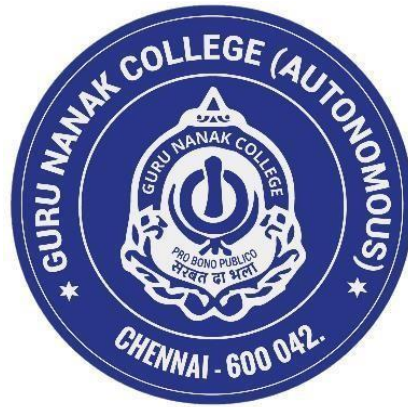


GURU NANAK COLLEGE (AUTONOMOUS)

(Affiliated to University of Madras and Accredited at 'A++' Grade by NAAC)

Guru Nanak Salai, Velachery, Chennai - 600042



SCHOOL OF HUMANITIES

B.A. DEFENCE AND STRATEGIC STUDIES

(For the UG batch of 2024-27 and thereafter)

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LOCF – Learning Outcome based Curriculum Framework

B. A Defence and Strategic Studies

(For the UG batch of 2024-27 and thereafter)

PREAMBLE

The LOCF in Defence and Strategic Studies aims to provide a framework for the discipline to respond to changing needs of stakeholders in a romanticized manner. The initiative aims to build and maintain an undergraduate program in Defence and Strategic Studies with innovative skills by holding periodic reviews within an agreed structure as standard reference. Despite its significance, Defence and Strategic Studies is still underdeveloped compared to other disciplines. The LOCF in Defence and Strategic Studies aims to create a roadmap for faculty, students, and the societal environment, providing a desired turf for meaningful dispensation in the long run. A thought process has been generated to set and raise the standards in the subject. There is strong plea to have a Bachelor's degree programme in Defence and Strategic Studies to brand it more sovereign in outlook. Today, 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. The course Defence and Strategic Studies demands specialized audiences and attention to contribute to national potential. given to its potential it has high value job creation credentials. The LOCF provides an opportunity to examine various dimensions of the subject, including arts, science, management, sports, leadership strategy, and political behavior.

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.

PROGRAM EDUCATIONAL OUTCOMES (PEOS)

PEO1: Values of Life, Ethics & Social Concern

The graduates exhibit truth, loyalty, and love as integral moral principles, thereby contributing to a society characterized by enhanced well-being and fundamental goodness in behaviour.

PEO2: Employability & Entrepreneurship

The graduates apply analytical, logical, and critical problem-solving skills in professional contexts, elevating employability and cultivating entrepreneurial capabilities through upskilling.

PEO3: Regional/National/Global Relevance & Competency

The graduates foster advanced analytical skills and a heightened appreciation for current Regional/National/Global perspectives, enabling informed and sustainable decision-making in a dynamic environment.

PEO4: Skill Enhancement, Self-Directed & Lifelong Learning

The graduates independently engage in skill-based learning, utilizing infrastructure and opportunities for continuous upskilling, enabling self-evaluation and lifelong excellence attainment.

PEO5: Research Skills & Innovation

The graduates proficiently apply scientific reasoning, fostering creativity, strategic thinking, and effective problem-solving skills. They demonstrate a core competency in generating innovative ideas for advancements and inventions.

PROGRAMME OUTCOME (PO)

- PO1: Critical Thinking and Problem Solving:** Equipped with critical and creative thinking which will enable students to increase their problem solving and decision-making skills.
- PO2: Team work, Leadership and Experiential Learning:** Develop the capacity to work with the team members and have good leadership, analytical and scientific reasoning through Experiential Learning
- PO3: Multicultural Ethics and Competency:** Exposed to varied cultural ethics and attain competency in a globalized world.
- PO4: Communication Skills and Digital Literacy:** Strong digital literacy and effective communication abilities, which enables to reach their Higher Education and employability goals.
- PO5: Knowledge Management, Environmental Awareness and Sustainable Development:** Equipped with knowledge management to engage in the activities related to Environment and Sustainable development.

PROGRAM SPECIFIC OUTCOMES (PSOS)

- PSO 1:** Understand the core fundamental concepts in national security, International relations and strategic culture of state.
- PSO2:** Develop strong empirical foundation for analyzing longstanding and emerging challenges to international peace and security
- PSO3:** Identify major issues, actors, transition/transformation, and state responses at local, regional, national, and global levels and attempts to resolve.
- PSO4:** Recognize foundational concept in Peace and Conflict Studies and demonstrate awareness of Conflict resolution
- PSO5:** Look for professional job-oriented courses, Indian Army, Indian Navy, Indian Air Force as officers, Indian Civil Services.

PEO – PO Mapping

	PEO 1	PEO 2	PEO 3	PEO 4	PEO5
PO 1	3	3	3	3	3
PO 2	3	3	3	3	3
PO 3	3	3	3	3	3
PO 4	3	3	3	3	3
PO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-PO Mapping

	PO 1	PO2	PO3	PO4	PO5
PSO 1	3	3	3	3	3
PSO 2	3	3	3	3	3
PSO3	3	3	3	3	3
PSO 4	3	3	3	3	3
PSO 5	3	3	3	3	3

CHOICE BASED CREDIT SYSTEM (CBCS)

The College follows the CBCS with Grades under the Semester pattern. Each course is provided with a credit point based on the quantum of subject matter, complexity of the content and the hours of teaching allotted. This is done after a thorough analysis of the content of each subject paper by the members of the Board of Studies and with the approval of the Academic Council. Students are also offered a variety of Job oriented Elective, Multidisciplinary skill-based courses as part of the curriculum. Students can earn extra credits by opting for Massive Open Online Courses (MOOCs) and Certificate Courses.

The evaluation method under CBCS involves a more acceptable grading system that reflects the personality of the student. This is represented as Cumulative Grade Point Average (CGPA) and Grade Point Average (GPA) which are indicators of the Academic Performance of the student. It provides students with a scope for horizontal mobility and empowers them with the flexibility of learning at their convenience.

ELIGIBILITY FOR ADMISSION

Candidates admitted to the first year of the UG programme should have passed the higher Secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereof by the Syndicate of the University of Madras. Students applying for the PG programme should have taken the UG degree in the relevant subject from a recognized university as per the norms of the University of Madras.

For B.Com. (Hons): Candidates admitted to the first year of the B.Com. (Hons.) programme should have passed the higher secondary examinations conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereof by the Syndicate of the University of Madras with 75 % cut-off in Commerce/Business studies, Accountancy, Economics and Business Mathematics/ Mathematics.

For MBA: The basic requirement for admission to the MBA programme is a Bachelor's degree in any discipline with a minimum of 50% marks in aggregate and satisfactory test score in MAT Entrance Test conducted by AIMA, New Delhi / TANCET for MBA conducted by Government of Tamil Nadu / CAT / XAT or any other approved MBA Entrance Tests.

For MCA: Only those candidates who have passed B.C.A/B.Sc. in Computer Science or any other equivalent degree OR passed B.Sc./B.Com/BA with Mathematics at 10 + 2 level or at graduation level (with Optional bridge course in Mathematics), provided they have undergone the course under 10+2+3 pattern and obtained at least 50% of marks (45 % marks in case of candidates belonging to reserved category) in the qualifying examination shall be eligible for admission to the M.C.A. Programme.

DURATION OF THE COURSE

The UG programme is of three years duration with six semesters and the PG programme is of two years duration with four semesters. The period from June to November is termed as the odd semester and the period from December to April is referred to as the even semester. Each semester must compulsorily have 90 working days before the students appear for the final End Semester Exam.

COURSE OF STUDY

The main course of study for the Bachelor's Degree shall consist of the following:

FOUNDATION COURSES

PART - I: Tamil/ Hindi /Sanskrit/French

PART - II: English

CORE COURSES

PART - III: Consisting of (a) Main subject (b) Allied Subjects (c) Elective-Ide and Elective subjects related to the main subject of study and project work.

PART – IV: Those who have not studied Tamil up to XII standard and have taken a non- Tamil language under Part – I, shall opt for Basic Tamil in the first two semesters.

Those who have studied Tamil up to XII standard, and taken a non -Tamil language under Part – I, shall opt for Advanced Tamil in the first two semesters.

Others, who do not come under either of the clauses mentioned above, can choose a Non-Major Elective (NME) in the first two semesters.

Soft Skills (I, II, III & IV Semesters)

Self-Study (Compulsory) Course (III Semester)

Environmental Studies (IV Semester)

Value Education (V Semester)

Summer Internship (After IV Semester)

PART - V: Compulsory Extension Services

A Student shall be awarded one credit for compulsory extension service. A student must enroll in NSS / NCC /Sports & Games/ Citizen Consumer Club / Enviro Club or any other service organization in the College and should put in compulsory minimum attendance of 40 hours, which shall be duly certified by the Principal of the College. If a student lacks 40 hours compulsory minimum attendance in the extension services in any Semester, s/he shall have to compensate the same, during the subsequent Semesters.

COURSE STRUCTURE

The UG programme consists of 15-19 Core courses with 3-4 credits for each paper, 3 Elective courses and 4 Allied courses with 4-5 credits for each paper in addition to 4 Soft Skill courses with two credits each. Internship as a compulsory component carries 2 credits. The B.Com. (Hons) course has 31 core courses of 4 credits each and project with 8 credits. The MBA programme has 15 core courses including project work with 4 credits, 6 elective courses with 3 credits, 2 extra disciplinary courses with 3 credits, Four Soft Skill courses with two credits each. The MCA programme has 15 core courses of 2-4 credits, 5 Elective courses of 3 credits, 2 Extra-disciplinary courses of 3 credits and a project work of 17 credits. Internship training is a compulsory component for all the UG & PG programmes.

B.A. Defence Semesterwise Course Structure for the Batch: 2024-27

Semester	Part	Course Component	Name of the Course	Credits	Hour/week	CI A	ESE	Total
I	I	Lang I	Language	3	6	50	50	100
	II	English I	English	3	4	50	50	100
	III	Core I	Strategic Study of India	4	5	50	50	100
	III	Core II	Fundamentals of War and Peace	4	5	50	50	100
	III	Allied I	Political Science for Defence Studies	5	6	50	50	100
	IV	NME I	Introduction to Police Administration	2	2	-	100	100
	IV	SS I	Communication and Personality Development	2	2	50	50	100
Total	-			23	30			
Semester	Part	Course Component	Name of the Course	Credits	Hour/week	CI A	ESE	Total
II	I	Lang II	Language	3	6	50	50	100
	II	English II	English	3	4	50	50	100
	III	Core III	Art of Warfare in India (Up to 1947)	4	5	50	50	100
	III	Core IV	World Military History	4	5	50	50	100
	III	Allied II	History of Freedom Movement in India	5	6	50	50	100
	IV	NME II	Criminology-an Introduction	2	2	-	100	100
	IV	SS II	Interview and Resume Writing	2	2		100	
Total				23	30			
Semester	Part	Course Component	Name of the Course	Credits	Hour/week	CI A	ESE	Total
III	I	Lang III	Language	3	6	50	50	100
	II	English III	English	3	4	50	50	100
	III	Core V	National security of India	4	6	50	50	100
	III	Core VI	International Relations	4	6	50	50	100
	III	Allied III	Principles of Economics-I	5	6	50	50	100
	IV	SS III	Digital Proficiency and Multimedia skills	2	2	50	50	100
	IV	Self-Study Paper	Indian Heritage and Knowledge System/	2		50	50	100

			Contemporary world and Sustainable development					
Total				23	30			
Semester	Part	Course Component	Name of the Course	Credits	Hour /week	CIA	ESE	Total
IV	I	Lang IV	Language	3	6	50	50	100
	II	English IV	English	3	4	50	50	100
	III	Core VII	Military Geography and Geo Politics	4	5	50	50	100
	III	Core VIII	Fundamentals of Defence Journalism	4	5	50	50	100
	III	Allied IV	Principles of Economics-II	5	6	50	50	100
	IV	SS IV	Foundations of Quantitative Aptitude	2	2	50	50	100
	IV	EVS	Environmental studies	2	2		100	100
Total				23	30			
Semester	Part	Course Component	Name of the Course	Credits	Hour/week	CI A	ESE	Total
V	III	Core IX	Terrorism	4	6	50	50	100
	III	Core X	Specialized Warfare	4	6	50	50	100
	III	Core XI	Basics of Defence Economics and Defence Management	4	6	50	50	100
	III	Core XII	Comprehensive Security	4	6	50	50	100
	IV	Elective I - IDE	Introduction to Disaster Management	5	5	50	50	100
	IV	Value Education	Value Education	2	1		100	100
	IV	Internship	Summer Internship	2	-	-	-	100
Total				25	30			
Semester	Part	Course Component	Name of the Course	Credits	Hour/week	CI A	ESE	Total
VI	III	Core XIII	Project	4	6	50	50	100
	III	Core XIV	Post Independent Wars of India	4	6	50	50	100
	III	Core XV	Disarmament and Arms Control	4	6	50	50	100
	III	Elective II	Limited Wars	5	6	50	50	100
	III	Elective III	International Organisation and Regional Security	5	6	50	50	100
	V	Extension Activity		1	-	-	-	100
Total				23	30			

Curriculum Structure (B.A. Defence) for the batch of 2024 -2027

Part	Components	No. of Courses	Name of the Course	Credit per Course	Total Credits	Total Teaching Hours per Week
I	Language	4	Tamil/Hindi/Sanskrit/ French	3	12	6
II	English	4	English	3	12	4
III	Core (Theory)	15	Strategic Study of India	4	60	6
			Fundamentals of war and peace			
			Art of warfare in India (up to 1947)			
			World Military History			
			National security of India			
			International Relations			
			Military Geography & Geo – Politics			
			Fundamentals of Defence			
			Journalism			
			Terrorism			
			Specialized Warfare			
			Basics of Defence Economics and Defence Management			
			Comprehensive Security			
			Project			
			Post Independent wars of India			
Disarmament and arms control						
Allied		4	Political Science for Defence Studies	5	20	6
			History of freedom movement in India			
			Principles of Economics-I			
			Principles of Economics-II			
Elective/IDE/PE		3	Introduction to Disaster Management	5	15	5
			Limited wars			
			International organization and regional security			
IV	Non- Major Elective I (NME I)	2	Basic Tamil I	2	4	2
			Advanced Tamil I			

			Introduction to Police Administration			
			Basic Tamil II			
			Advanced Tamil II			
			Criminology an introduction			
	Self-Study	1	Indian Heritage and Knowledge System (or) Contemporary World and Sustainable Development	2	2	2
	Soft Skills	4	Communication and Personality Development	2	8	2
Interview and Resume Writing						
Digital Proficiency and Multimedia Skills						
Foundations of Quantitative Aptitude						
EVS	1	Environmental Studies	2	2	2	
Value Education	1	Value Education	2	2	1	
Internship	1	Summer Internship	2	2	----	
V	Extension Activity	1	Participation in NCC/ NSS/ Rotract club etc.	1	1	----
Grand Total Credits					140	

EXAMINATION

Continuous Internal Assessment (CIA) will be for 50 percent and

End Semester Examination (ESE) will be for 50 percent.

CONTINUOUS INTERNAL ASSESSMENT (CIA)

Every semester will have a mid-semester examination which will be conducted on completion of 45 working days in each semester. A Model exam for three hours duration will be conducted on completion of 80 working days in each semester. For the courses coming under Part IV, ESE will be conducted in MCQ pattern. Internship credits will be given in semester V after verification of documents by the respective Heads.

The schedule for these tests is as follows:

CIA	Schedule	Syllabus Coverage
Mid Semester Examination	After 45 working days of the Semester	60%
Model Examination	After 80 working days of the Semester	95%

The Components for the CIA (Theory & Practical) are as follows:

Internal Components			
Assessment Type	Nature	Maximum Marks	% of Weightage
CIA	Mid Semester Examination	50	10
Model	Model Examination	100	10
	Assignment		10
	Class activities		15
	Attendance		5
Total			50

The class activity relates to a programme of accepted innovative techniques such as Seminar, Quiz, Portfolio creation, PowerPoint presentation, Objective tests, Role play, Group discussion, Case Study etc. The mode of evaluation of the class activity will be fixed before the commencement of the semester and an approval will be obtained from the Head of the programme/wing. The students will be informed of the various methods of evaluation once the semester begins.

A record of all such assessment procedures will be maintained by the department and is open for clarification. Students will have the right to appeal to the Principal in case of glaring disparities in marking. CIA marks for practical subjects will be awarded by the respective faculty based on the performance of the student in the model practical examination, observation notebook, submission of record books, regularity, and attendance for the practical classes. The attendance particulars for practical classes will be maintained by the concerned faculty. The marks for attendance will be awarded as per the following:

% of General Attendance	Marks Awarded
90-100	5
75-89	4
60-74	3
<60	0

END SEMESTER EXAMINATIONS (ESE)

After the completion of a minimum of 90 working days each semester, the End Semester Examinations will be conducted. Examinations for all UG and PG programmes will be held for all courses in November/December and April/May. Practical examinations will be conducted only during the end of the odd / even semester before, during or after the commencement of the theory exam. The schedule for ESE Practicals will be notified by the Controller of Examinations in consultation with the Dean (Academics)

Mode of Evaluation

METHODS OF EVALUATION		
Internal Evaluation	Mid Sem Exam (10)	50 Marks
	Model Exam (10)	
	Assignment (10)	
	Class activity (15)	
	Attendance (5)	
External Evaluation	End Semester Examination	50 Marks
Total		100 Marks

Method of Assessment

Remembering (K1)	<ul style="list-style-type: none">• The lowest level of questions requires students to recall information from the course content• Knowledge questions usually require students to identify information in the textbook.• Suggested Keywords: Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why.
Understanding (K2)	<ul style="list-style-type: none">• Understanding of facts and ideas by comprehending, organizing, comparing, translating, interpolating, and interpreting in their own words.• The questions go beyond simple recall and require students to combine at altogether• Suggested Keywords: Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate
Application (K3)	<ul style="list-style-type: none">• Students have to solve problems by using / applying a concept learned in the classroom.• Students must use their knowledge to determine an exact response.• Suggested Keywords: Apply, Build, Choose, Construct, Develop, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize
Analyze (K4)	<ul style="list-style-type: none">• Analyzing the question is one that asks the students to breakdown something into its component parts.• Analyzing requires students to identify reasons, causes or motives and reach conclusions or generalizations.• Suggested Keywords: Analyze, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Inference, Inspect, List, Motive, Relationships, Simplify, Survey, Take part in, Test for, Theme

Evaluate (K5)	<ul style="list-style-type: none"> • Evaluation requires an individual to make judgment on something. • Questions to be asked to judge the value of an idea, a character , a work of art, or a solution to a problem. • Students are engaged in decision-making and problem–solving. • Evaluation questions do not have single right answers. • Suggested Keywords: Agree, Appraise, Assess, Award, Choose, compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value
Create (K6)	<ul style="list-style-type: none"> • The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem-solving skills • Suggested Keywords: Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory

SEMESTER - I

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE I
COURSE NAME: STRATEGIC STUDY OF INDIA	COURSE CODE:
SEMESTER: I	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE

Prepare students with critical analytical skills for understanding strategic issues from an Indian perspective, as well as offering global insights to develop future leaders capable of effectively navigating complex strategic challenges.

COURSE OUTCOMES:

1. To understand the evolution of India's Civilization, emphasizing its role in the contemporary international system.
2. Will develop a holistic understanding of geographical and strategic dynamics.
3. Intends to build a pool of experts in national security, focusing primarily on India's context.
4. Encouraged to analyse and solve crucial problems faced by the state and society
5. Will gain wide - ranging perspectives on Defence and Strategic matters

UNIT I: INTRODUCTION

15 HOURS

- (a) Explanation of terms: Bharat, Hindustan, and India
- (b) Geo-Strategic location, size, borders.

UNIT II: PHYSIOGRAPHIC FEATURES

15 HOURS

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

UNIT III: SYSTEM OF GOVERNANCE

15 HOURS

- (a) Salient Features of Indian Constitution
- (b) National Flag, National Anthem & National Institutions.
- (c) Profile of Tamil Nadu State

UNIT IV: POWER RESOURCES

15 HOURS

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

UNIT V: MILITARY POTENTIAL**15 HOURS**

- (a) Commands of Indian Army, Navy, and Airforce
- (b) Defence Industries
- (c) Institutions of DRDO.

PRESCRIBED BOOKS:

1. Energy resources and economic development in India Paperback –13 October 2011 by W.E. Tyner
2. General awareness for Army Navy & Air Force - 1 January 2020 by Sf & Tarun Goyal

REFERENCE BOOKS:

1. India's Geo-strategic perspectives Prof. Harvir Sharma
2. The Himalayas by Yoshikazu Shirakawa
3. Land Use Historical Perspectives Focus on Indo-Gangetic Plains by Satpal Sangwan
4. Indian Polity by M Laxmikanth
5. Tamil Nadu: Details of Tamilnadu by Vinoth Kumar
6. India's Armed Forces: Tempering the Steel by Lt Gen Ravi Dastane

E-LEARNING RESOURCES:

1. <https://www.toppr.com/guides/geography/india-size-and-location/size-and-location-of-india/>
2. <https://www.britannica.com/place/India/The-Deccan>
3. <https://unacademy.com/content/upsc/study-material/polity/the-salient-features-of-the-indian-constitution/>
4. https://www.indianetzone.com/24/power_resources_india.htm
5. <https://www.studyiq.com/articles/stats-iq-indias-military-strength/>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	1
CO 2	3	3	3	3	1
CO 3	3	3	3	3	1
CO 4	3	3	3	3	1
CO 5	3	3	3	3	3
Ave.	3	3	3	3	1.4

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	To understand the evolution of India's Civilization, emphasizing its role in the contemporary international system	PSO1 to PSO4	K1-K6
CO2	Students will develop a holistic understanding of geographical and strategic dynamics.	PSO1 to PSO4	K1-K6
CO3	Intends to build a pool of experts in national security, focusing primarily on India's context.	PSO1 to PSO4	K1-K6
CO4	Encouraged to analyse and solve crucial problems faced by the state and society	PSO1 to PSO4	K1-K6
CO5	Students will gain wide - ranging perspectives on Defence and strategic matters	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyze, K5= Evaluate, K6=Create

CORE PAPER II – FUNDAMENTALS OF WAR AND PEACE

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE II
COURSE NAME: FUNDAMENTALS OF WAR AND PEACE	COURSE CODE:
SEMESTER: I	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE:

The students will explore the historical development and genesis of war and also will gain insights into different types of war and to make them understand about the significance of peace.

COURSE OUTCOMES:

1. Students will learn the basics of Defence and Strategic Studies and how they are relevant today.
2. Students will grasp the concept, meaning, and definition of various types of war and their impact on societies and nations.
3. Develop critical thinking skills by assessing theoretical arguments about causes and principles of war to understand military decision-making processes.
4. Aims to equip students with tools to promote peace and mitigate violence in society.
5. Critically analyse the conditions that lead to war and peace and will access the scope for conflict resolution.

UNIT I: INTRODUCTION

15 HOURS

- (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 II: BASIC CONCEPTS

15 HOURS

- (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 III: CAUSES AND PRINCIPLES OF WAR.

15 HOURS

UNIT IV: UNDERSTANDING OF PEACE

15 HOURS

- (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 V: MECHANICS OF WAR AND PEACE**15 HOURS**

- (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.

PRESCRIBED BOOKS:

- 1. War and Peace: by Leo Tolstoy
- 2. The Art of War by Sun Tzu

REFERENCE BOOKS:

- 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)

E-LEARNING RESOURCES:

- 1. https://nios.ac.in/media/documents/Military_Studies_374/Book-1/Chapter-1.pdf
- 2. <https://egyankosh.ac.in/bitstream/123456789/24707/1/Unit-6.pdf>
- 3. <https://www.britannica.com/topic/war/The-causes-of-war>
- 4. <http://www.uop.edu.pk/ocontents/concept%20of%20peace.pdf>
- 5. <https://blog.ipleaders.in/settlement-of-disputes-in-international-law/>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will learn the basics of Defence and Strategic Studies and how they are relevant today.	PSO1 to PSO5	K1-K6
CO2	Students will grasp the concept, meaning, and definition of various types of war and their impact on societies and nations.	PSO1 to PSO5	K1-K6
CO3	Develop critical thinking skills by assessing theoretical arguments about causes and principles of war to understand military decision-making processes.	PSO1 to PSO5	K1-K6
CO4	Aims to equip students with tools to promote peace and mitigate violence in society.	PSO1 to PSO5	K1-K6
CO5	Critically analyse the conditions that lead to war and peace and will access the scope for conflict resolution.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED I – POLITICAL SCIENCE FOR DEFENCE STUDIES

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: ALLIED I
COURSE NAME: POLITICAL SCIENCE FOR DEFENCE STUDIES	COURSE CODE:
SEMESTER: I	MARKS:100(CIA-50, ESE-50)
CREDITS:5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

To equip students with a solid foundation in Political Science.

COURSE OUTCOMES:

1. Students will critically examine, assess and explain various political phenomena.
2. Students will explore principles of justice, equity, freedom contributing to informed citizens
3. Students will understand the strength of democratic system
4. Students will gain practical skills for higher research
5. To produce active, participatory and responsible citizen

UNIT I: INTRODUCTION

18 HOURS

- (a) Political Science as a discipline-Meaning and Definition-Nature and Scope, Is Politics a Science or Art, Methods of Political Science
- (b) State Definition, Element and Functions of State, Sovereignty and Kinds
- (c) Distinction between State and Government
- (d) Distinction between State and Society and Association

UNIT II: THE STATE AND THE INDIVIDUAL

18 HOURS

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

UNIT III: FORMS OF GOVERNMENT

18 HOURS

- (a) Unitary and Federal forms of governments-Merits and Demerits
- (b) Parliamentary and Presidential form of government
- (c) Democracy-Definition, Meaning and Principles
- (d) Merits and Demerits of Democracy, Conditions for the success of Democracy

UNIT IV: PUBLIC OPINION, POLITICAL PARTIES AND PRESSURE GROUPS

- (a) Public Opinion: Meaning, Definition and Types **18 HOURS**
- (b) Agents of Public Opinion
- (c) Political Parties and types
- (d) Pressure Groups

UNIT V: ELECTION**18 HOURS**

- (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, Election commission of India

PRESCRIBED BOOKS:

1. Forms of Government by Peter Benoit
2. The Government Handbook: A Record of The Forms and Methods of Government (1890) by Lewis Sergeant

REFERENCE BOOKS:

1. A.C, Kapoor: Principles of Political Science
2. 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
5. Election Commission of India C: Institutionalising Democratic Uncertainties by Ujjwal Kumar Singh

E-LEARNING RESOURCES:

1. <https://www.britannica.com/topic/sovereignty>
2. <https://ncert.nic.in/ncerts/l/keps202.pdf>
3. <file:///C:/Users/admin/Downloads/Block-3-1.pdf>
4. <https://nios.ac.in/media/documents/srsec317newE/317EL21.pdf>
5. <https://pwnlyias.com/upsc-notes/election-commission-of-india-article-324-329-part-xv/>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will critically examine, assess and explain various political phenomena.	PSO1 to PSO5	K1-K6
CO2	Students will explore principles of justice, equity, freedom contributing to informed citizens	PSO1 to PSO5	K1-K6
CO3	Students will understand the strength of democratic system	PSO1 to PSO5	K1-K6
CO4	Students will gain practical skills for higher research	PSO1 to PSO5	K1-K6
CO5	To produce active, participatory and responsible citizen	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5 Evaluate, K6=Create

NME I – AN INTRODUCTION TO POLICE ADMINISTRATION

ROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: IV	COURSE COMPONENT: NME I
COURSE NAME: AN INTRODUCTION TO POLICE ADMINISTRATION	COURSE CODE:
SEMESTER: I	MARKS:100(CIA-50, ESE-50)
CREDITS:2	TOTAL HOURS: 30
THEORY	

COURSE OBJECTIVE:

To understand the organizational structure and function of Police Departments in various States and Union Territories.

COURSE OUTCOMES:

1. Students will understand the importance of establishing the units, its policy etc.,
2. Students will familiarize themselves with organizational structure.
3. Students get knowledge about the various organizations and their functions in maintaining law and order.
4. Students were able to familiarize and differentiate among various categories and their recruitment process and training
5. Make them aware about the importance of enhancing individual skill and knowledge to recognize and respond effectively during emergencies

UNIT I-INTRODUCTION

6 HOURS

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

UNIT II – ORGANISATIONAL STRUCTURE

6 HOURS

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

UNIT III-CENTRAL POLICE ORGANISATION

6 HOURS

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

UNIT IV- RECRUITMENT AND TRAINING**6 HOURS**

- (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**6 HOURS**

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

PRESCRIBED BOOKS:

1. History of Police Organization in India and Indian Village Police, Being Select Chapters of the Report of the Indian Police Commission, 1902-1903 by India Police Commission and India Home Dept
2. Para Military Forces by R.S.D. Dogra

REFERENCE BOOKS:

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

E-LEARNING RESOURCES:

1. <https://www.mha.gov.in/sites/default/files/PoliceReforms%28E%29181013.pdf>
2. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001746/M022158/ET/1504500202Module9Q1.pdf
3. <https://player.uacdn.net/lesson-raw/V1BFG5HEXIARHITWB2HL/pdf/3562750263.pdf>
4. <https://eservices.tnpolice.gov.in/CCTNSNICSDC/pdfs/rti/rtiunits/PTC.pdf>
5. <https://dgfscdhg.gov.in/about-homeguard>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN FOR ESE:**

QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
Objective type questions/Multiple choice questions	50	1	50

DISTRIBUTION OF QUESTIONS:

UNIT	QUESTIONS	MARKS
I	10	10
II	10	10
III	10	10
IV	10	10
V	10	10

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will understand the importance of establishing the units, its policy etc.,	PSO1 to PSO5	K1-K6
CO2	Students will familiarize themselves with organizational structure.	PSO1 to PSO5	K1-K6
CO3	Students get knowledge about the various organizations and their functions in maintaining law and order	PSO1 to PSO5	K1-K6
CO4	Students were able to familiarize and differentiate among various categories and their recruitment process and training	PSO1 to PSO5	K1-K6
CO5	Make them aware about the importance of enhancing individual skill and knowledge to recognize and respond effectively during emergencies	PSO1 to PSO4	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

SOFT SKILLS I
COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT SKILLS

SOFT SKILLS	BATCH: 2024- 2027 ONWARDS
COURSE NAME: COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT SKILLS	COURSE CODE:
SEMESTER: I	MARKS:100(CIA-50, ESE-50)
CREDITS: 2	TOTAL HOURS: 30

COURSE OBJECTIVE:

To build communication skills for personal and professional development.

COURSE OUTCOMES:

1. Students will demonstrate the ability to actively listen to others, understand diverse perspectives, and paraphrase key points accurately, enhancing their comprehension skills in various personal and professional contexts.
2. Students will be able to articulate thoughts, ideas, and information clearly and concisely, using appropriate language and structure to convey messages effectively in both written and verbal communication
3. Students will develop confidence in expressing opinions, asserting boundaries, and advocating for themselves and others, leading to enhanced self-assurance and effectiveness in interpersonal and group communication.
4. Students will learn to adapt their communication style and approach based on the audience, context, and purpose of communication, fostering flexibility and versatility in interacting with diverse individuals and groups.
5. Students will acquire techniques for resolving conflicts, managing disagreements, and negotiating mutually beneficial outcomes through effective communication strategies, promoting constructive problem-solving and collaboration in personal and professional settings.

UNIT I: TYPES OF COMMUNICATION

6 HOURS

Verbal Communication - Nonverbal Communication - Visual Communication - Written Communication - Interpersonal Communication - Group Communication - Mass Communication - Digital Communication- Barriers – Language- Cultural- Psychological- Semantic- Technological Barriers

UNIT II: ETIQUETTE & ETHICAL PRACTICES IN COMMUNICATION 6 HOURS

Active Listening - Respectful Language - Clarity and Conciseness – Truthfulness- Professionalism-Tone -Timeliness - Constructive Feedback - Confidentiality - Cultural Sensitivity - - Emotional Intelligence-Social Intelligence- Social Etiquettes-Accountability

UNIT III SELF ACTUALIZATION

6 HOURS

SWOC Analysis- Self Regulation-Self Evaluation, Self-Monitoring, Self- Criticism, Self-Motivation, Self-awareness, and Reflection:

UNIT IV III: LEADERSHIP AND TEAMWORK

6 HOURS

Leadership Skills: Leadership styles- Goal-setting and decision-making- Motivation and influence- Team Dynamics: Team building activities- Conflict resolution- Collaborative problem-solving

UNIT V: STRESS AND TIME MANAGEMENT

6 HOURS

Definition of Stress, Types of Stress, Symptoms of Stress, Stress coping ability, Stress Inoculation Training, Time Management and Work-Life Balance: Self-discipline Goal-setting

RECOMMENDED TEXTBOOKS

1. Goleman, Daniel (2006) *Emotional Intelligence*, Bantam Books
2. Linden, Wolfgang (2004) *Stress Management- From Basic Science to Better Practice*- University of British Columbia, Vancouver, Canada.
3. Hasson, Gill (2012) *Brilliant Communication Skills*. Great Britain: Pearson Education.
4. Monippally, Matthukutty, M. *Business Communication Strategies*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001.
5. Raman, Meenakshi & Sangeetha Sharma (2011) *Communication Skills*, Oxford University Press.

REFERENCE BOOKS

1. N.Krishnaswamy *Current English for College* (1st Edition) - Trinity Press
2. Wood, Julia T (2015) *Interpersonal Communication: Everyday Encounters* 8th Edition, Cengage Learning.

E-LEARNING RESOURCES

1. <http://www.albion.com/netiquette/corerules.html>
2. <http://www.englishdaily626.com/c-errors.php>
3. <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>
4. <https://www.communicationtheory.org/verbal-vs-non-verbal-communication-with-examples/>
5. <https://letstalkscience.ca/educational-resources/backgrounders/digital-citizenship-ethics>
6. <https://www.switchboard.app/learn/article/teamwork-leadership-skills>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7 questions (answer in 50 words)	1-7	2	10
B	Answer any 4 out of 6 questions (answer in 300 words)	8-13	5	20
C	Answer any two (Internal (Choice))	14-15	10	20
	Internal & Viva Voce		50	50
	Total			100

BREAK UP OF QUESTIONS

UNITS	SECTION A	SECTION B	SECTION C
I	2	2	----
II	2	1	1
III	1	1	1
IV	1	1	1
V	1	1	1
TOTAL			
SECTION A - 7		SECTION B - 6	SECTION C - 4

SEMESTER II

CORE III – ART OF WARFARE IN INDIA

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE III
COURSE NAME: ART OF WARFARE IN INDIA	COURSE CODE:
SEMESTER: II	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE:

Provide a historical, cultural, and strategic warfare in India, including military tactics, leadership principles, and their application until India gained Independence.

COURSE OUTCOMES:

1. Demonstrate the ability to draw historical events relate to current military and diplomatic strategies.
2. Critically analyze primary sources, historical accounts, and scholarly interpretations of medieval Indian warfare.
3. Explore the socio-political landscape of South India in medieval times, focusing on the rise of dynasties and their territorial growth.
4. Analyze challenges Hindu rulers faced against foreign invasions and colonial encroachment.
5. Analyze factors leading to Indian Rebellion of 1857.

UNIT I: WARFARE IN ANCIENT INDIA

15 HOURS

- (a) Alexander's Invasion of India
- (b) Rise of Mauryan Empire and its military system
- (c) Kautilya's philosophy of war and peace.

UNIT II: WARFARE IN MEDIEVAL INDIA

15 HOURS

- (a) Afghan Sikh War (Battle of Amristar, Battle of sailakot)
- (b) North eastern conflict (Ahom -Mughal conflicts) (Battle of Saraighat)
- (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 III: MILITARY SYSTEM OF SOUTH INDIA (MEDIEVAL PERIOD)

15 HOURS

- (a) Thiruvalluvar art of warfare
- (b) Rise of Pallavas and their Military system
- (c) Pandiya's and Chola's Military system
- (d) Chera's Military system

UNIT IV: REVIVAL OF HINDU MONARCHY

15 HOURS

- (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 V: COMING OF THE EUROPEANS**15 HOURS**

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

PRESCRIBED BOOKS:

1. Warfare in Ancient India: Organizational and Operational Dimensions Hardcover – 1 January 2010 by Uma Prasad Thapliyal
2. the military system in ancient india hardcover – 1 january 2020 by bimal kanti majumdar

REFERENCE BOOKS:

1. Majumdar, R.C., An Advanced History of India, New York: St.Martin,1967
2. Malleon, 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, Koushik., 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.
6. Tiruvalluvar the Tirukkural by Gopalkrishna Gandhi

E-LEARNING RESOURCES:

1. <https://edukemy.com/blog/upsc-ncert-notes-ancient-history-the-mauryan-empire/>
2. <https://www.drishtias.com/to-the-points/paper1/muhammad-ghori>
3. <https://prepp.in/news/e-492-cholas-and-other-south-indian-kingdoms-medieval-india-history-notes>
4. <https://egyankosh.ac.in/bitstream/123456789/82871/2/Theme-2.pdf>
5. <https://mu.ac.in/wp-content/uploads/2014/04/FYBA-History-Paper-I-History-of-Modern-India-Revised-Syllabus-2018-19.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Demonstrate the ability to draw historical events relate to current military and diplomatic strategies.	PSO1 to PSO5	K1-K6
CO2	Critically analyze primary sources, historical accounts, and scholarly interpretations of medieval Indian warfare.	PSO1 to PSO5	K1-K6
CO3	Explore the socio-political landscape of South India in medieval times, focusing on the rise of dynasties and their territorial growth.	PSO1 to PSO5	K1-K6
CO4	Analyze challenges Hindu rulers faced against foreign invasions and colonial encroachment.	PSO1 to PSO5	K1-K6
CO5	Analyze factors leading to Indian Rebellion of 1857.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

CORE IV – WORLD MILITARY HISTORY

PROGRAMME: DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE IV
COURSE NAME: WORLD MILITARY HISTORY	COURSE CODE:
SEMESTER: II	MARKS:100(CIA-50, ESE-50)
CREDITS: 4	TOTAL HOURS:75
THEORY	

COURSE OBJECTIVE: Explore military systems of Ancient Greece and Rome, focusing on organization, strategies, and contributions to ancient warfare. Also, study the causes, events, and outcomes of World War I and World War II, emphasizing their global impact and lessons for modern military history

COURSE OUTCOME:

1. Compares and contrasts military tactics, equipment, and strategies used by Greek city-states, Persian Empire, Alexander the Great, and his adversaries during the Greco-Persian Wars.
2. Gain a comprehensive understanding of the Roman military machine, ancient warfare dynamics, and the historical significance of key military conflicts in shaping Western civilization.
3. The medieval military system, influenced by Gustavus Adolphus' reforms, was examined for its impact on combat, with Napoleon's art of war a particular focus.
4. Reflect on World War I's lasting influence on military thinking, technology, and geopolitics, shaping subsequent conflicts and promoting international institutions to prevent future wars.
5. Provides an in-depth analysis and evaluation of World War II, focusing on its causes, course, and outcomes.

UNIT I: MILITARY SYSTEM IN ANCIENT GREECE 15 HOURS

- (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 II: MILITARY SYSTEM IN ANCIENT ROME 15 HOURS

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

UNIT III: MILITARY SYSTEM IN MEDIEVAL EMPIRE 15 HOURS

- (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 IV: WORLD WAR I**15 HOURS**

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

UNIT V: WORLD WAR II**15 HOURS**

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

PREFERRED BOOKS:

- 1) Makers of Modern Strategy- E.M. Earl
- 2) On War - Translated by Col. J.J. Graham – Clausewitz

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, Michael,S., Warfare in World History, London / New York : Routledge,2001.
- 5) Andre Corviser, (ed.), A Dictionary of Military History, Oxford: Blackwell Publishers,1994.
- 6) Dupey & Dupey, Encyclopaedia of Military History

E-LEARNING RESOURCES

1. <https://www.britannica.com/topic/phalanx-military-formation>
2. <https://www.britannica.com/topic/Notitia-Dignitatum>
3. <https://www.geeksforgeeks.org/causes-of-french-revolution/>
4. <https://www.history.com/topics/world-war-i/world-war-i-history>
5. <https://www.britannica.com/event/World-War-II>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	2
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Compares and contrasts military tactics, equipment, and strategies used by Greek city-states, Persian Empire, Alexander the Great, and his adversaries during the Greco-Persian Wars.	PSO1 to PSO5	K1-K6
CO2	Gain a comprehensive understanding of the Roman military machine, ancient warfare dynamics, and the historical significance of key military conflicts in shaping Western civilization.	PSO1 to PSO5	K1-K6
CO3	The medieval military system, influenced by Gustavus Adolphus' reforms, was examined for its impact on combat, with Napoleon's art of war a particular focus.	PSO1 to PSO5	K1-K6
CO4	Reflect on World War I's lasting influence on military thinking, technology, and geopolitics, shaping subsequent conflicts and promoting international institutions to prevent future wars	PSO1 to PSO5	K1-K6
CO5	Provides an in-depth analysis and evaluation of World War II, focusing on its causes, course, and outcomes.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

ALLIED II – HISTORY OF FREEDOM MOVEMENT IN INDIA

PROGRAMME: DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-2027
PART: III	COURSE COMPONENT: ALLIED II
COURSE NAME: HISTORY OF FREEDOM MOVEMENT IN INDIA	COURSE CODE:
SEMESTER: II	MARKS:100(CIA-50, ESE-50)
CREDITS: 5	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE:

The objective of the Indian independence movement was to end British rule and achieve self-governance for India.

COURSE OUTCOMES:

1. Students will learn about the beginnings of Indian resistance to British colonial rule.
2. Students will gain a deeper understanding of why extremism takes root in societies.
3. Identify the causes, consequences and the power of nonviolent resistance in the fight for independence.
4. Recognize the evolution of Indian independence movements from civil disobedience to armed resistance
5. Students will gain a deeper understanding of the struggle for freedom, its complexities, and the lasting impact of partition India.

UNIT I:

18 HOURS

Sepoy Mutiny 1857, Factors leading to the rise of Nationalism, Extremists & Moderates, Formation of the Indian National Congress, Partition of Bengal.

UNIT II:

18 HOURS

Birth of Muslim League, Causes for the rise of Nationalist Movement, Swadeshi Movement, Home Rule Movement, Anne Besant, Rowlett Bill, Jallianwala Bagh Massacre, Khilafat Movement.

UNIT III:

18 HOURS

Gandhian Era- Non-Cooperation Movement, Swaraj Party, Simon Commission, Nehru. Report- Lucknow Pact, Round Table Conference- Gandhi Irwin Pact, Frontier Gandhi (Abdul Ghaffar Khan)

UNIT IV:

18 HOURS

Salt Satyagraha, Cripps Mission, INA and Subash Chandra Bose, Quit India Movement, Demand for Pakistan

UNIT V:**18 HOURS**

Wavell Plan, The Cabinet Mission, Rajaji Plan, Mount Batten Plan, Partition of India- Indian Independence

PRESCRIBED BOOKS:

1. History of the freedom movement in India volume one- Tara Chand
2. History of the freedom movement in India by R.C. Majumdar

REFERENCE BOOKS:

1. Jallianwala bagh,1919: the real story by Jishwar
2. Indian National Movement & Constitutional Development -1 January 2020 Pratiyogita Darpan
3. Constitutional Development And National Movement Of India Paperback – 1 January 2005 by Aggarwal R.C.
4. Objective Indian History & National Movement by GK Publications
5. History of India & Indian National Movement for Civil Services (Preliminary) Examinations Paperback – 23 November 2016 by Jigeesha's

E-LEARNING RESOURCES:

1. <https://www.britannica.com/event/Indian-Mutiny>
2. <https://www.britannica.com/topic/Muslim-League>
3. <https://www.ksgindia.com/blog/the-gandhian-era.html>
4. <https://edukemy.com/blog/indian-national-army-modern-history-notes/>
5. <https://www.nam.ac.uk/explore/independence-and-partition-1947>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBER S	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will learn about the beginnings of Indian resistance to British colonial rule.	PSO1 to PSO5	K1-K6
CO2	Students will gain a deeper understanding of why extremism takes root in societies.	PSO1 to PSO5	K1-K6
CO3	Identify the causes, consequences and the power of nonviolent resistance in the fight for independence.	PSO1 to PSO5	K1-K6
CO4	Recognize the evolution of Indian independence movements from civil disobedience to armed resistance	PSO1 to PSO5	K1-K6
CO5	Students will gain a deeper understanding of the struggle for freedom, its complexities, and the lasting impact of partition India.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

NME II – CRIMINOLOGY - AN INTRODUCTION

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: IV	COURSE COMPONENT: NME II
COURSE NAME: CRIMINOLOGY - AN INTRODUCTION	COURSE CODE:
SEMESTER: II	MARKS:100(CIA-50, ESE-50)
CREDITS:2	TOTAL HOURS: 30
THEORY	

COURSE OBJECTIVE:

To provide students with a foundational understanding of Criminology, terminology and the criminal justice system. Students were able to explore the complexities of crime and its underlying causes.

COURSE OUTCOMES:

1. Able to explore the contested nature of what constitutes a crime
2. Understand the fundamental concepts of crime
3. Able to differentiate organized crime from other forms.
4. Explore emerging forms of criminal behaviour, including white-collar crimes, cybercrimes etc.,
5. Understand the impact of substance abuse on criminal behaviour and society

UNIT I: INTRODUCTION 6 HOURS

Concept of Crime, Classification of Crimes and Characteristics of Crime

UNIT II: CRIMINOLOGY 6 HOURS

Its nature and scope, Fundamentals of Criminal law

UNIT III: ORGANIZED CRIMES 6 HOURS

Introduction, Definition and Different types of Crime Organizations

UNIT IV: WHITE COLLAR CRIME 6 HOURS

Definition, White Collar Crimes in India, White Collar Crime in certain professions

UNIT V: SOCIAL EVIL 6 HOURS

Alcoholism, Drug Addiction and Crime and Controlling Mechanisms.

PRESCRIBED BOOKS:

- 1.Criminology: A complete introduction by Peter Joyce
- 2.Criminology – 1 January 2000 by Ram Ahuja

REFERENCE BOOKS:

1. Clare Fletcher and Daniela Herrmann, The Internationalization of Corruption Scale, Impact and Countermeasures
2. Steveny Annoulidis, Mental State Defence in Criminal Law, Monash University, Australia
3. Andrew Von Hirsch, (1987) Past or future crimes: Deservedness and Dangerousness in the Sentencing of Criminals, Rutgers University Press.
4. Ahmed Siddique, (1993). Criminology, Problems and Perspectives, III Edn., Eastern Book Company, Lucknow.
5. Bhattacharya S.K., (1986). Probation system in India, Manas Publications, New Delhi

E-LEARNING RESOURCES:

- 1.<https://www.studocu.com/in/document/panjab-university/llb/classification-of-crime/7567175>
2. <https://lawbhoomi.com/nature-and-scope-of-criminology/>
- 3.<https://www.unodc.org/e4j/zh/organized-crime/module-1/key-issues/defining-organized-crime.html>
- 4.<https://www.legalserviceindia.com/legal/article-1028-concept-of-white-collar-crime.html>
- 5.https://www.researchgate.net/publication/332319381_Forms_of_Drug_Abuse_and_Their_Effects

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN FOR ESE:**

QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
Objective type questions/Multiple choice questions	50	1	50

DISTRIBUTION OF QUESTIONS:

UNIT	QUESTIONS	MARKS
I	10	10
II	10	10
III	10	10
IV	10	10
V	10	10

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	2
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Able to explore the contested nature of what constitutes a crime	PSO1 to PSO5	K1-K6
CO2	Understand the fundamental concepts of crime	PSO1 to PSO5	K1-K6
CO3	Able to differentiate organized crime from other forms.	PSO1 to PSO5	K1-K6
CO4	Explore emerging forms of criminal behavior, including white-collar crimes, cybercrimes etc.,	PSO1 to PSO5	K1-K6
CO5	Understand the impact of substance abuse on criminal behaviour and society	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

SOFT SKILLS II
INTERVIEW SKILLS AND RESUME WRITING

SOFT SKILLS	BATCH: 2024-25 ONWARDS
COURSE NAME: INTERVIEW SKILLS AND RESUME WRITING	COURSE CODE:
SEMESTER: II	MARKS: 100(CIA-50, ESE-50)
CREDITS: 2	TOTAL HOURS: 30

COURSE OBJECTIVE:

To equip the students to acquire the relevant skills for better employability.

COURSE OUTCOMES:

1. Students will gain an overall understanding of the concept, the purpose, and the objectives of an interview
2. Students will become aware of the various types of interviews and the nuances of each one of them
3. Students will understand and equip themselves with the techniques and strategies required to ace an interview
4. Students will be able to draft a biodata /CV/Resume in the proper format
5. Students will embark on acquiring the relevant skills and will learn to leverage them effectively for better employability

UNIT I: INTRODUCTION TO INTERVIEW SKILLS 6 HOURS

Definition- meaning- concept of interview –Purpose- Objectives of interview-Characteristic features of job interviews

UNIT II: TYPES OF INTERVIEW 6HOURS

Traditional one on one job interview- Panel interview- Behavioral interview-Group interview- Phone Interview- Preliminary Interview-Patterned Interview Depth Interview, Stress Interview, Exit Interview- Interview through tele and video conferencing

UNIT III: INTERVIEWS: TECHNIQUES AND STRATEGIES 6HOURS

Preparing for the Interview Process- Before the interview-During the interview-After the interview -Tips to ace an interview -Commonly asked questions in interview -Do's and Don'ts of interview - Reasons for rejections

UNIT IV: PREPARING BIODATA/CV/RESUME 6 HOURS

Essential characteristics of a job Application-Difference between Biodata- CV-Resume-covering letter-Tips to draft an application

UNIT V: LEVERAGING EMPLOYABILITY SKILLS

6 HOURS

Personality Development-Organizational skills-Time Management–Stress Management-Effective Communication Skills -Reasoning Ability-Verbal Ability- Group Discussion-Technical skills -Presentation skills.

RECOMMENDED TEXTBOOKS

1. Monipally, Matthukutty M. (2017) *Business Communication: From Principles to Practice*
2. Peter, Francis. (2012) *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

REFERENCE BOOKS

1. Higgins, Jessica JD (2018) *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*
2. Nicholas, Sonji (2023) *Interviewing: Preparation, Types, Techniques, and Questions*, Pressbooks
3. Storey, James (2016) *The Art of The Interview: The Perfect Answers to Every Interview Question*

E-LEARNING RESOURCES

1. <https://careermobilityoffice.cs.ny.gov/cmo/documents/Resume%20&%20Interviewing%20Handout.pdf>
2. <https://edu.gcfglobal.org/en/interviewingskills/interview-etiquette/1/>
3. <https://findjobhub.com/en/types-of-interviews>
4. <https://egyankosh.ac.in/bitstream/123456789/23411/1/Unit-2.pdf>
5. https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_Part_1_62%20hour_English.pdf
6. https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_Part2_58hour_English.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7 questions (answer in 50 words)	1-7	2	10
B	Answer any 4 out of 6 questions (answer in 300 words)	8-13	5	20
C	Answer any two (Internal (Choice))	14-15	10	20
	Internal & Viva Voce		50	50

BREAK UP OF QUESTIONS

UNITS	SECTION A	SECTION B	SECTION C
I	2	2	----
II	2	1	1
III	1	1	1
IV	1	1	1
V	1	1	1
TOTAL			
SECTION A – 7		SECTION B - 6	SECTION C – 4

SEMESTER - III

CORE V – NATIONAL SECURITY OF INDIA

PROGRAMME: B.A. DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE V
COURSE NAME: NATIONAL SECURITY OF INDIA	COURSE CODE:
SEMESTER: III	MARKS: 100 (CIA-50, ESE-50)
CREDITS: 4	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

This course aims to equip students with a comprehensive understanding of India's national security environment, focusing on its strategic priorities and global role.

COURSE OUTCOMES:

1. Gain a comprehensive understanding of India's national principles, security objectives, and foreign policy, enabling them to analyse India's strategic interests and participate in discussions on domestic and international priorities.
2. Will gain a comprehensive understanding of India's security structure and organizational framework, enabling them to analyse defence capabilities and strategic preparedness.
3. Will enhance their ability to contribute efficiently to national security planning and strategy formulation by identifying, assessing, analysing, and formulating policies addressing threat perception.
4. Enabling them to analyze and devise strategies to address internal and external threats to national security effectively.
5. To understand security concepts and military policy formation that helps in informed decision-making and strategic planning to safeguard national interests.

UNIT I: INTRODUCTION

18 HOURS

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

UNIT II: HIGHER DEFENCE ORGANIZATION OF INDIA

18 HOURS

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

UNIT III: SPECTRUM OF THREATS

18 HOURS

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

UNIT IV: INTERNAL AND EXTERNAL THREATS

18 HOURS

- (a) Basic concepts of: Left Wing Extremism, Guerrilla Warfare, Terrorism
Insurgency, fundamentalism (religious),
- (b) Drug Trafficking, Refugee Crisis, Poverty, Unemployment.

UNIT V: NATIONAL SECURITY ANALYSIS**18 HOURS**

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

PRESCRIBED BOOKS:

1. India's National Security: April 2013 by Kanti P. Bajpai
2. Challenges to Internal Security of India by Ashok Kumar

REFERENCE BOOKS:

1. Internal security in India by Amit Ahuja and Devesh Kapur
2. India's National Security : A Maritime Security Perspective by Dr Suresh R
3. The Oxford Handbook of India's National Security- 5 March 2018 by Sumit Ganguly
4. Maritime Safety and Security in Indian Ocean - 30 September 2016 by Vijay Sakhuja
5. Internal Security Problems in Northeast India: Insurgency and Counter Insurgency In Assam Since 1985 by Onkar Pawar- January 2016

E-LEARNING RESOURCES:

1. <https://www.mea.gov.in/distinguished-lectures-detail.htm?833>
2. https://cenjows.in/wp-content/uploads/2022/02/Reforming-and-Restructuring-Higher_.pdf
3. <https://www.aspistrategist.org.au/the-threat-spectrum-29/>
4. <https://www.jhuapl.edu/work/our-organization/national-security-analysis>
5. https://www.idsa.in/system/files/strategicanalysis_vmarwah_1203.pdf

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will gain a comprehensive understanding of the key components of a state, such as territory, population, government, sovereignty, and recognition.	PSO1 to PSO5	K1-K6
CO2	Students will critically analyze the concept of national interest, understanding its diverse nature and the various goals and negotiations required for foreign policy decisions.	PSO1 to PSO5	K1-K6
CO3	Provides a comprehensive analysis of various international relations theories and their implications for global governance, conflict resolution, and the pursuit of peace and security in the modern world.	PSO1 to PSO5	K1-K6
CO4	Enabling them to evaluate the role and effectiveness of diplomats in addressing global issues and promoting national interests in the international arena.	PSO1 to PSO5	K1-K6
CO5	To critically examine global governance mechanisms and their impact on peace, security, and stability within the international system.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE VI – INTERNATIONAL RELATIONS

PROGRAMME: B.A. DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE VI
COURSE NAME: INTERNATIONAL RELATIONS	COURSE CODE:
SEMESTER: III	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE:

The study aims to understand foreign policy decision-making processes, focusing on domestic politics, international norms, and power dynamics, while fostering an open, inquisitive mindset.

COURSE OUTCOMES:

1. Students will gain a comprehensive understanding of the key components of a state, such as territory, population, government, sovereignty, and recognition.
2. Students will critically analyze the concept of national interest, understanding its diverse nature and the various goals and negotiations required for foreign policy decisions.
3. Provides a comprehensive analysis of various international relations theories and their implications for global governance, conflict resolution, and the pursuit of peace and security in the modern world.
4. Enabling them to evaluate the role and effectiveness of diplomats in addressing global issues and promoting national interests in the international arena.
5. To critically examine global governance mechanisms and their impact on peace, security, and stability within the international system.

UNIT I: INTRODUCTION

18 HOURS

- (a) Components of State
- (b) Evolution of State system
- (c) Difference between International Politics and International Relations

UNIT II: STATE SYSTEM AND ITS COROLLARIES

18 HOURS

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

UNIT III: THEORIES AND APPROACHES

18 HOURS

- (a) Idealism and Realism
- (b) Liberalism
- (c) Constructivism and Feminism

UNIT IV: DIPLOMACY

18 HOURS

- (a) Concept of Diplomacy
- (b) Kinds of Diplomacy
- (c) Functions of Diplomacy
- (d) Duties of Diplomats

UNIT V: STRUCTURAL ASPECTS OF INTERNATIONAL RELATIONS 18 HOURS

- (a) Collective Security- Meaning, Nature, Functions
- (b) Collective security and the UN
- (c) Balance of Power- Meaning, Nature, Methods and techniques of Balance of Power
- (d) International Law

PRESCRIBED BOOKS:

- 1. International Relations, Palmer and Perkins,
- 2. India Way – 4 September 2020 by S. Jaishankar

REFERENCE BOOKS:

- 1. Diplomacy - 4 April 1995 by Henry Kissinger
- 2. American Foreign Policy- 1 April 1977 by Henry Kissinger.
- 3. The new world disorder and the Indian imperative by shashi tharoor
- 4. International Relations by Peu Ghosh, 2021
- 5. International Relations by Stephen McGlinchey, 2017

E-LEARNING RESOURCES:

- 1. [https://www.ijesi.org/papers/Vol\(5\)3/D053024028.pdf](https://www.ijesi.org/papers/Vol(5)3/D053024028.pdf)- Elements of state
- 2. <https://www.linkedin.com/pulse/elements-national-power-political-science-view>
- 3. <http://ndl.ethernet.edu.et/bitstream/123456789/30466/1/268pdf.pdf>
- 4. <https://www.britannica.com/topic/diplomacy>
- 5. <https://www.britannica.com/topic/balance-of-power>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Students will gain a comprehensive understanding of the key components of a state, such as territory, population, government, sovereignty, and recognition.	PSO1 to PSO5	K1-K6
CO2	Students will critically analyze the concept of national interest, understanding its diverse nature and the various goals and negotiations required for foreign policy decisions.	PSO1 to PSO5	K1-K6
CO3	Provides a comprehensive analysis of various international relations theories and their implications for global governance, conflict resolution, and the pursuit of peace and security in the modern world.	PSO1 to PSO5	K1-K6
CO4	Enabling them to evaluate the role and effectiveness of diplomats in addressing global issues and promoting national interests in the international arena.	PSO1 to PSO5	K1-K6
CO5	To critically examine global governance mechanisms and their impact on peace, security, and stability within the international system.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED III – PRINCIPLES OF ECONOMICS – I

PROGRAMME: B.A. DEFENCE AND STRATEGIC STUDIES	BATCH: 2024 – 27
PART: III	COURSE COMPONENT: ALLIED III
COURSE NAME: PRINCIPLES OF ECONOMICS – I	COURSE CODE:
SEMESTER: III	MARKS:100(CIA-50, ESE-50)
CREDIT: 5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

Students will be able to examine different basic economics concepts and theories in consumption, production and distribution.

COURSE OUTCOMES:

1. To demonstrate the nature and scope of Principles of Economics.
2. To Distinguish Cardinal and Ordinal utility analysis.
3. To Examine different theories of Production function.
4. To Critically evaluate different market structures.
5. To Analyse various theories of distribution.

UNIT I: INTRODUCTION

18 HOURS

- (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

18 HOURS

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

UNIT III: PRODUCTION

18 HOURS

- (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

18 HOURS

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

UNIT V: DISTRIBUTION

18 HOURS

- (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.

PRESCRIBED BOOKS:

1. Jhingan M. L, (2004 Reprint). Advanced Economic Theory. (Vrindha Publications (P) Ltd., New Delhi).
2. Jhingan M. L - Principles of Microeconomics. (Vrindha Publications (P) Ltd., New Delhi).
3. Agarwal, H. S. Micro Economic Theory. (Ane's Books Pvt. Ltd.,) New Delhi.

REFERENCE BOOKS:

1. Ahuja H. L - Principles Of Microeconomics, S.Chand Publications, 2022
2. Microeconomic Theory.R.Cauvery & Team. S.Chand Publications.
3. Ahuja H. L -Advanced Economic Theory S.Chand Publications.

E-LEARNING RESOURCES:

1. <http://open.oregonstate.education/intermediatemicroeconomics/chapter/module-1>
2. http://saylordotorg.github.io/text_introduction-to-economicanalysis/s16-monopoly.html
3. http://saylordotorg.github.io/text_introduction-to-economicanalysis/s17-games-and-strategic-behaviour.html

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	1	1
II	3	2	1
III	2	2	1
IV	2	1	2
V	2	1	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO QUESTION PAPER MAPPING

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K5)
CO1	To Demonstrate the nature and scope of Principles of Economics.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO2	To Distinguish Cardinal and Ordinal utility analysis.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO3	To Examine different theories of Production function.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO4	To Critically evaluate different market structures.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO5	To Analyse various theories of distribution	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

PSO – CO MAPPING

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PROGRAMME: For All Non-IT students	BATCH: 2024-27
PART: IV	COURSE COMPONENT: SOFTSKILL
COURSE NAME: DIGITAL PROFICIENCY AND MULTIMEDIA SKILLS	COURSE CODE:
SEMESTER: III	MARKS:100(CIA-50, ESE-50)
CREDITS: 2	TOTAL HOURS: 30
PRACTICAL	

COURSE OBJECTIVES:

To equip students with essential computing skills.

COURSE OUTCOMES:

1. Design document using salient features of MS-Word.
2. Utilize MS-Excel to manipulate data and prepare dynamic presentation using MS-PowerPoint.
3. Develop a static web page using HTML.
4. Exhibit proficiency in multimedia creation using GIMP.
5. Demonstrate expertise in data visualization with RawGraphs

UNIT I: MS-Word

6 HOURS

Creating, Editing, Formatting and Printing of Documents - Headers and Footers -Spell check- Insert/Draw Tables, Table Auto format – Page Borders and Shading - Mail Merge.
MS-Excel: Creating a new worksheet – Entering, editing and formatting the text,numbers – Formatting cells.

UNIT II:

6 HOURS

Inserting Rows/Columns - Changing column widths and row heights – Freezing Titles, splitting screen - Formulae for calculation - Changing font sizes and colours, Sort.
MS-PowerPoint: Creating a Presentation - Inserting and Deleting Slides in a Presentation – Adding Text/Clip Art/Pictures - Slide Transition – Custom Animation.

UNIT III: WEB DESIGNING USING HTML

6 HOURS

Basic tags – heading tags – paragraph, bold, italic, underline tags – font tags – ordered and unordered list – inserting images – hyperlinks.

UNIT IV: MULTIMEDIA APPLICATIONS USING GIMP 6 HOURS

Interface and Drawing Tools in GIMP- Applying Filters - Creating and handling multiple layers - Using Stamping and Smudging tools
- Importing pictures.

UNIT V: DATA VISUALIZATION USING RAWGRAPHS 6HOURS

Importing and exploring data - Basic chart types -mapping - customizing visualizations - Exporting visualizations.

LEARNING RESOURCES:

1. <https://www.javatpoint.com/ms-word-tutorial>
2. <https://www.w3schools.com/excel/>
3. <https://www.tutorialspoint.com/html/>
4. <https://www.gimp.org/tutorials/>
5. <https://www.rawgraphs.io/learning>

PROGRAMME: B. A. DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-27
PART: IV	COURSE COMPONENT: SELF STUDY PAPER
COURSE NAME: INDIAN HERITAGE AND KNOWLEDGE SYSTEM	COURSE CODE:
SEMESTER: III	MARKS:100(CIA-50, ESE-50)
CREDITS: 2	TOTAL HOURS: 30

Course Description: This course explores the rich tapestry of Indian heritage, delving into diverse South-Indian cultures and ancient knowledge systems that have shaped the nation's unique identity. It unveils the wisdom enshrined in ancient knowledge systems like Yoga, Ayurveda, and Siddha, understanding their core principles and their profound impact on various facets of Indian life and society.

Course Objectives:

- To explore the diverse forms of Indian heritage, tangible and intangible, and their profound impact on shaping National Identity.
- To delve into the vibrant cultural landscape of South India, uncovering its rich traditions, literature, art forms, and architectural marvels.
- To gain knowledge of ancient Indian knowledge systems like Yoga and Ayurveda, appreciating their holistic approach to health and well-being.
- To explore the multifaceted nature of Indian heritage through the study of the Siddha tradition, Jyotish Shastra, and Natya Shastra.

Learning Outcomes:

- To develop a comprehensive understanding among students of Indian heritage, its richness and diversity, and its role in shaping the nation's cultural identity.
- Students will gain an enhanced insight into the artistic, architectural, and literary achievements of South India and other regions, fostering a sense of pride in Indian cultural heritage.
- To enhance students' cultural literacy by gaining insights into traditional practices preserved through folklore across India.
- To acquire knowledge among students of ancient Indian sciences for holistic well-being, promoting physical, mental, and spiritual health.
- Students will develop a deeper understanding of the interconnectedness of spiritual, medicinal, and artistic dimensions within Indian Heritage systems.

UNIT I: INTRODUCTION TO INDIAN HERITAGE

- **Concept of Heritage:** Definition, the importance of studying heritage, and its diverse forms.
- **Cultural Landscape of India:** Overview of major cultural zones in India, with a focus on South India.

Key Concepts: Cultural heritage, diversity, tangible heritage (e.g., monuments), intangible heritage (e.g., traditions, practices).

UNIT II: CULTURAL TAPESTRY OF SOUTH INDIA

- **Literature:** The classical Tamil literature of *Sangam poetry*, the epic Kannada works like the "*Kuvempu Ramayana*," the Telugu compositions of *Annamacharya*, and the poetic Malayalam works of Kerala's rich literary tradition.
- **Painting:** The intricate gold leaf work of *Tanjore* painting, the intricate patterns of *Mysore* painting, hand-painting or block-printing of *Kalamkari*.
- **Theatre:** The ancient art form of *Koothu* and the elaborate dance-dramas of *Bhagavata Mela* in Tamil Nadu, and the colourful folk theatre of *Yakshagana* in Karnataka.
- **UNESCO Indian Heritage Sites:** *Great Living Chola Temples* artistry, *Hampi-Virupaksha Temple* and the *Vijaya Vittala Temple, Mahabalipuram*- a treasure trove of Pallava art, *Mysore Palace*-Indo-Saracenic architecture, *Periyar National Park*- Western Ghats, *Kanchipuram*-City of Thousand Temples.

UNIT III: TAMIL NADU FOLKLORES

- **Origins and Significance:** Historical background of Tamil Nadu folklore and its cultural significance.
 - **Folk Dances:** Exploration of traditional Tamil folk dances like *Karakattam*, *Kolattam*, and *Kummi*.
 - **Folk Music:** Overview of folk music traditions in Tamil Nadu, including *Parai Attam* and *Villu Paatu*.
 - **Rituals and Festivals:** Understanding the role of folklore in Tamil Nadu's rituals and festivals- *Pongal* and *Jallikattu*.
- Key Concepts:** Karakattam, Kolattam, Parai Attam, Villu Paatu, Tamil folk tales, cultural rituals.

UNIT IV: UNVEILING THE KNOWLEDGE SYSTEMS

- **Cultural Landscape of India:** Overview of major cultural zones in India, with a focus on South India.
- **Yoga:** Exploring the various aspects of Yoga - its philosophy, Eight Limbs, practices (e.g., Asanas, Pranayama), and benefits for physical and mental well-being.
- **Ayurveda:** Understanding the core principles of Ayurveda - its focus on holistic health, diagnosis, and treatment methods.

Key Concepts: Yoga philosophy, Asanas, Pranayama, Tridosha theory (Ayurveda), Doshas (Vata, Pitta, Kapha), Panchakarma, herbal medicine, Ayurvedic lifestyle.

UNIT V: SIDDHA TRADITION AND OTHER KNOWLEDGE SYSTEMS 6HOURS

- **Siddha Tradition:** Origins, philosophy, medicinal practices, and spiritual aspects.
 - **Other Important Knowledge Systems:** Jyotish Shastra (Indian astrology), Natya Shastra (Treatise on performing arts).
- Key Concepts:** Siddha literature, alchemy, and spirituality in Siddha tradition. Pancha Boothas (Siddha), herbal remedies, Planetary influences, elements of classical Indian dance and music, and aesthetics in Natya Shastra.

SELF- STUDY: CONTEMPORARY WORLD AND SUSTAINABLE DEVELOPMENT

PROGRAMME: B. A. DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-27
PART: V	COURSE COMPONENT: SELF STUDY PAPER
COURSE NAME: Contemporary World and Sustainable Development	COURSE CODE:
SEMESTER: III	MARKS:100
CREDITS: 2	TOTAL HOURS: 30

Course Objectives:

Delving into global dynamics, this course highlights Asia and India's pivotal role in achieving global sustainability objectives.

Course Outcomes:

1. Students will gain a comprehensive understanding of the key actors, institutions, and dynamics shaping the contemporary world order.
2. Students will acquire the ability to analyze the political, economic, and security challenges within major Asian regions, fostering informed perspectives on these critical issues.
3. Through the study of recent wars, students will develop critical thinking skills to assess the root causes, human costs, and potential solutions to contemporary conflicts.
4. Students will gain a deeper understanding of the principles and challenges of sustainable development, empowering them to advocate for responsible solutions at local, national, and international levels.
5. Students will be equipped to critically evaluate India's contributions to the SDGs, particularly through specific programs implemented in Tamil Nadu, and assess their effectiveness in achieving sustainable development goals.

UNIT I: Global Governance and Institutions

- **State & Non-State Actors:** Definition, types (nation-states, failed states), functions.

Key Actors: International states, Intergovernmental organizations (IGOs), nongovernmental organizations (NGOs), multinational corporations (MNCs).

- **United Nations (UN):** Structure, key organs (General Assembly, Security Council), functions, WB, & others.

Key Concepts: United Nations General Assembly, United Nations Security Council.

- **Regional Organizations:** European Union (EU), African Union (AU), North Atlantic Treaty Organization (NATO)

Key Concepts: European Union Commission, African Union Commission, North Atlantic Treaty Organization.

- **International Law and Treaties:** Significance, role in addressing global challenges.

Key Concepts: International Court of Justice, International Criminal Court, Geneva Conventions.

UNIT II: Contemporary Asia

Major Geographical Regions

- **Middle East:** Characterized by rich oil reserves, Complex political dynamics, and ongoing conflicts.

Key countries: Iran, Iraq, Israel, Saudi Arabia, Syria, Turkey

- **Southeast Asia:** Rapid economic growth, Challenges- maritime security and environmental degradation.

Key countries: Indonesia, Malaysia, Philippines, Singapore, Thailand, Vietnam

- **Far East:** Major economic powerhouses and Potential flashpoints.

Key countries: China, Japan, North Korea, South Korea

- **Rise of China:** Political-South China Sea, Territorial disputes and Competition for Resources. Economic- China's Belt and Road Initiative (BRI)
- **Major Economic Centers:** **Singapore-** Global financial hub, **Hong Kong-** Special Administrative Region of China, **United Arab Emirates (UAE)-** Diversified economy driven by oil and gas, tourism, and trade.

Regional Organizations:

- Association of Southeast Asian Nations (ASEAN)
- South Asian Association for Regional Cooperation (SAARC)
- Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation (BIMSTEC)
- Asia-Pacific Economic Cooperation (APEC)
- Shanghai Cooperation Organization (SCO)

UNIT III: Recent Wars of the World

- **Syrian Civil War (2011-present):** Bashar al-Assad regime, Syrian opposition groups, ISIS.

Key Concepts: Origins of the conflict, humanitarian crisis, foreign intervention, refugee crisis.

- **Yemeni Civil War (2015-present):** Houthi rebels, Yemeni government, Saudi-led coalition.

Key Concepts: Proxy war dynamics, humanitarian crisis, role of Iran and Saudi Arabia, UN peace efforts.

- **Ukraine Conflict (2014-present):** Ukrainian government, Russian-backed separatists, Russia.

Key Concepts: Annexation of Crimea, Donbas region conflict, Minsk agreements, NATO-Russia tensions.

- **Ethiopia Civil War (2020-present):** Ethiopian government, Tigray People's Liberation Front (TPLF), Eritrean forces.

Key Concepts: Tigray conflict, humanitarian crisis, regional implications, efforts for ceasefire and peace talks.

- **Nagorno-Karabakh War (2020):** Armenia, Azerbaijan, Russia.

Key Concepts: Conflict over Nagorno-Karabakh region, ceasefire agreement, role of Turkey, peace negotiations.

- **Myanmar Civil War (2021-present):** Myanmar military (Tatmadaw), ethnic armed groups, and Civilian resistance.

Key Concepts: Coup aftermath, Rohingya crisis, ethnic conflicts, ASEAN mediation efforts.

UNIT IV: Sustainable Development Goals

- **Definition of Sustainable Development:** Balancing economic, social, and environmental needs.

Key Concepts: United Nations Development Programme (UNDP), World Wildlife Fund (WWF), Sustainable Development Solutions Network (SDSN).

- **UN Sustainable Development Goals (SDGs):** Overview, targets.

Key Concepts: United Nations, national governments, NGOs, private sector.

- **Challenges and Opportunities:** Achieving sustainability, global cooperation.

Key Concepts: United Nations, national governments, civil society organizations, multinational corporations.

UNIT V: India's Role in Achieving Sustainable Development Goals (SDGs) with Tamil Nadu Initiatives

Addressing Basic Needs:

- **Goal 1: No Poverty**
 - National Rural Employment Guarantee Act (NREGA)
 - Kalaingar Kanchi Thalaiyalar Scheme
 - Ungal Thozhil Udhayanam (UTOY)
- **Goal 2: Zero Hunger**
 - National Food Security Act (NFSA)
 - Nutritious Noon Meal Programme
 - Annadhanam Scheme
 - Amma Unavagam
- **Goal 3: Good Health and Well-being**
 - National Health Mission (NHM)
 - Health Insurance of Tamil Nadu
 - Chief Minister's Comprehensive Health Insurance Scheme
 - Maruthuva Mitri
 - Amma Mini Clinics

Ensuring Essential Services:

- **Goal 4: Quality Education**
 - Sarva Shiksha Abhiyan (SSA)
 - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
 - Namakkal District Library Scheme
 - Pudhumai Penn Scheme under Higher Education Assurance Scheme (HEAS)
 - Free Coaching for Competitive Exams

- **Goal 6: Clean Water and Sanitation**
 - Swachh Bharat Mission (Clean India Mission)
 - National Rural Drinking Water Programme (NRDWP)
 - Jal Jeevan Mission Tamil Nadu
 - Namakku Naatheey Scheme
 - Kudimaramathu Scheme
- **Goal 7: Affordable and Clean Energy**
 - National Solar Mission
 - Tamil Nadu Solar Energy Policy
 - Green House Scheme

Building Sustainable Communities:

- **Goal 11: Sustainable Cities and Communities**
 - Smart Cities Mission
 - Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
 - Adi Dravidar Housing Scheme
- **Goal 13: Climate Action**
 - National Action Plan on Climate Change (NAPCC)
 - International Solar Alliance
 - Tamil Nadu Wind Energy Policy 2019
- **Goal 17: Partnerships for the Goals**
 - Development Assistance Programmes (DAPs)
 - International Development Cooperation (IDC)

SEMESTER - IV

CORE VII – MILITARY GEOGRAPHY AND GEO-POLITICS

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-2027
PART: III	COURSE COMPONENT: CORE VII
COURSE NAME: MILITARY GEOGRAPHY AND GEO-POLITICS	COURSE CODE:
SEMESTER: IV	MARKS:100(CIA-50, ESE-50)
CREDITS: 4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE:

To gain a deeper understanding of the interplay between Geography, Geopolitics, and Military Affairs, enabling them to analyze complex security challenges and contribute effectively to strategic decision-making in Military and Defence contexts.

COURSE OUTCOMES:

1. To clearly understand the importance of Military Geography and Geopolitics; as well as the geographical components of National Power.
2. To Grasp the theories of Geopolitics and use this knowledge in assessing the prospects of geopolitics.
3. To clearly understand and evaluate the impact of applied Military Geography technology in the role and functions of the armed forces.
4. To evaluate the impact of the geophysical factors and their impact on the strategic dynamics.
5. To have a comprehensive understanding of the geographical dimensions of India's borders and maritime boundaries, as well as the complexities of its foreign policy objectives, priorities, and challenges in the contemporary world.

UNIT I: INTRODUCTION

15 HOURS

- (a) Concept, meaning, scope and importance of Geopolitics.
- (b) Concept, meaning, nature and Scope of Military Geography.
- (c) Geographic components of National Power.

UNIT II: GEO – POLITICAL THOUGHT

15 HOURS

- (a) Theories of Mackinder.
- (b) Haushofer.
- (c) A.T. Mahan.
- (d) Jomini, Clausewitz.

UNIT III: APPLIED MILITARY GEOGRAPHY

15 HOURS

- (a) Basics of Global Positioning System (GPS)
- (b) Global Information System (GIS)
- (c) Remote Sensing & Map Reading.

UNIT IV: GEO – STRATEGIC SIGNIFICANCE OF INDIA

15 HOURS

- (a) Geographical Location and communication routes.
- (b) Natural Resources, Landmass.
- (c) Rivers, Minerals & Oil
- (d) Importance of Andaman and Nicobar and Lakshadweep islands.

UNIT V: GEOGRAPHY AND FOREIGN POLICY OF INDIA**15 HOURS**

- (a) Nature and characteristics of Land Borders.
- (b) Maritime boundaries- Continental Shelf, Territorial waters and Exclusive Economic Zone.
- (c) String of Pearls.
- (d) India's Foreign Policy - Determinants, Issues and Challenges.

PRESCRIBED BOOKS:

1. Woodward, R. (2004). *Military geographies* (Vol. 45). John Wiley & Sons.
2. Galgano, F., & Palka, E. J. (Eds.). (2012). *Modern military geography*. Routledge.
3. D.G.Chandler, *The Atlas of Military Strategy: the art, theory and practice of war*, London.

REFERENCE BOOKS:

1. Palka, E. J., & Galgano, F. A. (2005). *Military geography: From peace to war*. New.
2. Bateman, M., & Riley, R. (Eds.). (2015). *The geography of defence*. Routledge.
3. Das, S.T., *Geo-Strategies*, Allahabad: Kitab Mahal, 1985.
4. Dodds, K. J. (2014). *Global geopolitics: A critical introduction*. Routledge.
5. Gray, C. S., & Sloan, G. (2014). *Geopolitics, geography and strategy*. Routledge.

E-LEARNING RESOURCES:

1. Perspectives on Military Geography:
https://www.researchgate.net/publication/290207018_Perspectives_on_Military_Geography
2. An Introduction to Military Geography: https://www.sepehr.org/article_28832_en.html
3. Geopolitical Power: <https://chass.usu.edu/international-studies/aggies-go/power>
4. Geopolitics: <https://www.sciencedirect.com/topics/earth-and-planetary-sciences/geopolitics>
5. Geopolitics and Military Geography: <https://mackinderforum.org/geography-geostrategy-and-military-operations/>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	To clearly understand the importance of Military Geography and Geopolitics; as well as the geographical components of National Power.	PSO1 to PSO5	K1-K6
CO2	To Grasp the theories of Geopolitics and use this knowledge in assessing the prospects of geopolitics.	PSO1 to PSO5	K1-K6
CO3	To clearly understand and evaluate the impact of applied Military Geography technology in the role and functions of the armed forces.	PSO1 to PSO5	K1-K6
CO4	To evaluate the impact of the geophysical factors and their impact on the strategic dynamics.	PSO1 to PSO5	K1-K6
CO5	To have a comprehensive understanding of the geographical dimensions of India's borders and maritime boundaries, as well as the complexities of its foreign policy objectives, priorities, and challenges in the contemporary world	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Creat

CORE VIII – FUNDAMENTALS OF DEFENCE JOURNALISM

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE VIII
COURSE NAME: FUNDAMENTALS OF DEFENCE JOURNALISM	COURSE CODE:
SEMESTER: IV	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE:

To provide students with the necessary knowledge, ethical considerations, and practical skills for reporting properly and responsibly on defence issues, thereby enabling informed public conversation on security subjects.

COURSE OUTCOMES:

1. To understand the organizational structures, operational dynamics, and roles within news organizations, particularly in the process of sourcing, processing, and disseminating defence news.
2. To identify the purpose and types of defence news, distinguish between reputable sources, and utilize news selection theories to effectively report on defence-related themes.
3. Will demonstrate proficiency in reporting and editing defence stories and others
4. Will demonstrate a thorough comprehension of defence writing, encompassing media ethics, military-media debate, and news photography principles within the context of defence journalism.
5. Will be equipped with the necessary knowledge and skills to pursue diverse career paths

UNIT I: INTRODUCTION JOURNALISM 15 HOURS

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

UNIT II: DEFENCE NEWS 15 HOURS

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

UNIT III: REPORTING AND EDITING IN DEFENCE STORIES 15 HOURS

- (a) Format, Language and Grammar
- (b) Kinds: Eye Witness, Computer assisted Features
- (c) Concepts of Graphics and animation
- (d) Defence Reporting/Defence Correspondence
- (e) Abbreviations and definition of military terms and terminologies
- (f) Caption writing and picture editing.

UNIT IV: KEY ASPECTS IN DEFENCE WRITING 15 HOURS

- (a) Media Ethics
- (b) Media Laws

- (c) Military vs Media debate
- (d) News Photography

UNIT V: AVENUES AND OPPORTUNITIES IN DEFENCE JOURNALISM
15 HOURS

PRESCRIBED BOOKS:

1. Defence Journalism in India- Sangeetha Saxena
2. Defence Journalism- Varun Dev Narayanan

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, 1981

E-LEARNING RESOURCES:

1. <https://www.britannica.com/topic/mass-media>
2. <https://academic.oup.com/ct/pages/news-selection-vi>
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7467270/>
4. <https://carta.fiu.edu/gsc-creative/2020/07/07/media-ethics-mass-communication-complete-guide/>
5. <https://kirticollege.edu.in/defence-journalism-2/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	33	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	To understand the organizational structures, operational dynamics, and roles within news organizations, particularly in the process of sourcing, processing, and disseminating defence news.	PSO1 to PSO5	K1-K6
CO2	To identify the purpose and types of defence news, distinguish between reputable sources, and utilize news selection theories to effectively report on defence-related themes.	PSO1 to PSO5	K1-K6
CO3	Will demonstrate proficiency in reporting and editing defence stories and others.	PSO1 to PSO5	K1-K6
CO4	Will demonstrate a thorough comprehension of defence writing, encompassing media ethics, military-media debate, and news photography principles within the context of defence journalism.	PSO1 to PSO5	K1-K6
CO5	Will be equipped with the necessary knowledge and skills to pursue diverse career paths	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

ALLIED PAPER IV – PRINCIPLES OF ECONOMICS – II

PROGRAMME: B.A. DEFENCE AND STRATEGIC STUDIES	BATCH: 2024 – 27
PART:	COURSE COMPONENT: ALLIED PAPER IV
COURSE NAME: PRINCIPLES OF ECONOMICS – II	COURSE CODE:
SEMESTER: IV	MARKS:100(CIA-50, ESE-50)
CREDIT: 5	TOTAL HOURS: 90
THEORY	

COURSE FRAMEWORK:

Students will be able to measure National Income and analyse the concepts and theories in Public Finance, International trade and International Monetary system.

COURSE OUTCOMES:

1. To measure National Income and find out the difficulties the measurement.
2. To Analyse the importance of economic planning and Gandhian approach to achieve economic development.
3. To Examine the role of Public Finance and the Finance Commission to achieve economic development.
4. To Evaluate different theories of international trade and the role of WTO on the international trade of developing countries.
5. To Analyse the role of IMF and IBRD on FERA and FEMA

UNIT I - NATIONAL INCOME 18 HOURS

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

UNIT II - PLANNING AND ECONOMIC DEVELOPMENT 18 HOURS

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

UNIT III - PUBLIC FINANCE 18 HOURS

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

UNIT IV - INTERNATIONAL TRADE 18 HOURS

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 18 HOURS

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

PRESCRIBED BOOKS:

1. Ahuja H. L – Principles Of Microeconomics, S.Chand Publications
2. Ahuja H. L – Macro Economics, Theory & Policy, S.Chand Publications

REFERENCE

1. Rudder Dutt, Sundharam, K. P. M. – Indian Economy, S.Chand Publications
2. Francis Cherunilam, International Business Tata Mc.Graw Hill
3. Seth, M. L. MACRO ECONOMICS, S.Chand Publications
4. Singh S. K, Public Finance in theory and practice, S.Chand Publications
5. Sawyer, Sprinkle, International Economics Routledge publications
6. Tyagi B.P (2014). Public Finance. Jai Prakash Nath & Company.

E-LEARNING RESOURCES:

1. <https://www.imf.org/en/Home>
2. <https://www.worldbank.org/en/who-we-are/ibrd>
3. <https://www.rbi.org.in/scripts/fema.aspx>
4. <https://www.indiabudget.gov.in/>

**GUIDELINES TO THE QUESTION PAPER SETTERS
QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions(each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions(each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions(each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	3	1	1
II	3	2	1
III	2	2	1
IV	2	1	2
V	2	1	1
TOTAL			
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO Mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-Question Paper Mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K5)
CO1	To measure National Income and find out the difficulties the measurement.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO2	To Analyse the importance of economic planning and Gandhian approach to achieve economic development.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO3	To Examine the role of Public Finance and the Finance Commission to achieve economic development.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO4	To Evaluate different theories of international trade and the role of WTO on the international trade of developing countries.	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,
CO5	To Analyse the role of IMF and IBRD on FERA and FEMA	PSO1, PSO2, PSO3, PSO4, PSO5	K1, K2, K3, K4, K5,

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate,

SOFT SKILL 4 - FOUNDATIONS OF QUANTITATIVE APTITUDE

PROGRAMME: ALL UG	BATCH 2024 – 27
PART: IV	COURSE COMPONENT: SOFT SKILL-4
COURSE NAME: FOUNDATIONS OF QUANTITATIVE APTITUDE	COURSE CODE:
SEMESTER: IV	MARKS:100
CREDITS: 2	TOTAL HOURS: 2
PROBLEMS	

COURSE OBJECTIVE:

Develop learners' problem-solving skills and critical thinking abilities in the context of recruitment aptitude tests.

COURSE OUTCOMES:

1. The learner will be able to recognize, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.
2. To learn about factors and multiples that numbers have in common with each other.
3. The student will analyse monthly profit and loss statements for a school store and calculate profit margin percentages.
4. Students learn what different types of interest are, where it occurs in real life and understand the concept of simple and compound interests.
5. The learner will draw, interpret and compare pie charts, bar charts and frequency diagrams.

UNIT I: NUMBER SYSTEM AND NUMBER SERIES

6 HOURS

Numbers: Numbers and their classification, test for divisibility of numbers, General properties of divisibility, division and remainder, remainder rules.

Number Series: Number series, three steps to solve a problem on series, two-line number series, sum rules on natural numbers.

UNIT II: HCF AND LCM OF NUMBERS

6 HOURS

Factors, Multiples, Principal of Prime factorization, Highest Common Factor (HCF) and Least Common Multiple (LCM), Product of two numbers, Difference between HCF and LCM.

UNIT III: PERCENTAGE, PROFIT AND LOSS

6 HOURS

Percentage: Introduction, fraction to rate percent, rate percent to fraction, rate percent of a number, express a given quantity as a percentage of another given quantity, convert a percentage into decimals and convert a decimal into percentage.

Profit and Loss: Gain/Loss and % gain and % loss, relation among Cost price, Sale price, Gain/Loss and % gain and % loss.

UNIT IV: SIMPLE INTEREST AND COMPOUND INTEREST**6 HOURS**

Simple Interest: Definition, effect of change of P , R and T on Simple Interest, amount.

Compound Interest: Introduction, conversion period, basic formula, to find the Principal/Rate/Time, Difference between Simple Interest and Compound Interest.

UNIT V: DATA INTERPRETATION**6 HOURS**

Tabulation, Bar Graphs, Pie Charts, Line Graphs, average.

PRESCRIBED BOOK:

Quantitative Aptitude by R.S. Agarwal

REFERENCE BOOKS:

1. Quantitative Aptitude by Abhijit Guha, Fourth Edition.
2. Quantitative Aptitude by Ramandeep Singh.

E - LEARNING RESOURCES:

1. <https://byjus.com/maths/numeral-system/#:~:text=crore%20is%207.-,International%20Numeral%20System,8%20%E2%80%93%20Ones>
2. <https://byjus.com/maths/hcf-and-lcm/>
3. <https://byjus.com/maths/profit-loss-percentage/>
4. <https://www.vedantu.com/jee-main/maths-difference-between-simple-interest-and-compound-interest>
5. <https://sites.utexas.edu/sos/guided/descriptive/descriptivec/frequency/>

ENVIRONMENTAL STUDIES

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: IV	COURSE COMPONENT: EVS
COURSE NAME: ENVIRONMENTAL STUDIES	COURSE CODE:
SEMESTER: IV	MARKS:100(CIA-50, ESE-50)
CREDITS:2	TOTAL HOURS: 30
THEORY	

COURSE OBJECTIVE:

Introduction to ecology and awareness to sustain natural life.

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 6 HOURS

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

Unit 2: NATURAL RESOURCES

6 HOURS

(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**6 HOURS**

- 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 6 HOURS

- (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**6 HOURS**

- (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.

SEMESTER - V

CORE IX – TERRORISM

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE IX
COURSE NAME: TERRORISM	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE:

To provide Students with a comprehensive understanding of the historical, ideological, socio-political, and psychological factors driving terrorism, along with an analysis of counter-terrorism strategies, fostering critical thinking and informed discourse on this complex and multifaceted global challenge.

COURSE OUTCOMES:

1. Will possess a clear understanding of the concept, and an in-depth awareness of the diverse nature and tactics employed by terrorist groups, enabling them to analyze and contextualize contemporary instances of terrorism effectively.
2. Identifying the various causes, types, and level of Terrorism
3. Will possess a comprehensive understanding of the various manifestations of terrorism within the country, and enabling them to analyze the socio-political context, impacts, and responses to terrorism in India.
4. Will acquire a nuanced understanding of significant global terrorist issues and enabling them to analyze the historical, ideological, and geopolitical factors contributing to international terrorism and its implications for global security.
- 5 Understand the role of regional and international Organization in coordinating and implementing counter terrorism measures, and be equipped to analyze the effectiveness, challenges, and ethical implications of global counter terrorism efforts in enhancing international security and stability.

UNIT I: INTRODUCTION

18 HOURS

- (a) Definition and meaning of Terrorism.
- (b) History of Terrorism.
- (c) Nature and Tactics of Terrorism.

UNIT II: TERRORISM IN PERSPECTIVE

18 HOURS

- (a) Causes of Terrorism.
- (b) Types of Terrorism.
- (c) Levels of Terrorism.

UNIT III: TERRORISM IN INDIA

18 HOURS

- (a) Kashmir- Cross-border terrorism - Lashkar-e-Toiba; Jaishe-e- Mohammed,
- (b) Extremism in North-East India.

(c) Naxalites in India.

(d) Parliament & Mumbai Taj hotel attack, Pathankot Attack, Uri Attack, Pulwama Attack.

UNIT IV: INTERNATIONAL TERRORISM

18 HOURS

(a) Palestinian Issue.

(b) Irish Issue.

(c) Sri Lanka- LTTE Issue.

(d) September 11 attack in the USA. -Al Qaeda.

(e) ISIS

(f) Taliban in Afghanistan

UNIT V: COUNTER TERRORISM INITIATIVES

18 HOURS

(a) War against Terrorism- Responses of Major Powers.

(b) Role of the United Nations Organisation.

(c) Role of other International Organisations.

PRESCRIBED BOOKS:

1. Subramanian Swamy, Terrorism in India: A Strategy of Deterrence for India's National Security, Har-Anand Publications, 2007
2. Jussi M. Hanhimäki, An International History of Terrorism Western and Non-Western Experiences, Routledge 2013.

REFERENCE BOOKS:

1. The Routledge Handbook of Terrorism Research by Alex P. Schmid.
2. Encyclopedia of Terrorism by Peter Chalk
3. Cross Border Terrorism in India: A Study with Reference to International Regime
4. India's war on terror by gurmeet kanwal and N Manoharan
5. The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State by William McCants

E-LEARNING RESOURCES:

1. <https://nap.nationalacademies.org/read/10570/chapter/4#30>
2. <https://www.britannica.com/topic/terrorism>
3. https://icsr.info/wp-content/uploads/2009/04/Tankel_01.pdf
4. <https://www.mi5.gov.uk/international-terrorism#:~:text=International%20terrorism%20refers%20to%20terrorism,from%20which%20the%20terrorists%20operate.>
5. https://www.nato.int/cps/en/natohq/topics_77646.htm

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A – 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Will possess a clear understanding of the concept, and an in-depth awareness of the diverse nature and tactics employed by terrorist groups, enabling them to analyze and contextualize contemporary instances of terrorism effectively.	PSO1 to PSO5	K1-K6
CO2	Identifying the various causes, types, and level of Terrorism	PSO1 to PSO5	K1-K6
CO3	Will possess a comprehensive understanding of the various manifestations of terrorism within the country, and enabling them to analyze the socio-political context, impacts, and responses to terrorism in India.	PSO1 to PSO5	K1-K6
CO4	Will acquire a nuanced understanding of significant global terrorist issues and enabling them to analyze the historical, ideological, and geopolitical factors contributing to international terrorism and its implications for global security.	PSO1 to PSO5	K1-K6
CO5	Understand the role of regional and international Organization in coordinating and implementing counter terrorism measures, and be equipped to analyze the effectiveness, challenges, and ethical implications of global counter terrorism efforts in enhancing international security and stability.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE X – SPECIALIZED WARFARE

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE X
COURSE NAME: SPECIALIZED WARFARE	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE:

To provide Students with an in-depth understanding of advanced military tactics, strategies, and technologies employed in specialized warfare domains, such as irregular warfare, cyber warfare, psychological operations, and unconventional warfare, enabling them to analyze, assess, and contribute effectively to contemporary security challenges and conflicts.

COURSE OUTCOMES:

1. Enabling them to analyze, assess, and respond to psychological warfare tactics effectively in military and strategic contexts.
2. Enabling them to analyze the implications of these weapons of mass destruction and contribute to efforts aimed at countering and mitigating their threat to global security and public health.
3. Will develop a clear understanding of the concept and objectives of guerrilla warfare, identify its key characteristics, and gain elementary knowledge of insurgency and counterinsurgency operations
4. Gaining knowledge about the concept of hybrid warfare, it's types and techniques used.
5. Enabling them to analyze the evolving landscape of cyber threats, assess the vulnerabilities of digital systems, and formulate effective strategies to defend against and respond to cyber-attacks in military, governmental, and civilian contexts.

UNIT I: PSYCHOLOGICAL WARFARE 18 HOURS

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

UNIT II: BIOLOGICAL AND CHEMICAL WARFARE 18 HOURS

- (a) Concept and objectives,
- (b) Characteristics,
- (c) Types of Agents and its effects

UNIT III: GUERRILLA WARFARE 18 HOURS

- (a) Concept and objectives,
- (b) Characteristics of Guerrilla Warfare,
- (c) Elementary knowledge of Insurgency and Counter Insurgency

UNIT IV: HYBRID WARFARE**18 HOURS**

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

UNIT V: CYBER WARFARE**18 HOURS**

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

PRESCRIBED BOOKS:

1. Philip M. Taylor, Munitions of the Mind: War Propaganda from the Ancient World to the Nuclear Age, (Wellingborough, 1990)
2. Qualter, T.H., Propaganda and Psychological Warfare, (New York, 1962)

REFERENCE BOOKS:

1. SIPRI, The Problem of Chemical and Biological Warfare (4 Vols, New York, 1971)
2. Brown, F.J., Chemical Warfare: A Study in Restraint, (Princeton, 1968)
3. Walter Laqueur, Guerilla, (London, 1977)
4. Fairbairn, G., Revolutionary Guerilla Warfare (Harmondsworth, 1974)
5. Asprey, R.B., War in the Shadows (London, 1975)

E-LEARNING RESOURCES:

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>.
4. <https://ppf.org.in/initiatives/hybrid-warfare-concept-implications-for-india>
5. <https://www.imperva.com/learn/application-security/cyber-warfare/>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
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TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
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PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
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CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Enabling them to analyze, assess, and respond to psychological warfare tactics effectively in military and strategic contexts.	PSO1 to PSO5	K1-K6
CO2	Enabling them to analyze the implications of these weapons of mass destruction and contribute to efforts aimed at countering and mitigating their threat to global security and public health.	PSO1 to PSO5	K1-K6
CO3	Will develop a clear understanding of the concept and objectives of guerrilla warfare, identify its key characteristics, and gain elementary knowledge of insurgency and counterinsurgency operations	PSO1 to PSO5	K1-K6
CO4	Gaining knowledge about the concept of hybrid warfare, it's types and techniques used.	PSO1 to PSO5	K1-K6
CO5	Enabling them to analyze the evolving landscape of cyber threats, assess the vulnerabilities of digital systems, and formulate effective strategies to defend against and respond to cyber-attacks in military, governmental, and civilian contexts.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE XI – BASICS OF DEFENCE ECONOMICS AND DEFENCE MANAGEMENT

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE XI
COURSE NAME: BASICS OF DEFENCE ECONOMICS AND DEFENCE MANAGEMENT	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: Aims to delve into the intricate relationship between economics, management, and national security within the context of defense operations and to provide a comprehensive understanding of the key principles, theories, and practices essential for effective defense planning and resource management and also empower students with the expertise and tools needed to navigate complex defence challenges and contribute effectively to defence policymaking and implementation processes.

COURSE OUTCOMES:

1. Identify and analyze various types of economic systems, including market economies, command economies, and mixed economies, assessing their respective features, strengths, and weaknesses.
2. Will examine the significance of national income and gross national product in assessing the economic health of a country, recognizing their role in shaping fiscal policies, including defence spending
3. Will examine the impact of war on the balance of payments, considering factors such as changes in trade patterns, capital flows, and foreign exchange reserves.
4. Will study the concept of planning, including its definition, features, and the steps involved in developing effective plans within defence organizations.
5. Will explore the complexities of defence production, including the assessment of defence requirements, which involves analyzing threats, identifying capability gaps, and prioritizing defence investments.

UNIT I: INTRODUCTION

18 HOURS

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

UNIT II: DEFENCE BUDGET

18 HOURS

- (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**18 HOURS**

- (a) Inflation,
- (b) Balance of Payment,
- (c) Mobilization of Resources

UNIT IV: INTRODUCTION TO MANAGEMENT**18 HOURS**

- (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 objectives
- (d) Decision Making process and techniques.

UNIT V: DEFENCE PRODUCTION**18 HOURS**

- (a) Assessment of Defence requirements,
- (b) Role of Ordnance Factories and Public and Private sector Undertakings
- (c) Contribution of DRDO.
- (d) Make in India plan - Defence manufacturing

PRESCRIBED BOOKS:

1. Military Spending and Global Security Humanitarian and Environmental Perspectives-Jordi Calvo Rufanges
2. India's Defence Economy: Planning, Budgeting, Industry and Procurement-Laxman Kumar Behera

REFERENCE BOOKS:

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. DiGiovanna, 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.

E-LEARNING RESOURCES:

1. <https://www.wallstreetmojo.com/economic-system/>
2. <https://www.nextias.com/ca/editorial-analysis/23-12-2023/indias-defence-budgeting#:~:text=India's%20defence%20budget%20in%20the,13.3%25%20in%202022%2D2>
3. <https://www.cato.org/cato-journal/winter-2020/effect-war-economic-growth#war-and-gdp-per-capita>
4. https://archive.claws.in/images/journals_doc/1394685047Jasjit%20Singh%20%20CJ%20Summer%202013.pdf
5. <https://economictimes.indiatimes.com/news/defence/military-manufacturing-prioritising-make-in-india/articleshow/101401150.cms?from=mdr>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
B	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
C	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESS ED	COGNITIVE LEVEL (K1 to K6)
CO1	Identify and analyze various types of economic systems, including market economies, command economies, and mixed economies, assessing their respective features, strengths, and weaknesses.	PSO1 to PSO5	KI-K6
CO2	Will examine the significance of national income and gross national product in assessing the economic health of a country, recognizing their role in shaping fiscal policies, including defense spending	PSO1 to PSO5	KI-K6
CO3	Will examine the impact of war on the balance of payments, considering factors such as changes in trade patterns, capital flows, and foreign exchange reserves.	PSO1 to PSO5	KI-K6
CO4	Will study the concept of planning, including its definition, features, and the steps involved in developing effective plans within defence organizations.	PSO1 to PSO5	KI-K6
CO5	Will explore the complexities of defence production, including the assessment of defence requirements, which involves analyzing threats, identifying capability gaps, and prioritizing defence investments.	PSO1 to PSO5	KI-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6= Create

CORE XII – COMPREHENSIVE SECURITY

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE XII
COURSE NAME: COMPREHENSIVE SECURITY	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: To provide students with a thorough understanding of the multidimensional nature of security challenges faced by modern nation-states and the strategies employed to address them with the knowledge and analytical skills necessary to comprehend, assess, and respond to a wide range of security threats in various domains

COURSE OUTCOMES:

1. Enabling them to critically analyze complex global issues and contribute to informed discussions and decision-making processes in the field of security studies and international affairs.
2. Will delve into the concept of health security, exploring the emergence and spread of infectious diseases, the role of public health systems in disease prevention and control, and the challenges associated with ensuring food security.
3. Will explore the concept of energy security, considering its importance for ensuring energy access, affordability, and reliability for households, industries, and governments
4. To achieve these outcomes, students will explore the concept of industrial security, recognizing its importance in protecting critical infrastructure and key assets from a wide range of threats, including physical attacks, cyber intrusions, insider threats, and natural disasters.
5. Demonstrate critical thinking skills by assessing the implications of different approaches to maritime security for regional stability and international relations.

UNIT I: INTRODUCTION 18 HOURS

- (a) Meaning, Concept
- (b) Types of Security
- (c) Sustainable Development Goals - Introduction

UNIT II: ENVIRONMENTAL AND HEALTH SECURITY 18 HOURS

- (a) Meaning, Concept, Pollution, Types, Effects, Climate, Water Security measures taken
- (b) Health Security -Meaning, Definition Epitomic, Pandemic, Food Security

UNIT III: ENERGY SECURITY 18 HOURS

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

UNIT IV: INDUSTRIAL SECURITY 18 HOURS

- (a) Meaning, importance and relevance
- (b) Types and scope

UNIT V: MARITIME SECURITY**18 HOURS**

- (a) Meaning
- (b) Concept
- (c) Extra regional powers in IOR

PRESCRIBED BOOKS:

1. Comprehensive security for an emerging India- Kapil Kak Air Vice Marshal
2. Towards a Sustainable Arctic International Security, Climate Change and Green Shipping- Michael Good site, and Niklas Swanström

REFERENCE BOOKS:

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.
5. *Maritime Security: An Introduction* by Michael McNicholas

E-LEARNING RESOURCES:

1. <https://www.undp.org/sustainable-development-goals>
2. <https://www.ncbi.nlm.nih.gov/books/NBK55873/>
3. <https://safetyculture.com/topics/energy-security/>
4. <https://internationalsecurityjournal.com/industrial-security-management/>
5. <https://www.muslim-perspectives.com/Publication-Detail?publication=82/Maritime-Security-Cooperation-in-Indian-Ocean-Region:-Challenges-and-Opportunities>

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Enabling them to critically analyze complex global issues and contribute to informed discussions and decision-making processes in the field of security studies and international affairs.	PSO1 to PSO5	K1-K6
CO2	Will delve into the concept of health security, exploring the emergence and spread of infectious diseases, the role of public health systems in disease prevention and control, and the challenges associated with ensuring food security.	PSO1 to PSO5	K1-K6
CO3	Will explore the concept of energy security, considering its importance for ensuring energy access, affordability, and reliability for households, industries, and governments	PSO1 to PSO5	K1-K6
CO4	To achieve these outcomes, students will explore the concept of industrial security, recognizing its importance in protecting critical infrastructure and key assets from a wide range of threats, including physical attacks, cyber intrusions, insider threats, and natural disasters.	PSO1 to PSO5	K1-K6
CO5	Demonstrate critical thinking skills by assessing the implications of different approaches to maritime security for regional stability and international relations.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

ELECTIVE I IDE – INTRODUCTION TO DISASTER MANAGEMENT

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: IV	COURSE COMPONENT: ELECTIVE I-IDE
COURSE NAME: INTRODUCTION TO DISASTER MANAGEMENT	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS: 75
THEORY	

COURSE OBJECTIVE: Students will be equipped with the knowledge and tools necessary to contribute effectively to disaster risk reduction and management efforts in their respective communities and organizations. Main objective is to provide students an understanding the need for studying the disaster management. To understand Rehabilitation, Reconstruction and Recovery in the event of Disaster

COURSE OUTCOMES:

1. Will be able to identify, differentiate, and analyze various types of hazards and disasters, both natural and man-made, while understanding their underlying risks, vulnerabilities, and impacts on communities and the environment.
2. Will possess a comprehensive understanding of various natural disasters
3. Will develop the ability to analyze and mitigate risks through a comprehensive understanding of risk concepts and vulnerability
4. Will acquire a comprehensive understanding of the basic principles and techniques of disaster management, including the disaster management cycle, policies etc.,
5. Will develop the skills necessary to conduct training and drills for disaster preparedness, design and implement effective awareness generation programs

UNIT I: DEFINITION AND TYPES OF DISASTER

15 HOURS

Hazards and Disasters, Risk and Vulnerability in Disasters, Natural and Man-made disasters, earthquakes, floods drought, landside, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes. Man-made disasters: Terrorism, gas and radiations leaks, toxic waste disposal, oil spills, forest fires.

UNIT II: STUDY OF IMPORTANT DISASTERS

15 HOURS

Earthquakes and its types, magnitude and intensity, seismic zones of India, major fault systems of India plate, flood types and its management, drought types and its management, landside and its managements case studies of disasters (e.g.) Earthquakes, Landside). Social Economics and Environmental impact of disasters.

UNIT III: RISK AND VULNERABILITY ANALYSIS

15 HOURS

Risk- Its concept and analysis. (a)Risk Reduction, (b) **Vulnerability:** Its concept and analysis Strategic Development for Vulnerability Reduction.

UNIT IV: MITIGATION AND MANAGEMENT TECHNIQUES OF DISASTER
15 HOURS

Basic principles of disasters management, Disaster Management cycle, Disaster management policy, National and State Bodies for Disaster Management, Early Warning Systems

UNIT V: TRAINING, AWARENESS PROGRAM AND PROJECT ON DISASTER
MANAGEMENT **15 HOURS**

Training and drills for disaster preparedness, Awareness generation program, Usages of GIS and Remote sensing techniques in disaster management.

PRESCRIBED BOOKS:

- 1.TEXT BOOK OF DISASTER MANAGEMENT-A.K. Shrivastava
- 2.Disaster Management in India: Policies, Institutions, Practices-Rajendra Kumar Pandey,2020

REFERENCE BOOKS:

1. C. K. Rajan, Navale Pandharinath, Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication.
2. David Alexander, “Natural Disasters”, Research Press, New Delhi, 1993
3. Dr. Mrinalini Pandey, Disaster Management Wiley India Pvt. Ltd.
3. J. P. Singhal, Disaster Management Laxmi Publications.
4. Jagbir Singh, Disaster Management: Future Challenges and Opportunities K W
- 5.Bossler, J.D., “Manual of Geospatial Science and Technology”, Taylor and Francis,

E-LEARNING RESOURCES:

- 1.<https://www.britannica.com/event/Chernobyl-disaster>
- 2.<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/natural-disaster>
- 3.<https://www.adpc.net/infores/adpc-documents/povertypaper.pdf>
- 4.<https://publichealth.tulane.edu/blog/what-is-disaster-management/>
- 5.<https://www.fao.org/3/ad346e/ad346e0d.htm>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	<i>13-19</i>	<i>6</i>	<i>30</i>
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	<i>20-25</i>	<i>10</i>	<i>40</i>
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B - 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Will be able to identify, differentiate, and analyze various types of hazards and disasters, both natural and man-made, while understanding their underlying risks, vulnerabilities, and impacts on communities and the environment.	PSO1 to PSO5	K1-K6
CO2	Will possess a comprehensive understanding of various natural disasters	PSO1 to PSO5	K1-K6
CO3	Will develop the ability to analyze and mitigate risks through a comprehensive understanding of risk concepts and vulnerability	PSO1 to PSO5	K1-K6
CO4	Will acquire a comprehensive understanding of the basic principles and techniques of disaster management, including the disaster management cycle, policies etc.,	PSO1 to PSO5	K1-K6
CO5	Will develop the skills necessary to conduct training and drills for disaster preparedness, design and implement effective awareness generation programs	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

VALUE EDUCATION

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: IV	COURSE COMPONENT:
COURSE NAME: VALUE EDUCATION	COURSE CODE:
SEMESTER: V	MARKS:100(CIA-50, ESE-50)
CREDITS: 2	TOTAL HOURS: 15
THEORY	

COURSE OBJECTIVE:

- *To teach and inculcate the importance of value-based living.*

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 I

3 HOUR

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 II

3 HOUR

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 III

3 HOUR

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, trans gender, 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 IV**3 HOUR**

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 V**3 HOUR**

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

1. Dr. Abdul Kalam. My Journey-Transforming Dreams in to Actions. Rupa Publications
2. Steven R Covey, 8th Habit of Effective People (From Effectiveness to Greatness), Free Press, NewYork,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>

SEMESTER – VI

CORE XV- PROJECT

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-27 ONWARDS
PART: III	COURSE COMPONENT: CORE XV
COURSE NAME: PROJECT	COURSE CODE:
SEMESTER: VI	MARKS:100 (CIA -50, VIVA -50)
CREDITS: 4	TOTAL HOURS: 90
PRACTICAL	

Course Objectives

The course aims to develop the students with the skills necessary to produce high-quality, ethically sound, and academically rigorous research reports in the field of defence and strategy studies.

Course Outcome

1. Identify and select a research topic relevant to defence and strategy studies, demonstrating an understanding of current issues, historical context, and strategic importance.
2. Create a comprehensive and annotated bibliography that reflects a broad and deep understanding of the sources available on their selected topic.
3. Develop the ability to write multiple drafts of a research paper, incorporating feedback and improving clarity, coherence, and argumentation with each iteration.
4. Identify and apply the principles of academic integrity, recognizing what constitutes plagiarism and how to avoid it through proper citation and paraphrasing.
5. Demonstrate proficiency in the mechanics of writing, including correct spelling and punctuation, ensuring their research papers are professionally presented and effectively use different methods of quoting texts within their research papers, including direct quotes, block quotes, and paraphrasing, adhering to appropriate citation styles.

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department. The work of supervising the Projects should be distributed equally among all the faculty members of the department.
2. The teaching hours allotted in the sixth semester for the Project/Dissertation is to be used to make the students familiar with Research Methodology and Project writing.
3. Students have the choice between working individually or as a group (3 students in a group) and submit their project as a [single] copy for the group. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students will finalize their topics in consultation with the supervising teacher or the Faculty Advisor of the class.
6. Citation of source material will be marked as important part of the project work.

Credit will be given to original contributions. So, students are advised not to copy from other projects.

7. There will be an external evaluation of the project by an External examiner appointed by the office of the Controller of Examinations. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
9. A Works Cited page must be submitted at the end of the Project/Dissertation.
10. There should be a one-page Abstract consisting of the significance of the topic, objectives, and the chapter summaries.
11. Two copies must be submitted at the department by each group. One copy will be forwarded to the office of the Controller of Examinations for valuation and the second copy is to be retained at the department

B. General guidelines for the preparation of the Project:

Paper must be of A4 size only. • One side Laser Printing. • Line Spacing: double. • Printing Margin: 1.5-inch left margin and 1-inch margin on the remaining three sides. • 48 Font: Times New Roman only. • Font size: Main title -14/15 BOLD• & matter - 12 normal. The project need be spiral bound only • Paragraphs and line spacing: double space between lines [MLA format] • Double space between paragraphs. No additional space between paragraphs• Start new Chapter on a new page. • Chapter headings (bold/centered) must be identical as shown: • Chapter One Introduction Sequence of pages in the Project/Dissertation: • i. Cover Page. ii. First Page. iii. Acknowledgement, with name & signature of student. iv. Certificate (to be signed by the Head of the Department and the Supervising Teacher). v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers. Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges. • Chapter divisions: Total three chapters. • Preface Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited [Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner]

C. Specific guidelines for preparation of Project:

12. Only the Title of the Project Report, Year and Program/Subject should be furnished on the cover page of the University copy of the Project.
13. Details like Names of the Candidates, Course Code, Title of Program, Name of College, Title of Dissertation, etc should be furnished on the first page.
14. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
15. The Abstract should come immediately before the Introductory Chapter and must be included in all the copies.

Selection of Topics: Students are permitted to choose from any one of the following areas/topics. Selection of topics/areas-have to be finalized over the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor

Details Of Course Contents:

Academic writing: The following areas are to be made familiar to the students during the instructional hours/week set aside for the same in the sixth semester:

UNIT I - SELECTING A TOPIC (18 HOURS)

UNIT II - COMPILING A WORKING BIBLIOGRAPHY (18 HOURS)

UNIT III - WRITING DRAFTS (18 HOURS)

UNIT – IV PLAGIARISM AND ACADEMIC INTEGRITY (18 HOURS)

UNIT – V FORMAT OF THE RESEARCH PAPER. (18 HOURS)
(METHODS OF QUOTING TEXTS, SPELLING & PUNCTUATION)

REFERENCE TEXT:

1. M.L.A. Handbook 8th edition.
2. Documentation of sources in the works cited page(s): Samples of different types of sources will be provided

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

S.NO	Distribution of Marks	Marks
1	Internal (Project Submission- Hard Copy)	50
2	External (Viva- Voce)	50
	Total	100

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESS ED	COGNITIVE LEVEL (K1 to K6)
CO1	Identify and select a research topic relevant to defence and strategy studies, demonstrating an understanding of current issues, historical context, and strategic importance.	PSO1 to PSO5	K1-K6
CO2	Create a comprehensive and annotated bibliography that reflects a broad and deep understanding of the sources available on their selected topic.	PSO1 to PSO5	K1-K6
CO3	Develop the ability to write multiple drafts of a research paper, incorporating feedback and improving clarity, coherence, and argumentation with each iteration.	PSO1 to PSO5	K1-K6
CO4	Identify and apply the principles of academic integrity, recognizing what constitutes plagiarism and how to avoid it through proper citation and paraphrasing.	PSO1 to PSO5	K1-K6
CO5	Demonstrate proficiency in the mechanics of writing, including correct spelling and punctuation, ensuring their research papers are professionally presented and effectively use different methods of quoting texts within their research papers, including direct quotes, block quotes, and paraphrasing, adhering to appropriate citation styles.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create.

CORE XIV – POST INDEPENDENT WARS OF INDIA

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE XIV
COURSE NAME: POST INDEPENDENT WARS OF INDIA	COURSE CODE:
SEMESTER:VI	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: Assess the military strategies, tactics, and technological advancements utilized by the Indian armed forces during these conflicts, and evaluate their effectiveness in achieving strategic objectives. Foster critical thinking skills and empathy by encouraging students to consider diverse perspectives, question assumptions, and develop a nuanced understanding of the complexities of armed conflict and its impact on individuals and societies.

COURSE OUTCOMES:

- 1.Students will develop a comprehensive understanding of the complexities of post-independence nation-building, territorial integration, and the role of military force in shaping India's history and identity.
2. Understand the strategic significance of Kashmir for India and Pakistan. Evaluate the role of the Indian Army in securing Kashmir during the period of conflict.
3. Assess the impact of the Sino-Indian conflict on the geopolitical landscape of South Asia and its implications for regional security.
4. Understand the military strategies, operations, and key battles of each war, including the role of artillery in shaping the battlefield and achieving strategic objectives.
5. Analyze the role of political leadership, administrative structures, and community engagement strategies in addressing internal security challenges and fostering long-term peace and stability.

UNIT I: INTRODUCTION

18 HOURS

- (a) Partition of British Indian Army & Annexation of Princely states a brief introduction
- (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

18 HOURS

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

UNIT III: SINO- INDIAN CONFLICTS

18 HOURS

- (a) Causes of War 1962 conflict
- (b) Important Operations of War
- (c) Military Re – organization.
- (d) Nathu la and Cho la clashes

UNIT IV: INDO – PAKISTAN WAR OF 1965, 1971 and 1999 18 HOURS

- (a) Outline of the Operations, Role of Artillery, Operation Gibraltar
- (b) Liberation of East Pakistan 1971- Origin and Causes of War.
- (c) Operation Vijay (1999-Kargil War)

UNIT V: INTERNAL SECURITY OPERATIONS**18 HOURS**

- (a) Operation Blue Star – 1984
- (b) Operation Rhino (Northeast Region)

PRESCRIBED BOOKS:

1. India's Wars: A Military History, 1947-1971-Arjun Subramaniam
2. India's Wars Since Independence the Liberation of Bangladesh- Sukhwant Singh (1981)

REFERENCE BOOKS:

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.

E-LEARNING RESOURCES:

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.
4. <https://defproac.com/?p=3972>.
5. https://link.springer.com/chapter/10.1057/9781403983138_6.

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	1-12	3	30
B	<i>Answer any 5 out of 7 questions (each in 300 words)</i>	13-19	6	30
C	<i>Answer any 4 out of 6 questions (each in 1200 words)</i>	20-25	10	40
TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
V	2	1	1
Any Units	2	2	1
TOTAL	12	7	6
SECTION A - 12		SECTION B – 7	SECTION C - 6

PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESS ED	COGNITIV E LEVEL (K1 to K6)
CO1	Students will develop a comprehensive understanding of the complexities of post-independence nation-building, territorial integration, and the role of military force in shaping India's history and identity.	PSO1 to PSO5	K1-K6
CO2	Understand the strategic significance of Kashmir for India and Pakistan. Evaluate the role of the Indian Army in securing Kashmir during the period of conflict.	PSO1 to PSO5	K1-K6
CO3	Assess the impact of the Sino-Indian conflict on the geopolitical landscape of South Asia and its implications for regional security.	PSO1 to PSO5	K1-K6
CO4	Understand the military strategies, operations, and key battles of each war, including the role of artillery in shaping the battlefield and achieving strategic objectives.	PSO1 to PSO5	K1-K6
CO5	Analyze the role of political leadership, administrative structures, and community engagement strategies in addressing internal security challenges and fostering long-term peace and stability	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create.

CORE XV – DISARMAMENT AND ARMS CONTROL

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: III	COURSE COMPONENT: CORE XV
COURSE NAME: DISARMAMENT AND ARMS CONTROL	COURSE CODE:
SEMESTER:VI	MARKS:100(CIA-50, ESE-50)
CREDITS:4	TOTAL HOURS:90
THEORY	

COURSE OBJECTIVE: Analyze the role of disarmament and arms control in promoting international peace, security, and stability and able to Evaluate the effectiveness of disarmament and arms control measures in preventing conflicts, reducing tensions, and mitigating the risks of armed conflict and assess the challenges and obstacles to disarmament and arms control efforts, including geopolitical rivalries, military-industrial complexes, and verification mechanisms.

COURSE OUTCOMES:

1. Critically assess the environmental, economic, and geopolitical impacts of nuclear energy on local, regional, and global scales.
2. Will gain a comprehensive understanding of the development of missiles, including classifications, characteristics, and theories of nuclear warfare.
3. Will develop a comprehensive understanding of various treaties related to nuclear weapons, arms limitation, and nuclear proliferation
4. Will be able to analyze the complex interplay between disarmament, arms control, economic development, terrorism, nuclear proliferation, and the concept of space wars
5. Analyze the motivations, interests, and constraints shaping India's arms control policies and strategies.

UNIT I: INTRODUCTION

18 HOURS

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

UNIT II: DEVELOPMENT OF MISSILES

18 HOURS

- (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:

18 HOURS

- (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: BASIC CONCEPTS**18 HOURS**

- (a) Disarmament & Arms Control and Economic Development
- (b) Terrorism and Nuclear Proliferation
- (c) Concept of Space wars

UNIT V: INDIA'S CONTRIBUTION IN THE PROCESS OF ARMS CONTROL.**18 HOURS****PRESCRIBED BOOKS:**

1. Armament, Arms Control and Artificial Intelligence -Thomas Reinhold (2022)
2. The Treaty Prohibiting Nuclear Weapons: How It Was Achieved and Why It Matters- Kmentt, Alexander (2021)

REFERENCE BOOKS:

1. Cochran, Thomas, Arkin, William, and Hoenig, William, Nuclear Weapons Databook (5 vols., Cambridge, Mss, 1984).
2. Glasstone, 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).

E-LEARNING RESOURCES:

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/>.

GUIDELINES TO THE QUESTION PAPER SETTERS**QUESTION PAPER PATTERN**

SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
A	<i>Answer any 10 out of 12 questions (each in 50 words)</i>	<i>1-12</i>	<i>3</i>	<i>30</i>
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TOTAL MARKS				100

BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
I	2	1	1
II	2	1	1
III	2	1	1
IV	2	1	1
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Any Units	2	2	1
TOTAL	12	7	6
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PSO – CO mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Ave.	3	3	3	3	3

PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Critically assess the environmental, economic, and geopolitical impacts of nuclear energy on local, regional, and global scales.	PSO1 to PSO5	K1-K6
CO2	Will gain a comprehensive understanding of the development of missiles, including classifications, characteristics, and theories of nuclear warfare.	PSO1 to PSO5	K1-K6
CO3	Will develop a comprehensive understanding of various treaties related to nuclear weapons, arms limitation, and nuclear proliferation	PSO1 to PSO5	K1-K6
CO4	Will be able to analyze the complex interplay between disarmament, arms control, economic development, terrorism, nuclear proliferation, and the concept of space wars	PSO1 to PSO5	K1-K6
CO5	Analyze the motivations, interests, and constraints shaping India's arms control policies and strategies.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

ELECTIVE II – LIMITED WARS

PROGRAMME: B.A. DEFENCE AND STRATEGIC STUDIES	BATCH:2024-2027
PART: XIII	COURSE COMPONENT: ELECTIVE II
COURSE NAME: LIMITED WARS	COURSE CODE:
SEMESTER: VI	MARKS:100(CIA-50, ESE-50)
CREDITS: 5	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

Analyze the strategic objectives, military doctrines, and operational dynamics associated with limited wars, including the use of asymmetric warfare, proxy conflicts, and irregular tactics and anticipate future scenarios and potential flashpoints for limited wars, considering geopolitical shifts, technological advancements, and environmental pressures.

COURSE OUTCOMES:

1. Define the concept of limited wars and distinguish them from total or conventional wars.
2. To assess the complexities of the Arab-Israeli conflicts and their broader implications for regional stability and international relations.
3. Will demonstrate an understanding of the causes, highlights, and the role of the United Nations in the Gulf Wars of 1991 and 2003.
4. Demonstrate an understanding of the broader geopolitical implications of the Russia-Ukraine conflict.
5. Analyze the geopolitical significance of Africa in the context of global politics, including its strategic importance, natural resources, and demographic trends.

UNIT I: KOREAN AND VIETNAM WAR

18 HOURS

- (a) Concept, meaning and scope of limited wars
- (b) Causes of Korean War, Main events, and the role of UNO
- (c) Causes of Vietnam war, Main events and the Lessons learnt

UNIT II: ARAB – ISRAELI WARS (1948, 1967, 1973, 2024)

18 HOURS

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

UNIT III: GULF WARS (1991 & 2003)

18 HOURS

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

UNIT IV: RUSSIA UKRAINE CONFLICT**18 HOURS**

- (a) Causes
- (b) Highlights of the conflict
- (c) Role of the UN

UNIT V: AFRICAN WARS**18 HOURS**

- (a) Geo Political Significance of Africa
- (b) Morocco issue – Causes
- (c) Sudan issue - Causes

PRESCRIBED BOOKS:

1. Success and Failure in Limited War: Information and Strategy in the Korean, Vietnam, Persian Gulf, and Iraq Wars – **Spencer D. Bakich**
2. Firepower in Limited war – **Robert H. Scales Jr.**

REFERENCE BOOKS:

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.

E-LEARNING RESOURCES:

1. <https://guides.lib.lsu.edu/WarAndConflict/KoreanAndVietnamWars#:~:text=The%20two%20sides%20fought%20until,the%20north%2C%20faced%20extensive%20bombing.>
2. <https://www.britannica.com/event/Arab-Israeli-wars>
3. https://en.wikipedia.org/wiki/Gulf_War
4. https://en.wikipedia.org/wiki/Russian_invasion_of_Ukraine
5. https://en.wikipedia.org/wiki/Sudanese_Civil_War

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SECTION	QUESTION COMPONENT	NUMBERS	MARKS	TOTAL
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BREAK UP OF QUESTIONS FOR THEORY

UNITS	SECTION A	SECTION B	SECTION C
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PSO – CO mapping

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CO 5	3	3	3	3	3
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PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	Define the concept of limited wars and distinguish them from total or conventional wars.	PSO1 to PSO5	K1-K6
CO2	To assess the complexities of the Arab-Israeli conflicts and their broader implications for regional stability and international relations.	PSO1 to PSO5	K1-K6
CO3	Will demonstrate an understanding of the causes, highlights, and the role of the United Nations in the Gulf Wars of 1991 and 2003.	PSO1 to PSO5	K1-K6
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CO5	Analyze the geopolitical significance of Africa in the context of global politics, including its strategic importance, natural resources, and demographic trends.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create

ELECTIVE III – INTERNATIONAL ORGANISATION AND REGIONAL SECURITY

PROGRAMME: B.A DEFENCE AND STRATEGIC STUDIES	BATCH: 2024-2027
PART: III	COURSE COMPONENT: ELECTIVE III
COURSE NAME: INTERNATIONAL ORGANISATION AND REGIONAL SECURITY	COURSE CODE:
SEMESTER: VI	MARKS:100(CIA-50, ESE-50)
CREDITS: 4	TOTAL HOURS: 90
THEORY	

COURSE OBJECTIVE:

To gain a comprehensive understanding of the complex interplay between international organizations and regional security dynamics, as well as the tools and skills necessary to analyze and address contemporary security challenges.

COURSE OUTCOMES:

1. To Provide a comprehensive understanding of the nature, structure, and functions of international organizations (IOs).
2. To understand the principles, powers, and structures of key international organizations and alliances.
3. To develop analytical skills to assess the effectiveness of these organizations in addressing regional challenges and advancing shared interests among member states.
4. To analyze the role and functions of Organisations established for specific mutual goals of set countries and their impact on International Relations.
5. To evaluate a comprehensive understanding of the roles and functions of key regional organizations in Africa, the Middle East, the Americas, and Asia.

UNIT I:

18 HOURS

- (a) Evolution of International Organisation and Regional Organisation
- (b) Regional Security; Regional Cooperation; and Military Alliances: Conceptual Dimensions
- (c) Significance of International and Regional Organisations

UNIT II:

18 HOURS

- (a) League of Nations -Principles, Powers and Structures.
- (b) UN- Principles, Powers and Structure
- (c) NATO, QUAD, AUKUS - Aim, Objective and its working
- (d) NAM- History, Features, Problems, achievements and relevance in the Contemporary period

UNIT III:

18 HOURS

- (a) SAARC-Aim, Objectives, Problems and Achievements
- (b) ASEAN-Aim, Objectives, Problems and Achievements
- (c) ARF- Aim, Objectives, Problems and achievements
- (d) BIMSTEC- Aim and Objectives

UNIT IV**18 HOURS**

European Union (EU)- Aim, Objectives, Problems and Achievements.
council of the Baltic Sea States
G20 -Aim and Objectives

UNIT V**18 HOURS**

- (a) Organisation of African Unity (OAU) - Aim, Objectives, Problems and Achievements
- (b) Organisation of Islamic Conference (OIC)-Aim, Objectives, Problems and Achievements
- (c) Organisation of American States (OAS) BRICS-Aim, Objectives, Problems and achievements
- (d) League of Arab States, Shanghai Cooperation Organization (SCO)- Aim, Objectives, Problems and Achievements

PRESCRIBED BOOKS:

1. Tavares, R. (2009). *Regional security: The capacity of international organizations*. Routledge.
2. Graham, K., & Felicio, T. (2006). *Regional security and global governance: A study of interaction between regional agencies and the UN security council with a proposal for a regional-global security mechanism* (No. 5). ASP/VUBPRESS/UPA.

REFERENCE BOOKS:

1. Rittberger, V., Zangl, B., Kruck, A., & Dijkstra, H. (2019). *International organization*. Bloomsbury Publishing.
2. Hooghe, L., Lenz, T., & Marks, G. (2019). *A theory of international organization*. Oxford University Press.
3. Taylor, P. G., & Taylor, P. (1995). *International ORGANIZATION IN MODERN WLD*. A&C Black.
4. Archer, C. (2002). *International organisations*. Routledge.
5. Jorgensen-Dahl, A. (2016). *Regional organization and order in South-East Asia*. Springer.

E-LEARNING RESOURCES:

1. International Organizations-United States Institute of Peace: <https://www.usip.org/i-international-organizations-0#:~:text=The%20most%20prominent%20IO%20is,treaties%20that%20provide%20legal%20status.>
2. ASEAN: <https://asean.org/our-communities/asean-political-security-community/outward-looking-community/external-relations/international-regional-organisation/>
3. OSCE: <https://www.osce.org/whatistheosce>
4. International systems and regional security:<https://www.tandfonline.com/doi/pdf/10.1080/01402399508437594>
5. Regional security cooperation in the early 21st century: <https://www.sipri.org/sites/default/files/YB06ch04.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS

QUESTION PAPER PATTERN

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PSO-CO-question paper mapping

CO No:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL (K1 to K6)
CO1	To provide a comprehensive understanding of the nature, structure, and functions of International Organizations (IOs).	PSO1 to PSO5	K1-K6
CO2	To understand the principles, powers, and structures of key International Organizations and Alliances.	PSO1 to PSO5	K1-K6
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CO4	To analyze the role and functions of Organisations established for specific mutual goals of set countries and their impact on International Relations.	PSO1 to PSO5	K1-K6
CO5	To evaluate a comprehensive understanding of the roles and functions of key Regional Organizations in Africa, the Middle East, the Americas, and Asia.	PSO1 to PSO5	K1-K6

K1= Remember, K2= Understand, K3= Apply, K4=Analyse, K5= Evaluate, K6=Create