-is-guerrilla-warfare>.
2. <http://www.britannica.com/EBchecked/topic/248353/guerrilla-warfare>.
3. <http://www.opcw.org/about-chemical-weapons/what-is-a-chemical-weapon>.

**CORE PAPER XI –BASICS OF DEFENCE ECONOMICS AND  
DEFENCE MANAGEMENT**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

Economic imperatives are the vital factors in all activities of mankind to gauge its success. This applies to the study of defence sector of a country in its endeavor to meet its security needs. Knowledge about budgeting, defence allocation, resource augmentation, indigenization etc., are essential to understand the functioning of the defence sector of the state. A clear insight into the principles and concepts of management, those are imperative in comprehending defence management. It is imperative for the practicing managers and the officers in the armed forces to get acquainted with the essentials of management.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Explain the fundamental concepts, relating the Economics and defence Economics.
2. Explain the prevailing dictotomy between Defence Vs Development and discuss various kinds of economic systems in operation.
3. Explain the concept of public finance, Public Expenditure and the process of formulating Budget and Defence Budget and compare and analyse the Defence expenditure, Defence Budget with Pakistan & China.
4. To examine the process of Defence planning exercise in India and evaluate and assess the Defence needs in terms of weapons and Technological requirements and to evaluate the role and contribution of OFs, DPSUs and private sector in Defence production & RD.
5. To explain and analyse the effects of war on National Economy – like inflation, BOP, Depletion of resources and accelerated development of Science & Technology.

**Unit I: INTRODUCTION**

- (a) Definition of Economics and Defence Economics
- (b) Economic System: kinds, features, merits and demerits.

**Unit II: Defence Budget:**

- (a) Concepts of Finance, Revenue, Expenditure, process of Budget, National Income and Gross National Product
- (b) Analysis of India's Defence Budget.

**Unit III: EFFECTS OF WAR ON ECONOMY**

- (a) Inflation
- (b) Balance of Payments
- (c) Mobilization of Resources.

**Unit IV: INTRODUCTION TO MANAGEMENT**

- (a) Definition of administration and management
- (b) Principles and process of defence management.
- (c) Planning-(a) Definition and features (b) Steps in planning (c) Management by Course Framework (d) Decision Making process and techniques.

**Unit V: DEFENCE PRODUCTION:**

- (a) Assessment of Defence requirements
- (b) Role of Ordnance Factories and Public and Private Sector Undertakings
- (c) Contribution of DRDO.

**REFERENCES: -**

1. The Economics of Defence, Keith Hartley and Todd Sandler, Cambridge Surveys of Economic Literature
2. Economic Theories of Peace and War, Fanny Coulomb, Routledge
3. From Defence to Development? International Perspectives on Realizing the Peace Dividend, Sean M. Giovanna, Ann Markusen, Routledge.
4. Defence Production in India, Ron Mathews New Delhi: ABC,
5. Jasjit Singh, India's Defence Spending: Assessing Future Needs, New Delhi: Knowledge Publishers.
6. Y. Lakshmi, Trends in India's Defence Expenditure, New Delhi: ABC.

**WEB SITES**

1. <http://www.britannica.com/EBchecked/topic/155696/defense-economics>.
2. <file:///C:/Users/defence/Downloads/1-Keith%20Hartley.pdf>.
3. <http://ofbindia.gov.in/index.php?wh=ourunits>.
4. <http://www.economicshelp.org/blog/2180/economics/economic-impact-of-war>.



## **CORE Paper XII –COMPREHENSIVE SECURITY**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

### **COURSE FRAMEWORK:**

Comprehensive security is an approach that goes beyond the traditional realist state- centric and military approach and includes various subjects including human, economic and environmental dimensions as well as a subjective feeling of security or insecurity of individuals.

### **COURSE OUTCOME:**

1. The students are given exposure on various aspects of security which are other the military aspects. Hence it introduces various types of security
2. It focuses on effects of Pollution and water security
3. It explores various aspects of health issues and its impact
4. It introduces aspects of Energy its sources
5. The insists on the economic strength of Industrial back up and its security.

### **Unit I: INTRODUCTION**

- (a) Meaning, Concept
- (b) Types of Security

### **Unit II: ENVIRONMENTAL SECURITY**

- (a) Meaning, Concept, Pollution, Types, Effects, Climate, Water Security measures taken

### **Unit III: HEALTH SECURITY**

- (a) Meaning
- (b) Definition Epitomic, Pandemic, Food Security

### **Unit IV: ENERGY SECURITY**

- (a) Meaning
- (b) Definition
- (c) Types, Coal, Oil, Natural Gas, Nuclear.

### **Unit V: INDUSTRIAL SECURITY**

- (a) Meaning, importance, types and scope

### **REFERENCES:**

1. Beebe, Shannon D. and Mary Kaldor, *The Ultimate Weapon Is No Weapon: Human Security and the New Rules of War and Peace*, Perseus Books Group, New York, 2010.
2. Edwards, Alice and Carla Ferstman, *Human Security and Non-Citizens: Law, Policy and International Affairs*, Human Security and Non-Citizens: Law, Policy and International Affairs, Cambridge University Press, New York, 2010.
3. Wellman, James K., Clark Benner Lombardi, *Religion and Human Security: A Global Perspective*, Oxford University Press, 2012.
4. Li, Menggang, *Research on Industrial Security Theory*, Springer-Verlag Berlin Heidelberg, 2013.

**ELECTIVE – I (IDE): FUNDAMENTALS OF JOURNALISM**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-75</b>

**COURSE FRAMEWORK:**

Defence journalism, though very much a part of modern day journalism, has practically very little literature for reference. There is an urgent need to understand essential information, facts, sources, and the qualities required to become a successful defence journalist. Also, provide knowledge on how to be a responsible Defence Journalist. Depending on the branch of service and specific Military Occupational Specialty, military journalists learn to do a surprising variety of jobs.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Define Journalism. Discuss the meaning relevance and scope of formation. Outline the structure and functioning of News organisation, media, kinds of Media and its characteristics.
2. Explain the purpose and meaning of defence News, Kinds and Source of News, Various threats of news selections.
3. Describe the significance of Defence stories and explain the format, language and grammar required. Explain the kinds of reporting, importance of eye witness, the use of graphics and animation and to state the importance of interviewing skills.
4. Explain the importance of editing. Define military terms, proof reading, caption writing and picture editing.
5. Identify and outline the hurdles in defence writing, discuss the importance of media ethics, media laws and explain the importance of visual media.

**Unit I: Introduction Journalism:**

- (a) Meaning, relevance and scope
- (b) News Organization Structure and functioning
- (c) Media: concept, kind and characteristics.

**Unit II: Defence News:**

- (a) Purpose and meaning
- (b) Kinds and sources
- (c) Theories of news selection.

**Unit III: Reporting Defence Stories:**

- (a) Format, Language and Grammar
- (b) Kinds: Eye Witness, Computer assisted Features
- (c) Concepts of Graphics and animation
- (d) Interviewing skills.

**Unit IV: Editing:**

- (a) Abbreviations and definition of military terms
- (b) Proof – reading symbols
- (c) Caption writing and picture editing.

**Unit V: Hurdles in Defence writing:**

- (a) Media Ethics
- (b) Media Laws
- (c) Military vs Media debate
- (d) News Photography.

**REFERENCES: -**

- 1) Menon, P.K., Practical Journalism, Jaipur: Aavishkar Publishers & Distributors, 2005.
- 2) Dhara, R., Journalism, Calcutta: Industry Publishers, 1945.
- 3) Basu, R.N., Handbook of Journalism, Jaipur: Pointer Publishers, 2005.
- 4) Kamath, M.V., The Journalist's Handbook, New Delhi: Vikas, 1980.
- 5) Professional Journalism, New Delhi: Vikas, 1983.

**WEB SITES**

1. <https://handbook.monash.edu/2020/units/ATS1089>.
2. <https://owlcation.com/academia/JournalismBasics>.
3. <http://www.poynter.org/how-tos/journalism-education/190429/in-defense-of-journalism-education-the-3-essentials-it-teaches>.

## **PART IV: VALUE EDUCATION**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-V</b>	<b>CREDITS-2</b>	<b>TOTAL HOURS-15</b>

### **COURSE FRAMEWORK:**

- To teach and inculcate the importance of value based living.
- To give students a deeper understanding about the purpose of life.

### **COURSE OUTCOME:**

On completion of the course the students will be able

1. To inculcate the value system in their real life scenarios.
2. To implement the role of culture and civilization, roles and responsibilities in the society.
3. To effectively follow Salient values for life such as forgiveness, ability to sacrifice, self - esteem, teamwork and creative thinking.
4. To reflect the human rights, social values and welfare of the citizen.
5. To consider the relation between values and personal behavior affecting the achievement of a sustainable future.

### **UNIT 1: EDUCATION AND VALUES**

Definition, Concept, Classification, Theory, Criteria and Sources of values Aims and objectives of value education Role and Need for value education in the contemporary society, Role of education in transformation of values in society Role of parents, teachers, society, peer group and mass media in fostering values

### **UNIT 2: VALUE EDUCATION AND PERSONAL DEVELOPMENT**

Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. Character Formation towards Positive Personality Modern challenges of adolescents: emotions and behavior Self-analysis and introspection: sensitization towards gender equality, differently abled, Respect for - age, experience, maturity, family members, neighbors, strangers, etc.

### **UNIT 3: HUMAN RIGHTS AND MARGINALIZED PEOPLE**

Concept of Human Rights – Principles of human rights – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized People – like women, children, minorities, transgender, differently abled etc.

Social Issues and Communal Harmony Social issues – causes and magnitude - alcoholism, drug addiction, poverty, unemployment – communal harmony –concept –religion and its place in public domain –secular civil society

#### **UNIT 4: VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT**

Constitutional Values :(Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity)

Social Values: (Pity and Probity, Self-Control, Universal Brotherhood).

Professional Values :(Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith).

Religious and Moral Values: (Tolerance, Wisdom, character).

Aesthetic Values: (Love and Appreciation of literature, fine arts) Environmental Ethical Values

National Integration and international understanding.

Need of Humanistic value for espousing peace in society. Conflict of cross-cultural influences, cross- border education

#### **UNIT 5:**

Guru Nanak Devji's Teachings

Relevance of Guru Nanak Devji's teachings' relevance to Modern Society the Guru Granth sahib

The five Ks Values and beliefs

Rights and freedom (Right of equality, Right to Education, Right to Justice, Rights of women, Freedom of religion, Freedom of culture, Freedom of assembly, Freedom of speech)

Empowerment of women

Concept of Langar Eminent Sikh personalities

#### **REFERENCES BOOKS:**

1. Dr. AbdulKalam. My Journey-Transforming Dreams into Actions. Rupa Publications, 2013.
2. Steven R Covey, 8th Habit of Effective People (From Effectiveness to Greatness), Free Press, New York, 2005.
3. Prem Singh, G.J. (2004). 'Towards Value Based Education', University News. Vol. 42 (45): P.11-12.
4. V.R. Krishna Iyer. Dialectics & Dynamics of Human Rights in India (Tagore Law Lectures) The Yesterday, Today and Tomorrow, Eastern Law House (1999, Reprint 2018)
5. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

## **SIXTH SEMESTER**

### **CORE PAPER: XIII - INTERNATIONAL LAW**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-VI</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

#### **COURSE FRAMEWORK:**

This paper aims at introducing to the student different aspects of International Law. The laws which govern the conduct of war, Laws of neutrality and the organization of the International court of Justice are covered in this paper.

#### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Define International law and municipal law; distinguish between International law and municipal law. Trace the history and development of International law. Explain the nature, source and codification of International law.
2. Discuss the laws of land, warfare, sea warfare and air warfare and explain the law of maritime warfare, war crime and genocides.
3. Discuss the laws of Neutrality with reference to right of Ansary, Contra band and doctrine of continuous voyage.
4. Outline the importance of international law and explain war and its effects, its legal character and the settlement of disputes.
5. Assess and evaluate the importance of blockade, prize courts. Explain the organisation, role and function of International court of Justice.

#### **Unit I INTRODUCTION:**

- (a) Definition, Basis of international Law, History and its development
- (b) Nature, Source and Codification
- (c) Distinction between International and Municipal laws

#### **Unit II LAWS OF LAND, SEA AND AIR WARFARE**

- (a) Laws of Land Warfare
- (b) Laws of Maritime Warfare
- (c) Laws of Aerial Warfare
- (d) War Crimes and Genocide

#### **Unit III LAWS OF NEUTRALITY**

- (a) The laws of Neutrality
- (b) Right of Angary
- (c) Contraband and Doctrine of Continuous Voyage

#### **Unit IV MANAGEMENT OF INTERNATIONAL LAW**

- (a) Settlement of International Disputes
- (b) War its Legal Character and Effects
- (c) Enemy Character

## **Unit - V LEGAL MECHANISMS**

- (a) Blockade - Concept, Establishment, Kinds and Penalties for breach
- (b) Prize Courts
- (c) Organization, role and functions of the International Court of Justice.

### **REFERENCES:**

- 1) Tandon, M.P, and Rajesh Tandon, An Introduction of International Law, Allahabad: Allahabad Law Agency, 1987.
- 2) Kapoor, S.K., International Law, Allahabad; Allahabad Law Agency, 1989.
- 3) Chavan, R.S., An Approach to International Law, New Delhi: Sterling, 1971.
- 4) Starke, J., An Introduction to International Law.
- 5) Oppenheim, International Law.

### **WEB SITES**

1. <https://www.google.co.in/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#safe=active=international law>.
2. [http://www.loc.gov/rr/frd/Military\\_Law/pdf/law\\_warfare-1956.pdf](http://www.loc.gov/rr/frd/Military_Law/pdf/law_warfare-1956.pdf).
3. <https://www.icrc.org/eng/resources/documents/misc/57jpcl.htm>.
4. [http://www.geneva-academy.ch/docs/academyLecture/Lecture\\_Heinegg.pdf](http://www.geneva-academy.ch/docs/academyLecture/Lecture_Heinegg.pdf).
5. <http://dictionary.reference.com/browse/blockade>.

**CORE PAPER: XIV –POST INDEPENDENT WARS OF INDIA**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-VI</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

**COURSE FRAMEWORK:**

The course of Political and strategic dynamics in Indian sub-continent becomes essential to appreciate the series of wars India encountered with her neighbouring states.

**COURSE OUTCOME:**

At the end of the course students will be able to

1. Discuss the challenges of the partition of the British Indian Army.
2. Discuss the causes, the course, consequences and specific military lessons learnt during India – Pakistan war of 1947 – 48
3. Explain the causes of Sino – Indian war of 1962, the important operation of war and the major military lessons learnt.
4. Outline the major causes of India Pakistan war of 1965, role of artillery. Discuss the origin, causes course and consequences of India – Pakistan war of 1971.
5. Outline the major internal security operations with reference to operation blue star, operation Rhino and operation Vijay.

**Unit I: INTRODUCTION**

- (a) Partition of British Indian Army
- (b) Early Challenges: Annexation of Junagadh – 1947.
- (c) Operations Polo (Integration of Hyderabad 1948),
- (d) Operation Vijay (Integration of Goa 1961).

**Unit II: OPERATION IN KASHMIR – 1947 – 48**

- (a) Events leading to annexation
- (b) Operations of Indian Army
- (c) Military lessons.

**Unit III: CHINESE INVASION OF INDIA – 1962**

- (a) Causes of War
- (b) Important Operations of War
- (c) Military Re – organization.
- (d) 1967 India-China-S Cho la incident

**Unit IV: INDO – PAKISTAN WAR OF 1965**

- (a) Outline of the Operations,
- (b) Role of Artillery
- (c) Operation Gibraltar
- (d) Liberation of East Pakistan 1971- Origin and Causes of War.

**Unit V: INTERNAL SECURITY OPERATIONS:**

- (a) Operation Blue Star – 1984
- (b) Operation Rhino (Northeast Region)
- (c) Operation Vijay (1999-Kargil War).



**REFERENCES:**

1. Sinha Lt. Gen - Slender was the Thread.
2. Johari, Sitaram - Chinese invasion of NEFA.
3. Mankekar D.R - Pakistan Cut to size.
4. Subramaniam. K. - Liberation War.
5. Subramaniam. K - Kargil Report.

**Web Sites**

1. <https://history.state.gov/milestones/1961-1968/india-pakistan-war>.
2. <https://www.rhinoalive.com/wp-content/uploads/2017/03/Rhino-crisis-overview.pdf>.
3. [http://www.globalsecurity.org/military/world/war/indo-pak\\_1971.htm](http://www.globalsecurity.org/military/world/war/indo-pak_1971.htm).
4. <https://defproac.com/?p=3972>.
5. [https://link.springer.com/chapter/10.1057/9781403983138\\_6](https://link.springer.com/chapter/10.1057/9781403983138_6).

## **CORE PAPER XV – DISARMAMENT AND ARMS CONTROL**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-IV</b>	<b>CREDITS-4</b>	<b>TOTAL HOURS-90</b>

### **COURSE FRAMEWORK:**

Disarmament efforts from the formation of nation state system is attempted in this paper which gained momentum after the Second World War and also Arms control measures are applied to Nuclear states which is being appraised in this paper.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Outline the evolution of the Nuclear era since 1945. Define the basics of Nuclear Technology, Nuclear Energy and its Uses and abuses.
2. Explain the development of missiles, its classifications, characteristics and the evolution of Nuclear Theories.
3. Explain the salient features of different Treaties like PTBT, TTBT, PNET, CTBT, ABM, SACT – I, SACT – II, INF, START, NPT, FMCT, MTCR, NSG and its impact.
4. Describe the significance of chemical and Biological weapon conventions.
5. Assess, evaluate and explain India's contribution towards disarmament and arms control.

#### **Unit I: Introduction**

- (a) The evolution of the nuclear era since 1945
- (b) Basics of nuclear technology, nuclear energy and its uses.

#### **Unit II: Development of Missiles**

- (a) Classifications and characteristics,
- (b) Brief study of the theories of nuclear warfare: Preventive, Pre-emptive, Massive Retaliation, Counter Force, Counter Value, Flexible Response, MAD and MAS.

#### **Unit III: Elementary Study of Treaties:**

- (a) Nuclear – weapon Treaties, (PTBT, TTBT, PNET & CTBT)
- (b) Nuclear Arms Limitation Treaties (ABM, SALT, INF and START)
- (c) Nuclear – Weapon proliferation Treaties (NPT, MTCR) FMCT, NSG and its impact on Indo-US Agreement

#### **Unit IV: Conventions**

- (a) Chemical and Biological Weapons
- (b) Prevention of Accidental Wars

#### **Unit V: India's contribution in the process of arms control.**

## **REFERENCES**

- 1) Cochran, Thomas, Arkin, William, and Hoening, William, Nuclear Weapons Data book (5 vols., Cambridge, Mss., 1984).
- 2) Glass tone, S., and Dolan, P.J., The Effects of Nuclear Weapons (Washington, 1977).
- 3) Grace, Charles, Nuclear Weapons: Principles, Effects and Survivability (London, 1994).
- 4) Brodie, Bernard, Strategy in the Missile Age (Princeton, 1959).
- 5) Lee, R.G., Guided Weapons (London, 1988).

## **WEB SITES**

1. <https://www.armscontrol.org/act/2010-09/nuclear-arms-control-india-relationship-explored>.
2. <http://www.britannica.com/EBchecked/topic/421797/nuclear-strategy>.
3. <https://fas.org/sgp/crs/nuke/RL33865.pdf>.
4. <https://fas.org/nuke/control/index.html>.
5. <https://www.un.org/disarmament/wmd/chemical/>.

## **ELECTIVE II: LIMITED WARS**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-VI</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-90</b>

### **COURSE FRAMEWORK:**

After going through this paper student will have an understanding of wars that were fought after the end of World War – II. This paper deals with the evolution of limited wars after the end of World War – II. To make the students learn about some of the important wars that were fought after 1945.

### **COURSE OUTCOME:**

At the end of the course students will be able to

1. Discuss the concept, meaning, definition and scope of limited wars. Explain the causes, course and consequences of the Korean War.
2. Explain the causes, the main events and the important lessons learnt during the Vietnam War.
3. Explain the causes, the course and the lessons learnt during the Arab – Israel Wars.
4. Assess and evaluate the significance of Iran – Iraq war. Explain the causes, the major highlights, results and the impact of the war.
5. Assess and evaluate the causes, course and the consequences of Gulf war I & II. Examine the role of UNO.

#### **Unit – 1: KOREAN WAR**

- a) Concept, meaning and scope of limited wars
- b) Causes of Korean War
- c) Main events
- d) Role of UNO

#### **Unit – 2: VIETNAM WAR-1956**

- a) Causes
- b) Main events
- c) Lessons learnt

#### **Unit – 3: ARAB ISRAELI WARS (1948, 1956, 1967 & 1973)**

- a) Causes
- b) Main events
- c) Role of Air power
- d) Lessons learnt

#### **Unit – 4: IRAN – IRAQ WAR (1980-1988)**

- a) Causes
- b) Highlights of the war
- c) Result and lessons learnt

## **Unit – 5: GULF OF WAR (1991, 2003)**

- a) Causes
- b) Highlights of the war
- c) Role of the UN

### **REFERENCES:**

- 1) Hastings, Max, The Korean War, (London: 1987)
- 2) Herring, George, America's Longest War (New York, 1996)
- 3) Fraser, T.G., The Arab - Israeli Conflict (London: 1995)
- 4) Agwani, M.S., The West Asian Crisis, New Delhi: 1995.
- 5) Colvocoressi, P., World Politics: 1954 - 2000, New Delhi: Pearson Education, 2001.
- 6) Schoot, Ian., World Famous Battles, London: Magpie Books Ltd., 1994.

### **WEB SITES**

1. [https://www.indiastrategic.in/topstories1368\\_limited\\_wars\\_in\\_the.htm](https://www.indiastrategic.in/topstories1368_limited_wars_in_the.htm)
2. <https://www.pbs.org/wgbh/americanexperience/features/bomb-korean-war/>
3. <https://tnsr.org/2021/02/the-gulf-wars-afterlife-dilemmas-missed-opportunities-and-the-post-cold-war-order-undone/>
4. <http://sites.austincc.edu/caddis/vietnam-wars/>
5. <https://www.history.com/topics/middle-east/iran-iraq-war>

### **ELECTIVE – III - INTRODUCTION TO STUDENTS' SUPPORT SERVICES**

<b>SUBJECT CODE</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER-VI</b>	<b>CREDITS-5</b>	<b>TOTAL HOURS-6</b>

#### **COURSE FRAMEWORK:**

This paper is designed to provide a challenging, yet rewarding, life experience. It is the goal of Student Support Services to assist the students within our program, in achieving their educational goals and to enhance their college experiences.

#### **COURSE OUTCOME:**

1. Introduce the Basic Concept of NCC, NSS and YRC.
2. Will create knowledge about uniform Services,
3. Basic first aid, health and physical fitness.
4. will create leadership training for Uniform service
5. Young minds will come out with nationalism and service to humankind.

#### **Unit-I: INTRODUCTION**

Aim, Motto, Nature, Organizational Structure of NCC, NSS and YRC

#### **Unit- II: PLACEMENTS**

NCC, Recruitment in Army, Navy and Air Force- Certificate Examination in NCC, NSS Honors and Awards

#### **Unit –III: HEALTH AND HYGIENE**

Structure and Functions of Human Body, Hygiene and Sanitation, Preventable Diseases, First Aid, Yoga: Introductions and Postures, Physical and mental health, Fractures: Types and Treatments

#### **Unit –IV: LEADERSHIP**

Meaning, Traits, Types, Discipline & Duty of an Indian Citizen, Code of Ethics, Importance of Teamwork

#### **Unit-V: SOCIAL SERVICE ACTIVITIES**

Basics of Social Service- Weaker Sections in the Society and its Identification, Social Evils, NGOs (Road Safety India-RSI), International Society of Security Professionals (ISSP) and their role and contribution.

#### **REFERENCES:**

1. <https://indiancc.nic.in/red-book/econom>
2. Jain, Amit & Rathi, Dr. (2016). National Service Scheme: A Youth Volunteers Programme.
3. Sax H, et al. 'My five moments for hand hygiene': a user-centred design approach to understand, train, monitor and report hand hygiene. Journal of Hospital Infection. 2007
4. Amey, M., 2006. Leadership in Higher Education. Change: The Magazine of Higher Learning.

## INTERNSHIP

SUBJECT CODE	THEORY	MARKS 100
SEMESTER-VI	CREDITS-2	AFTER COLLEGE HOURS

Students are provided an outlook into the real working environment by making them available to serve public limited companies and corporations. This enables the individuals to experience the practical corporate lifestyle beforehand and acts as a bridge when they step into their professional lives.

Companies and Corporations include:

- Security Organisations
- Officers Training Academy
- MOOC & online internship courses
- Coast Guards & cantonments.
- Non-Traditional Security Corporations.

### 1. REQUIREMENT FOR PROCEEDING TO SUBSEQUENT SEMESTER

- a. Candidates shall register their names for the first semester examination after admission in the UG courses.
- b. Candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the semester examinations subject to the condition that the candidate should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects
- c. Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed thereof from time to time, provided in case of candidate earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstances such as medical grounds, such candidates who shall produce Medical Certificate issued by the Authorized Medical Attendant (AMA), duly certified by the Principal of the college, shall be permitted to proceed to the next semester and to complete the course of study. Such candidates shall have to repeat the missed semester by rejoining after completion of the final semester of the course, after paying the fee for the break of study as prescribed from time to time.

### 2. PASSING MINIMUM

A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if he / she secures NOT LESS THAN 40 % in aggregate of External and Internal of the marks prescribed for the examination: however, **the passing minimum of 30 marks is required in the external examination.** He / She shall be declared to have passed the whole examination, if he / she passes in all the papers and practical's wherever prescribed as per the scheme of examination earning **140 CREDITS**. He / She shall also fulfill the compulsory extension services prescribed earning a minimum of **1 Credit out of maximum of 2 Credits to quality for the degree.**

### 3. CLASSIFICATION OF SUCCESSFUL

#### CANDIDATES: i. FOUNDATION COURSES

- a. **LANGUAGE OTHER THAN ENGLISH:** Successful candidates passing the examination for the language and securing 60 percent and above and 50 percent and above but below 60 percent in aggregate shall be declared to have passed the examination in the **FIRST and SECOND** class, respectively. All other successful candidates shall be declared to have passed the examination in **THIRD** class.
  - b. **ENGLISH:** Successful candidates passing the examination for English and securing 60 percent and above and 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the **FIRST and SECOND** class respectively All other successful candidates shall be declared to have passed the examination in **THIRD** class.
4. **CORE COURSES** consisting of (a) Main subjects (b) Allied subject, and (c) Elective subjects. Successful candidates passing the examination for English and securing 60 percent and above and 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the **FIRST and SECOND** class respectively All other successful candidates shall be declared to have passed the examination in **THIRD** class.

### 5.. RANKING

Candidates who pass all the examinations prescribed for the course in the **FIRST APPEARANCE ALONE** are eligible for classification / Ranking / Distinction.

#### PART A (10x3= 30 MARKS)

Answer ALL Questions

Answer to each Question not to exceed 50

words PART B (5x6= 30 MARKS)

Answer any FIVE Questions.

Answer to each Question not to exceed 200 words.

#### PART C (4x10= 30 MARKS)

Answer any TWO Questions.

Answer to each Question not to exceed 500 words