SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

TWO YEAR M.A. PROGRAMME

PEACE AND CONFLICT STUDIES AND MANAGEMENT

(With effect from Academic Session 2023-24)

DEPARTMENT OF PEACE AND CONFLICT STUDIES AND MANAGEMENT

SIKKIM UNIVERISTY

6ᵀᴴ MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios.The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,

Prof. Avinash Khare
Vice Chancellor
Sikkim University

TABLE OF CONTENTS

1. About the Department of Peace and Conflict Studies and Management (PCSM)

The Department of Peace and Conflict Studies and Management (PCSM), established in 2008 was one of the five other departments under the School of Peace, Conflict and Human Security Studies (SHS) in Sikkim University. The other four departments in the school were (i) Centre for Military Science and Defence Studies (MSc); (ii) Centre for Border History and Management (MA); (iii) Centre for Disaster Prevention and Management (MSc); (iv) Centre for Migration Studies including Inter-cultural Relations (MA). But in 2014, University has initiated the process of structural changes of departments under six schools in which the Department of Peace and Conflict Studies and Management (PCSM) have been brought under the school of social sciences along with other six more departments.

Teaching learning process in the PCSM is based on interdisciplinary approaches drawing insights from various branches of social sciences such as sociology, psychology, social anthropology, international relations, human rights, history, management, law, political science, philosophy, geography, economy and religious studies.

The primary focus of the Department is to train and educate students on peace and conflict theories,various process associated with Peace and Conflict Studies such as conflict resolution, conflict management, transformation in peace-keeping, peace-making and peace building through negotiation, mediation, adjudication, arbitration and also create awareness by making interdisciplinary research leading to policy initiatives. This program will also develop an in-depth understanding of the nature of contemporary armed conflicts, violence and crime, transitions from war to peace and challenges of post-war peacebuilding.

The Department is located in the 'margin' of the nation-state not only in the spatial sense but also in terms of history, culture, politics and such other ideational structures. Being aware of the oppressive nature of these unequal structures, the Department of Peace and Conflict Studies and Management cannot remain a mere academic outpost. The Department is committed to actively involve itself in the process of rewriting them in the lines of our University orientation. In other words, our teaching and research is geared towards disseminating knowledge and information about these very realities and to explore ways of addressing them. In addition, the Department seeks to generate a pool of human resources that can contribute positively towards conflict management.

Tucked away in the serene and salubrious hills of the majestic Himalayas, the Department provides a rare proximity to many conflict zones such as Manipur, Nagaland, Assam and other international actors such as Bangladesh, People's Republic of China and many others. The

curriculum is designed to help build an understanding of a variety of conflict situations, issues of sustainable development and such other problems faced by smaller states and to work towards their mitigation and management. Alongside this, the Department has been building strong networks with different research institutions, NGOs, international agencies and media groups that are focusing on Peace research.

Interactive learning: Teaching learning process is based on interdisciplinary approaches drawing insights from various branches of social sciences such as political science, international relations, human rights, sociology, history, philosophy, psychology, social anthropology, geography, economy and religious studies. We also draw from the humanistic traditions within the Liberal and Marxist discourse of social sciences with an aim to apply knowledge and research findings in bringing political and social transformation at the local, national and international levels. The course provides a comprehensive multidisciplinary theoretical spectrum of Peace and Conflict Studies through lectures, seminars, assignments and examination and train students towards applying non-conventional methods such as field visits, interaction with victims of conflicts, refugees, civil society academia interface, interactive sessions with eminent diplomats, journalists and experts. The department also encourages the use of new information communication technologies and innovative ways to promote a lively learning environment to develop an interest among students and researchers to look for ways and means of utilizing any of the available approaches and tools towards the mitigation, management and resolution of conflicts.

Academics: The Department currently offers a 2 year Master programme (MA) and Ph.D programme. The curriculum seeks to combine theoretical understanding and practices of peace studies. Students are required to take up case studies as part of the learning process. The curriculum also incorporates contemporary debates about conflict resolution, conflict management, conflict transformation and various techniques. We are also developing a lab and compiling several indicators for conflict sensitive and cost of violence/ riots for quantification to support qualitative and quantitative research. The overall objective of the programme is to give students an interdisciplinary understanding of the central issues of peace, conflict studies and management at the global level in general and South Asian region in particular.

The Department offers courses across MA and Ph. D. programmes. Students opting for any of these courses are required to conduct field-based research to submit a field study report or case study report and dissertation (MA), and thesis (Ph. D) in partial fulfilment to obtain their degrees.

Research Component: Interdisciplinary Research - The peace and conflict studies and management as a discipline primarily focuses on peace and conflict as a subject of analysis to achieve peace by peaceful means and consider conflict as an ongoing phenomenon and integral part of the society. Keeping in mind the integrity of the discipline and its infant nature that heavily draws insight from other disciplines of social sciences, inter-disciplinary and multi-disciplinary are the dictums of PCSM. There is growing conviction among scientists, researchers, social planners and development administrators that many of the urgent and pressing problems facing man and society at the national and international levels today such as poverty and disease, environmental degradation, rising population pressures, inter-group rivalries and conflicts based on identity and culture, erosion of moral values, nuclear war, dual use dilemmas etc. are totally incapable of deal with the conventional discipline-based approach, and that the only, way to come to grips effectively with such problems is to overhaul the overall strategy in favour of a more interdisciplinary approach.

Collaboration with the **Department of Sociology** in understanding the problem of drug-trafficking and substance abuse leading to social conflicts and Role of religion in peace building.Collaboration with the **Department of Journalism and Mass Communication** in building a database on ongoing conflicts in the region.The Collaboration with the **Department of International Relations** in exploring the potential of 'Look/ActEastPolicy' in bringing about peace and development in the region.Collaboration with the **Department of Physical Sciences** in understanding the dual use of atoms for energy and weapons.Collaboration with **Department of psychology** in understanding human psychology / behaviour in conflict &violenceand post-conflict trauma in war/ conflict zones.

Collaboration with the **Department of Economics and Geography** in understanding the problem of food security, use of natural resources related conflicts, development induced conflicts, demarcation of border, transit trade &cross border-trade and migration related conflicts. Collaboration with Department of **Microbiology** on dual use of virus, fungus and bacteria in warfare and medical fields and with **Botany** on traditional knowledge of medicine. Collaboration with Department of **Law**: legal aspects of humanitarian inventions and dispute settlement mechanisms.

INTER-DISCIPLINARY RESEARCH

Collaboration with Department of **Commerce and Management** – industry-induced /related conflicts and management.

2. Preamble

The two-year M.A. programme (4 semesters) in Peace and Conflict Studies and Management has been envisaged to combine theoretical understanding and practices of peace and also develop an in-depth understanding of the nature of contemporary armed conflicts, transitions from war to peace, and challenges of post-war peacebuilding. Students are required to take up case studies as part of the learning process. The curriculum also incorporates contemporary debates about conflict resolution, conflict management, conflict transformation, various indigenous mechanisms and techniques of conflict resolution and peacebuilding. We have also planned to build a lab for compiling various indicators for conflict mapping, conflict sensitive zones, and cost of violence/ riots for quantification to support qualitative and quantitative research. The overall objective of the programme is to give students an interdisciplinary understanding of the central issues of peacebuilding and conflict resolution at the global level in general and South Asian region in particular.

The courses are designed to equip students with skills and abilities to enable them to explore opportunities/ practices in conventional areas of teaching and research in academics, civil services, in print and visual media, policy making, etc. Students are also trained to take up jobs in national and international organisations, think tanks, various public and private sectors, NGOs, INGOs, UN specialized agencies, civil society, etc which are directly or indirectly working in various conflict zones.

Some courses assist students to develop the awareness in International legal system to deal with emerging challenges in International system. Similarly, there are dedicated courses in programme which make students familiar with various issues and backgrounds those cause the Inter-state, regional, Intra-state and multi-level conflicts in South Asian Region. As well as these courses make students able to comprehend the case studies of the region in connection to approaches, techniques and means to address and resolve various conflicts cases of South Asian Region at individual, regional, bilateral and multi-lateral level which are so far taken by Countries of South Asia. These courses are designed to assist students to identify and examine the nature and course of conflicts and tension among South Asian Countries as well as collective initiatives taken by the member countries of region together to resolve such conflicts.

Some courses in the programme facilitate students to understand and identify the means of Border trade for the legal flow of authorised goods, flow of illegal migration, refugees and cross border illegal trade and issue of human trafficking across the Border. These courses assist students to recognize the Border related intra/inter-state conflicts, the securitization and security force deployment at the Border. Alongside these courses also train students to deal with the various techniques and methods of Border Management. Similarly, the dedicated course on India's North East region develop understanding among students about the issues, concerns and challenges which are perennially faced by North Eastern region as an integral part of India as well as the provisions enshrined in the Constitution of India for the concerned region.

Learning Outcome-based Curriculum Framework (LOCF) in Peace and Conflict Studies and Management is intended to provide a broad framework within which the discipline could respond to the changing needs of its various stakeholders in exclusivity in a more romanticized manner. The template is an initiative of new kind and is expected to assist in the building and maintenance of post-graduate Programme in Peace and Conflict Studies and Management with innovative skill by holding a periodic review within a broad framework of an agreed structure as standard reference.

It is pertinent to mention that Peace and Conflict Studies and Management as a separate discipline is still underway to its final accomplishment vis-a-vis other established subjects/disciplines. This is not withstanding, the other variants in which the discipline have not even acquired the status of a full degree programme, rather rests as part of or one of the elective subjects in the faculty of Arts, Humanities and Sciences.

There is strong plea to have a M.A. Programme in Peace and Conflict Studies and Management to brand it more sovereign in outlook. Incredible, while peace/conflict is a buzz word penetrating all pervasively at the national and global level, the significance of this subject remains almost a miss in country's scenario.

3. Post Graduate Attributes (PGAs)

It has been generally observed that students at the time of joining graduate programme or at the end of such studies remain unclear and confused in deciding their future course of study. For instance, while course in Peace and Conflict Studies and Management is always not an exclusive degree programme, but is served at post-graduate level, students are generally oblivious of certain realities. However, having taken up the discipline in Peace and Conflict Studies and Management at Post-graduate level, the student must reflect a sense of maturity, good attributes,

values and skills enabling him/her to decide further course of action in terms of should he/she go in for higher studies or having attained a particular skill take to the job and simultaneously pursue higher studies. Such an arrangement works abroad quite successfully and makes them more professional and responsible in their career pursuit. In addition, the attributes in a graduate of Peace and Conflict Studies and Management are expected to exhibit the following:

PGA1: Disciplinary knowledge and skills: Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, (ii) theoretical principles and (iii) contemporary strategic environment in Peace and Conflict Studies and Management and its different sub-fields.

PGA2: Skilled communicator and Critical thinker: Ability to transmit complex information and ability to employ critical thinking relating to national security issues in a clear and concise manner in writing and oral skills.

PGA3: Sense of inquiry: Capability for asking relevant/appropriate questions relating to issues and problems in the field of Peace and Conflict Studies and Management, executing and reporting the results of any issues related to social, national, regional and international conflicts.

PGA4: Team player/Leader: Capable of working effectively in diverse teams in both classrooms, in society and real-life situations.

PGA5: Skilled project manager: Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical conduct.

PGA6: Digitally literate: Capable of using computers/ software to understand strategies and tactics in conflicts through.

PGA7: Ethical awareness/ reasoning: Capable of embracing and demonstrating the ability to demonstrate moral/ ethical values in one's work and avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciate environmental and sustainability issues.

PGA8: Lifelong learners/ practitioners: Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.

4. Programme Learning Outcomes (PLOs)

PLO1. Upon completion of the programme of Master's in Peace and Conflict Studies and Management, a student should have acquired basic competency in peace & conflict affairs covering a wide spectrum of violence, conflict resolution, armed conflicts, inter-state conflicts,

intra-state conflicts, border conflicts at local, regional, national and international levels issues including non-kinetic dimensions.

PLO2. Critically analyse and understand complex conflicts issues, including capacity to access, interpret and critically analyse material from different sources including policy documents and other publications from governments and international organisations, documents from the internet, and academic sources.

PLO3. Develop a sound understanding of the international peace architecture in terms of its international interventions (e.g., peace negotiations, peacekeeping, peace-building, state-building and indigenous and contemporary methods of conflict resolution), its actors and mixed outcomes.

PLO4. Learn about grassroots peace agency in various parts of the South Asian region and world and how it connects with international interventions.

PLO5. Acquire knowledge about the social, economic, political, environmental and cultural conflicts on the Indian subcontinent, historically and in present times and gain a conceptual understanding of peace building in Indian context, particularly in reference to Gandhian techniques.

PLO6. Inculcate a spirit of nationalism and develop good values contributing to building strong national character.

PLO7. Acquire sound understanding of the basic theories of peace and conflict studies and the emergence of peace and conflict studies as an academic discipline.

PLO8. Develop an in-depth understanding of the nature of contemporary armed conflicts, transitions from war to peace, and challenges of post-war peace-building.

PLO9. Ability to explore the context of contemporary armed conflict and war, and subsequently how peace is forged at the local and national levels, all the time taking into account the interplay between domestic and international actors.

PLO10. Demonstrate ability in understanding the implications of use of various tool and techniques for qualitative and quantitative assessment of violence and conflicts.

PLO11. Acquire a strong empirical and conceptual foundation for analyzing longstanding and emerging challenges to international peace and security.

PLO12. Acquire skill in applying different research methods (qualitative and quantitative) and are familiar with the tools and software associated with these methods, able to obtain, process and

assess different kinds of primary sources (including field based generated data) in a systematic and critical manner.

PLO13. Ability to identify and assess ethical considerations relating to research and analysis in the field of peace and conflict, apply suitable advanced methodological tools & techniques for analyzing specific research questions in the field of peace and conflict studies.

PLO14. Ability to design and implementation of post-conflict peace-building strategies, including contemporary debates related to international intervention, local political systems, and the politics of peace-building.

PLO15. The learning of peace studies shall arm the students to independently choose further course of action in his/her life whether pursuing higher education by taking specialized course in post-graduate or identifying a career for himself or herself.

PLO16. Demonstrate ability to get multiple opportunities in getting jobs (Teaching, Research and services in NGOs, Corporate, and Government/public sectors, etc.) and moreover, one gets prepared for important areas in the syllabi of some Competitive Examinations & fellowships also.

5. Credit Distribution of 2 Year MA Program

M.A. Programme in Peace and Conflict Studies and Management (PCSM) is a **two year** course consisting of **four Semesters** with several course options and with internal assessment (by respective course teachers) and University examination at the end of every Semester. MA programme has 84 credits divided into 20 papers.

Sl No	Nature of Papers	Total No of Paper	Credit in each paper	Total Credits
1.	Core papers	09	4	36
2.	Open papers	02	4	08
3.	Elective Papers	04	4	16
4.	SEC (Skill Enhancement Course)	02	4	08
5.	Value Addition Courses	02	4	08
6.	Research (Dissertation & Viva voce)	01	8	08
	Total	**20**		**84**

Assessment framework of each courses will be carried out during the semester on the basis of three sessionals for 25 marks (best 2 will be counted for grading/ marking) each through written tests, written assignments, book reviews, article reviews, presentations, group discussion, project

reports, case study report or fieldwork-visit reports and dissertations etc. which will be decided by the course teacher as appropriate to the course content. Internal assessment marks will be allocated is 50 and external assessment (end-semester exam) marks is also 50 in all the courses of 4 credits (total 100 marks) while 8credit course has 150 marks for dissertation and 50 marks for viva voce.

The Syllabus of 2 year MA programme is divided into 9 Core papers (4 in the first semester,4 in second semester and1 in third semester) and each core papers carry 4 credits. Research paper (Dissertation & Viva voce) is in fourth semester and carries 8 credits. There are 4Elective papers (2paperin the third and 2 papers in the fourth semester). Every student will have to opt all core papers in a given Semester and free to choose required number of elective courses from list of offered department in particular semester. On top of these, students will opt for 2value addition courses (1 in second semester and 1 in fourth semester) and 2 open papers (1 in second semester and 1 in third semester) and 2 skill enhancement course (SEC) as mentioned in the course structure 1 in second semester and 1 in third semester).The students may opt courses from **SWAYAM MOOCs platforms** in lieu of elective/value addition courses offered by the department. Few elective courses of the department are also listed in the SWAYAM MOOCs platforms.

Department is introducing one skill enhancement course (SEC) of *"Literature review and field study"* (PCM-PG-S302) which carries 4 credits. In this paper, students are expected to learn & practice books/ articles review writing, report writing, case study writing and learn how to use tools and techniques to collect/ generate data in field, design sample / case study report, learn to write various referencing style etc. This practice will ultimately help students to build career in research through quality and standard publications. Students will write a case study report based on the field study/study tour (either in their village or neighbouring locality or planned place of study tour) using tools and techniques of data collection in consultation with course teacher or mentor or allotted supervisor.

Department also organises 10 days (or two weeks) study tour (for field study observations) and encourage students of third semester to join study tour during winter vacation and engage in community services and also understand ground realities of the society at large.

MA Dissertation and viva-voce (**PCM-PG-C401)**carries 8 credits (150 marks for dissertation and 50 marks for viva voce). Students are supposed to prepare a synopsis/research proposal of Dissertation in consultation with allotted supervisor during the third semester. Department Council (DC) will allot a supervisor to each student at the beginning of third semester and will be notified by the Department. Students of third semester have to identify and submit 3

broad topics of dissertation to the Head of Department and on the basis of expertise of faculty members, DC will allocate supervisor to each student.

Department promotes & encourage field-based research at Master level for dissertation. Before conducting field work/visit/survey, each student has to submit detailed research proposal of MA dissertation to the Head of the Department (duly endorsed by the Supervisor) and make a detailed presentation before the DC for approval/confirmation of their synopsis/research proposal MA dissertation at least one/ two weeks before commencement of the end-semester exams. After approval in the DC meeting, it will be notified to all students and displayed on notice board.

The field work for the Dissertation can only be carried out during the winter vacation prior to the commencement of classes of fourth semester (as per academic calendar).Students have to submit the Dissertation to the department one/two week before the commencement of end semester exam of fourth semester. After the evaluation by external examiner (a faculty from within/outside University other than the department), a *viva-voce* will be conducted in the department to finalize grade of the Dissertation. The marks / grade will be evaluated and assessed on the basis of their performance in dissertation writing (150 marks) and viva voce (50 marks).
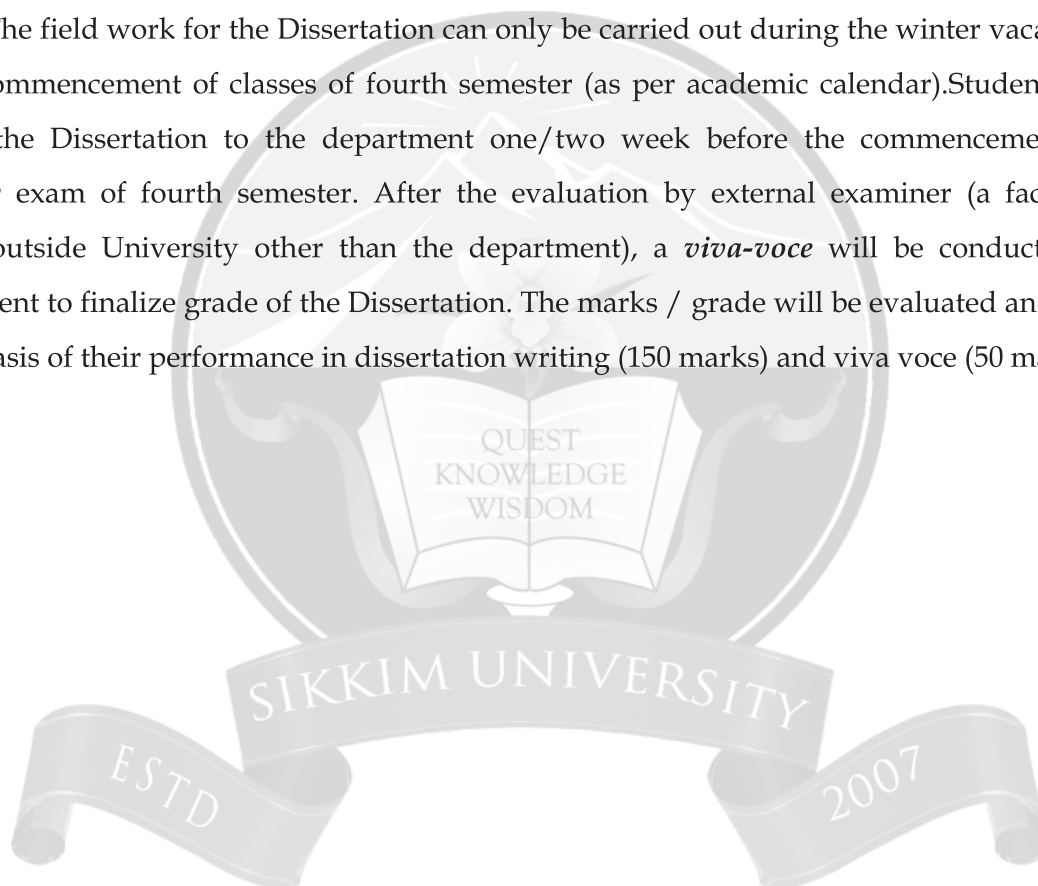
6. Course Structure of 2 Year MA Programme

Code & Courses	Nature of Courses	Credit (L+T+P)	Total Marks	Internal Marks	External Marks
MA : Semester I (4 Core, 1 SEC)					
PCM-C-501 : Introduction to Peace and Conflict Studies	Core	4=(3+1+0)	100	50	50
PCM-C-502 : Religion, Conflict and Peacebuilding	Core	4 =(3+1+0)	100	50	50
PCM-C-503 : Gender and Peace	Core	4 =(3+1+0)	100	50	50
PCM-C-504 : Gandhian Perspectives on Non-Violence	Core	4 =(3+1+0)	100	50	50
PCM-S-505: Civil Society and Peacebuilding	Core	4 =(3+1+0)	100	50	50
TOTAL		**20**	**500**	**250**	**250**
MA : Semester II (4 Core, 1 Open, 1 Value addition)					
PCM-C-551 : Conflict Response Mechanisms and Techniques	Core	4 =(3+1+0)	100	50	50
PCM-C-552 : Indian Thinking on Peace and Conflict	Core	4 =(3+1+0)	100	50	50
PCM-C-553 : Development, Peace and Security	Core	4 =(3+1+0)	100	50	50
PCM-C-554 : Theory and Practice of Human Rights	Core	4 =(3+1+0)	100	50	50
PCM-O-555 : Security Discourses: Traditional and Non-Traditional Approaches	Open	4 =(3+1+0)	100	50	50
PCM-V-556 : Cyber Security	MOOC	4 =(3+1+0)	100	50	50
TOTAL		**24**	**600**	**300**	**300**
MA : Semester III (1 Core, 1 SEC, 1 Open, any 2 Elective)					
PCM-C-601 : Methodology of Peace Research	Core	4 =(3+1+0)	100	50	50
PCM-S-602 : Literature Review and Field Study	SEC	4 =(0+3+1)	100	50	50
PCM-O-603 : Buddhism and Jainism in Peace Studies	Open	4 =(3+1+0)	100	50	50
PCM-E-604 : Media, Conflict and Peacebuilding	GE	4 =(3+1+0)	100	50	50
PCM-E-605 : Conflict and Cooperation in South Asia	DSE	4 =(3+1+0)	100	50	50
PCM-E-606 : Environmental Security and Sustainable Development	DSE	4 =(3+1+0)	100	50	50
PCM-E-607 : Conflict and Peace in India's Northeast	DSE	4 =(3+1+0)	100	50	50
PCM-E-608 : Governance and Disaster Management	DSE	4 =(3+1+0)	100	50	50
PCM-E-609 : International Organisation and Conflict Resolution	DSE	4 =(3+1+0)	100	50	50
PCM-E-610 : Ambedkar and Conflict Transformation	DSE	4 =(3+1+0)	100	50	50
PCM-E-611 : Laws of International Peace and Security	DSE	4 =(3+1+0)	100	50	50
TOTAL		**20**	**500**	**250**	**250**
MA : Semester IV (1 Research, 1 Value addition and any 2 Elective)					
PCM-R-651 : Dissertation and Viva-Voce	Core	8 =(0+2+6)	200	50	150

PCM-V-652 : Indigenous Mechanisms of Conflict Resolution in Sikkim	GE	4 = (3+1+0)	100	50	50
PCM-E-653 : International Humanitarian and Refugee Laws	DSE	4 = (3+1+0)	100	50	50
PCM-E-654 : Political Economy of Natural Resource Conflict in South Asia	DSE	4 = (3+1+0)	100	50	50
PCM-E-655 : India and International Peacekeeping	DSE	4 = (3+1+0)	100	50	50
PCM-E-656 : Social Movements, Insurgency and Terrorism	DSE	4 = (3+1+0)	100	50	50
PCM-E-657 : Political Thought on Violence	DSE	4 = (3+1+0)	100	50	50
PCM-E-658 : Border and Border Conflicts	DSE	4 = (3+1+0)	100	50	50
PCM-E-659 : Justice, Crime and Punishment	DSE	4 = (3+1+0)	100	50	50
TOTAL		**20**	**500**	**300**	**200**

Notes: C stands for Core papers, O stands for Open paper, E stands for Elective papers; V stands for Value Added courses, R stands for Research course, S stands for Skill Enhancement Courses (SECs). L stands for Lecture, T stands for Tutorial and P stands for Practical.

Elective (E) papers are the pool of papers offered by the Department.

The students may opt courses from SWAYAM MOOCs platforms in lieu of elective courses offered by the department. Few elective courses of the department are also listed in the SWAYAM MOOCs platforms.

Students may earn up to **40 percent** of the total credits of the programme from SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds). The selection of the course(s) from SWAYAM is subject to the availability and the 75 percent content similarity with the existing courses in the department. The credits and the grade earned by the students in the particular course will be transferred and added in their mark statement.
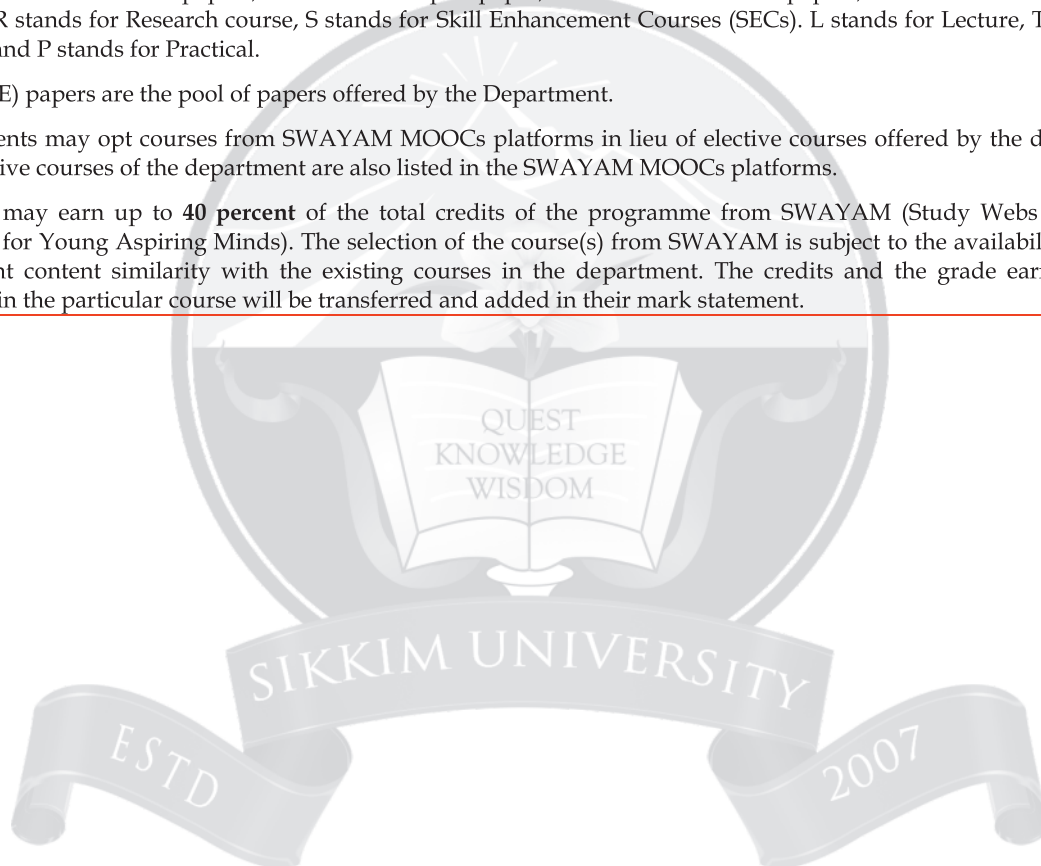
MA I - SEMESTER

PCM-C-501

INTRODUCTION TO PEACE AND CONFLICT STUDIES (IPCS)

Semester: First	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will have:

CLO1. Concept of the philosophical foundation and theoretical aspects of the Peace and Conflict Studies.

CLO2. Understanding of the structures and processes of conflict analysis including the nature, sources, actors as well as mechanisms to deal with the conflict and conflict situation.

CLO3. Training for the leadership in reconciliation in post conflict reconstruction for the sustainable peace.

CLO4. Clarity on history and legacy of the Peace study alongside its need, trend, values and practice in Indian and South Asian context.

Course Outline

Unit I: Lineages of Peace and Conflict Studies

- Philosophical and Ideological Traditions
- War and Peace: Realist, Liberal and Marxists Perspectives
- Evolution of Peace Studies as a Discipline
- Interdisciplinary Nature of Peace Studies

Unit II: Structures and Processes of Conflict Analysis

- Conflict: Nature, Sources and Typology
- Conflict: Actors, Structures and Levels
- Conflict Management, Resolution and Transformation
- Peacemaking, Peacekeeping, and Peacebuilding

Unit III: Justice and Reconciliation in Post-conflict Reconstruction

- Security, Demilitarization, Demobilization and Reconstruction
- Justice and Reconciliation
- Actors of Post-conflict Reconstruction
- Peace Agreements and Sustainable Peace

Unit IV: Relevance of Peace Studies in India

- South Asian Peace Perspectives

- Traditions and Lineages of Peace Studies in India

- Peace, Democracy and Human Security in India

- Peace Values in Indian Constitution

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- onlinelectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Galtung, J. (1996). *Peace by Peaceful Means: Peace, Conflict, Development and Civilization.* Sage Publication.

Hussain, W. (Ed).(2012). *Northeast India Sustaining Peace Changing Dimensions*, Bhabani Books.

Kumar, D.S. (Ed). (2005). *Peace Processes and Peace Accords.*Sage.

Lederach, J. P. (1995). *Preparing for Peace: Conflict Transformation across Cultures.*Syracuse University Press.

Oommen, T. K. (2015). *Reconciliation in Post-Godhra Gujarat,* Pearson Education.

Ramsbotham,W, Miall, M. (Eds).(2015).*The Contemporary Conflict Resolution Reader.* Polity Press.

Robert. J. (2002).Theories of War in an Era of Leading Power Peace.*American Political Science Review*, 96(1),1-14.

Samaddar, R.(Eds.) *Peace Studies: An Introduction to the Concept, Scope, and Themes.*

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

Upadhyaya, P. & Kumar, S.S. (Eds.). (2014). *Peace and Conflict: The South Asian Experience*, Foundation Books.

Wallensteen, P. (2007). *Understanding Conflict Resolution: War, Peace and Global System.*Sage Publications.

PCM-C-502		
RELIGION, CONFLICT AND PEACE BUILDING (RCPB)		
Semester: First	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

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

    CLO1. Comprehend definition, history and tradition of Religion.

    CLO2. Evaluate the relationship between religion and violence.

    CLO3. Understand the Religious Conflict in India.

    CLO4. Access the significance of religious ethics and morality in peacebuilding.

Course Outline

Unit I: Understanding Religion

- Definition and Classifications of Religions
- Scriptures, Institutions and Historical Evolution
- Sociological Theories of Religion
- Diversity of Religious Practices, Beliefs and Symbolism

Unit II: Religion and Violence

- Violence in "God's Name"
- 'Clash of Civilizations' and Ethno-Religious Violence
- Religion, Conflict and Globalisation
- Self-inflicted Violence in Chinese Religion

Unit III: Religion and Conflict in India

- Religion, Religiosity and Communal Violence
- Messianic Movements in India
- Religion and Cultural Integration
- Religious Freedom, Conversion and Reconversions Movements

Unit IV: Ethics and Morality in Religious and Peacebuilding

- Value of Peace; Ethics and Morality
- Religion and Peace Education
- Inter-faith Understanding and Tolerance
- Mediation by Religious Leaders

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Husain, A.S. (1991). *The National Culture of India.*NBT.

Juergensmeyer, M. (2000).*Terror in the Mind of God: The Global Rise of Religious Violence.* University of California Press.

Luniya, B.N. (2002). *Evolution of Indian Culture.*LakhmiNarain Agarwal.

Radhakrishnana, S. (1977).*Eastern Religions and Western Thought.*OxfordUniversity Press.

Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order.Simon & Schuster.

Omer, A., Appleby, R. S., & Little, D. (Eds.). (2015). The Oxford Handbook of Religion, Conflict, and Peacebuilding. Oxford University Press.

Brewer, J. D., & Higgins, G. (Eds.). (2017). Religion, Conflict, and Reconciliation: Multi faith Ideals and Realities. Editions Rodopi B.V**.**

McPhail, C., & Goldstein, S. E. (1994).The Spiral of Conflict. Berkeley.

Coward, H. G., & Smith, G. S. (Eds.).(2004). Religion and Peacebuilding.State University of New York Press.

Johnston, D. (2018). Faith-Based Diplomacy: Trumping Realpolitik.

Yu, J. (2012). Sanctity and Self-Inflicted Violence in Chinese Religions, 1500–1700. Oxford University Press.

PCM-C-503		
GENDER AND PEACE (GP)		
Semester: First	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

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

CLO1. Define and evaluate gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables

CLO2. Identify the ways gender, power, privilege and oppression plays out across a range of cultures and human experiences.

CLO3. Critically evaluate the various theories and approaches of gender inequalities and marginalization

CLO4. Understandwomen not just victims but also agency and essentialpartin peace building and conflict transformation

CLO5. Formulate research problems based on the different case studies

Course Outline

Unit-I: Understanding Gender

- Definitions and Concepts

- Women in Different Cultures

- Liberal, Marxist and Feminist Perspectives on Women and Peace

- Post-Modern Challenges

Unit-II: Women and Peace-Making

- Militarization of Societies

- Women in Conflict Zones

- Ethnic Cleansing and Gender violence

- Masculinities and Violence

Unit-III: Victimhood to Agency

- Global Peace initiatives: UNSC1325,1820

- CEDAW, UN Women

- Engendering Development

- Gender Budgeting

Unit-IV: Women and Justice in South Asia

- Asian Peace initiatives: Nepal, Bangladesh, Pakistan and Sri Lanka

- Women, Customary Law and Civil Society

- Women's Movements in India

- Eco Feminist Activists: Vandana Shiva, SharmilaRege and IromSharmila

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Jack. A.El. (2003).*Gender and Armed Conflict.*University of Sussex.

Reardon, B.A. (1993). *Women and Peace: Feminist Visions of Global Security,* State University of New York Press.

Banerjee, P.(Eds.). (2008). *Women in Peace Politics,* South Asian Peace Studies.Sage Publications.

Butalia, U. (2000). *The other side of silence.* Duke University Press.

Chenoy, A. (2002). *Militarism and women in South Asia.*Kali for women.

Choudhury, S. (2016).*Women and Conflict in India,* Routledge.

Cockburn,C. (2003). *The Spaces between us-Negotiating Gender and National Identities in Conflict.*Zed books.

Durham,H and T.G.(Eds). (2001). *Listening to the Silence: Women and War.* MartinusNijhoff Publisher.

Joshua, S.G. (2001). *War and gender.*Cambridge University Press.

Mehrotra, D.(2009). *Burning Bright: IromSharmila and the struggle for peace in Manipur.*Penguin.

Omvedt, G. (1995). *Violence against Women: New Movements and New Theories in India.*Kali for Women.

Skjelsbaek, I & Smith, D.(Eds.). (2001). *Gender, Peace and Conflict.*Sage Publications.

PCM-C-504
GANDHIAN PERSPECTIVES ON NON VIOLENCE (GPN)

Semester: First	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of this course, students will:

CLO1. Have acquaintance with the role of Gandhian philosophy in maintaining peace at individual, social, regional, national and Global levels.

CLO2. Have capacity to participate creatively in various aspects of peace making and Non-violence studies, end and means of global order and the prevalence of global peace.

CLO3. Have capacity to articulate that how the Gandhi's philosophical Techniques and tools can be practiced in process of the pacification and addressing the penetrating conflicts.

CLO4. Have understanding about the module that how Gandhian philosophy was brought to practice by numbers of Activists and Pacifists during different conflict situations seeking the pacification models to resolve conflicts.

Course Outline

Unit I: Introducing Gandhi

- Life of Gandhi
- Influences on Gandhi
- Gandhian Movements
- Global Peace and Global Order –Ends and Means

Unit II: Philosophy of Gandhi

- Political Philosophy of Peace: Non-violence, Practical Non-violence and Truth
- Ways to Peace: Tolerance, Harmony and Forgiveness
- Sarvodaya, Duties, Swaraj, Swadeshi, Religion, Human Nature
- Critique of Modern Civilisation

Unit III: Gandhian Techniques of Peace and Conflict Resolution

- Conflict Resolution Techniques: Fasting, Long March, Dialogue, Negotiation, Mediation, Reconciliation
- Case Studies: Self-Employed Women's Association (SEWA),
- Calcutta and Noakhali Riots
- Gandhian Interventions in the Conflicts of the North-East and Kashmir,

- Sri Lanka, Israel-Palestine, Tibet and Myanmar

Unit IV: Post-Gandhian Movements

- Gene Sharp-Non-Violent Political Action

- Case Studies: Civil Rights Movements in the United States, Green Peace Movements in Europe, Anti-Apartheid Movement in South Africa; Solidarity Movement in Poland

- Activists and Pacifists: SundarlalBahuguna, Anna Hazare, MedhaPatkar, Baba Ampte, Martin Luther King Jr., Petra Kelly

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment/Evaluation

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Nanda, B.R. (2004). *In Search of Gandhi: Essays and Reflections.*Oxford University Press.

Bhattacharyya, B. (1969). *Evolution of the Political Philosophy of Gandhi.*Calcutta Book House.

Gandhi, M. K. (1993). *Hind Swaraj or Indian Home Rule.*Navajivan Publishing House.

Gandhi, M. K. (1947). *India of My Dreams.*Navajivan Publishers.

Juergensmeyer, M. (2002), *Gandhi's Way: A Handbook of Conflict Resolution.* University of California Press.

Judith. M.B &Parel, A. (Eds.). (2011). *The Cambridge Companion to Gandhi.* Cambridge University Press.

Mehta, S. R. (2009). *The Gandhian concept of practical non-violence.* Better Yourself Books.

Parekh, B. (2008). *Gandhi: A Very Short Introduction.* Oxford.

Parel, A. (2006). *Gandhi's Philosophy and the Quest for Harmony.* Cambridge.

Ramachandran, G. & T.K.Mahadevan. (Eds.). (1968). *Nonviolence after Gandhi: A study of Martin Luther King Jr.* Gandhi Peace Foundation.

Weber, T. (1991).*Conflict Resolution and Gandhian Ethics.*Gandhi Peace Foundation.

PCM-S-505		
CIVIL SOCIETY AND PEACE BUILDING (CSPB)		
Semester: First	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

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

CLO1. Critically evaluate the various theories and approaches of civil society and peacebuilding

CLO2. Effectively strengthen the empowerment in terms of social, economic and human rights.

CLO3. Monitor, promote and reinforce new ideas

CLO4. Engage in advocacy and offer alternative policies for government, the privatesector, and other institutions

Course Outline

Unit I: Understanding Civil Society

- Civil Society: Concept and Nature
- Theories of Social Capital: James Coleman and Robert Putnam
- The Limits of Civil Society
- Civil Society in the Indian context

Unit II: Civil Society and Peace Building

- Role of Civil Society in Peace Building(select case studies)
- Tracks of Peace Negotiations: Peace as a Multi-Track Process,
- Popular Initiatives of Peace

Unit III: Civil Society and Democratic Polity

- Peace and Democracy: Complex Interconnections
- Democracy and the Problem of Exclusions
- Civil society in Postcolonial Democracies
- Global Civil Society

Unit IV: Locating Civil Society in Northeast India

- Types of civil society in Northeast India
- Case studies-MeiraPaibis,
- Naga Hoho, Naga Mothers' Association,
- Assam Mahila Shanti Sena

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Chatterjee, P.(Ed.). (1998). *State and Politics in India.*Oxford University Press.

Diamond, L. (1994).Rethinking Civil Society: Towards Democratic Consolidation', Journal of Democracy. O*xfam*, 5(3), 4-18.

Herbeson, J,R&Chazen, D.N. (Eds.). (1994). *Civil Society and the state of Africa.*Lyne Rienner Publisher.

Kaviraj, S &Khilnani, S. (2001). *Civil Society: History and Possibilities.* Cambridge University Press.

Khilnani, S. (1997).*The Idea of India* .Hamish Hamilton.

Putnam, R. (1993). *Making Democracy Work: Civic Traditions in Modern Italy.*Princeton.

Richmond, O. (2006). *Subcontracting Peace: NGOs and Peacebuilding in a Dangerous World.*Ashgate publishers.

Taylor, C. (1990). Modes of Civil Society.*Public Culture.* 3(1), 95-118.

Wood, E.M.(1990). *The Uses and Abuses of Civil Society.*Social Register.

World Bank. (2005). *Engaging Civil Society Organisations in Conflict Affected States*, Washington DC.

Zartman, I. (2000). *Traditional Curses for Modern Conflicts: African Conflict Medicine,* Boulder, Co. Lyne Reine Publisher.
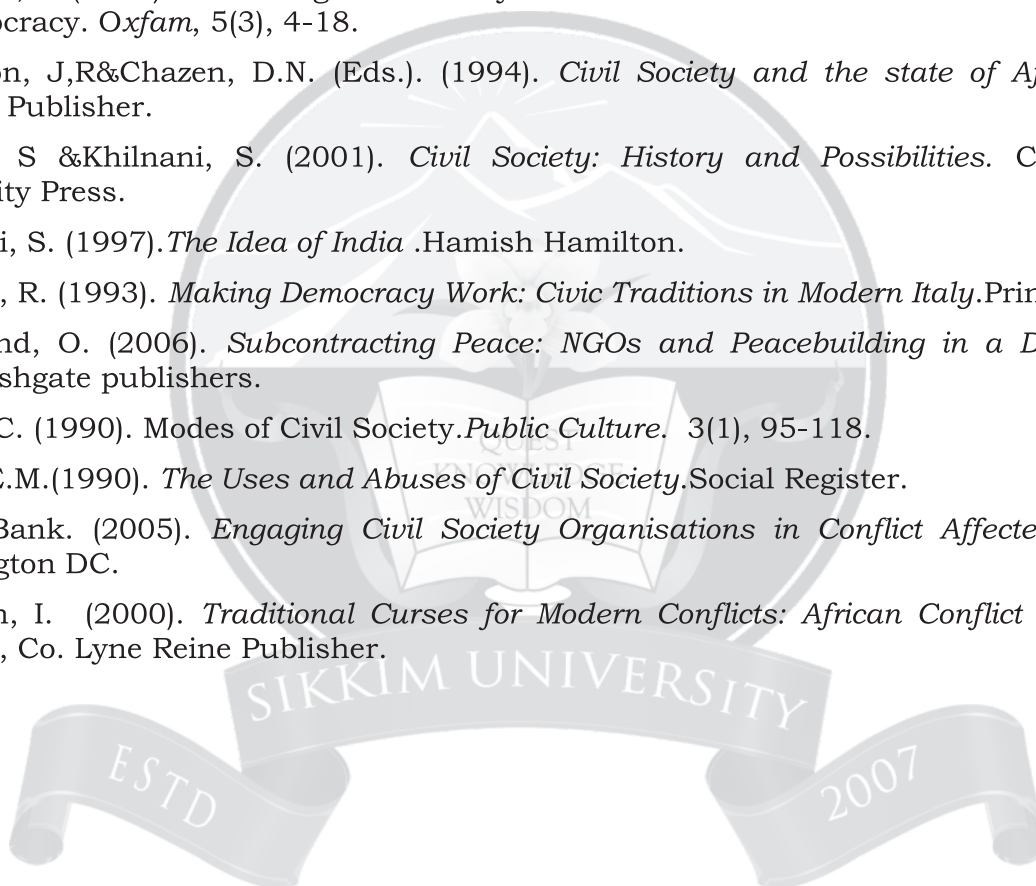
MA II - SEMESTER

| **PCM-C-551** |
| **CONFLICT RESPONSE MECHANISM AND TECHNIQUES (CRMT)** |

Semester: Second	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

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

CLO1. Integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in understanding conflict.

CLO2. Recognize the nature of conflict and its impact on different relationship and organizations.

CLO3. Demonstrate the role of different Conflict analysis tools in generating productive outcomes.

CLO4. Effectively utilize and apply conflict intervention strategies like negotiation, mediation and reconciliation.

Course Outline

Unit I: Approaches to Conflict Resolution

- Conflict Resolution: Definition, Concepts and Evolution
- Perspectives :Western, Eastern, Indigenous and Hybrid
- Conflict Resolution Theory (Kenneth Boulding, John Burton, Herbert C. Kelman)
- ConflictTransformationTheory(JohnPaulLederach,JohanGaltung,PeterWallensteen)

Unit II: Conflict Analysis : Models and Resolutions

- Influence of Decision Making, Game theory and Creative Problem-Solving Techniques
- Conflict Mapping, Skills and Styles for Resolving Conflict
- Conflict Resolution Models: Escalation and de- escalation model; the hourglass model; Conflict Tree, the Dynamic Conflict Model; Hot Buttons; the Retaliatory Cycle; Intensity Levels

Unit III: Dispute Settlement Mechanisms

- Pacific Means and chapter VI of UN Charter
- ICJ, ICC and Arbitration
- Coercive Means and chapter VII of UN Charter
- Alternative and Indigenous Conflict Resolution Mechanisms

Unit IV: Conflict Prevention Strategies

- Non-Violent Political Action; Problem Solving Steps and Processes

- Best Alternative Negotiated Agreement (BATNA); Parent Effectiveness Training (PET) and Teacher Effectiveness Training (TET)

- Early Warning, Early Response System and Multi Track Diplomacy

- Conflict Prevention Policies, Capacity Building and International Organizations

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Burton, J. (1987). *Resolving Deep-rooted Conflict: A Handbook.*University Press of America.

Deutsch, M. (1973).*The Resolution of Conflict: Constructive and Destructive Processes.* New Haven. Yale University Press.

Fisher, R. (1997). *Interactive Conflict Resolution.*Syracuse University Press.

Fraser, N.M. &Hipel, K.W. (1984).*Conflict Analysis: Models and Resolutions.* North Holland.

Sharp, G. (1973).*The Politics of Non-violent Action.*Porter Sargent.

Tidwell, A.C. (1998).*Conflict Resolved?:A Critical Assessment of Conflict Resolution.* London: Pinter.

Wallensteen, P. (2002). *Understanding Conflict Resolution: War, Peace and the Global System.*Sage.

Zartman, W & Rasmussen, L.J. (1997).*Peace-making in International Conflicts: Methods and Techniques.* United States Institute of Peace Press.

PCM-C-552		
INDIAN THINKING OF PEACE AND CONFLICT (ITPC)		
Semester: Second	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

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

CLO1. Demonstrate the conceptual clarity about the peace tradition in India.

CLO2. Evaluate the thinking on peace in the thought of ancient and medieval scholars.

CLO3. Evaluate the relevance of social and cultural revival movement in early modern India.

CLO4. Understand the impact of west on Indian social reform movement in India.

Course Outline

Unit I: Peace Traditions in Hinduism

- Veda, Vedanta,
- Dharma, Karma, and Ahimsa
- Atma and Parmatma, Birth and Rebirth
- Yoga and Meditation for Inner Peace

Unit II: Ancient and Medieval Thinkers

- Shantiparvaand Bhagavad Gita
- Manusmriti and *Arthashastra*
- ZiauddinBarani and Alberuni
- Dara Shukoh, Akbar, Kabir

Unit III: Socio-Cultural Movements

- The BrahmoSamaj and the Arya Samaj
- Theosophical Society and Ramakrishna Mission
- Aligarh Movement and Tablig Movement
- Parsi Movements and Sikh Reform Movements

Unit IV: Social Reformers in Modern India

- Raja Rammohuan Roy and JyotiraoPhule
- Aurobindo Ghosh: Theory of Evolution
- Tagore on Nationalism and Internationalism
- B R. Ambedkar: Constitutionalism and Critique of Casteism
- Women Pioneers: TarabaiShinde, ChandraprovaSaikiani, ArunaAsaf Ali

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Bandopandhyay, J. (1969). *Social and Political Thought of Gandhi.* Allied Publishers.

Husain, A.S. (1991).*The National Culture of India.*NBT.

Luniya, B.N. (2002). *Evolution of Indian Culture.*LakhmiNarain Agarwal.

Mehta, V. R. (1992). *Foundations of Indian Political Thought.*Manohar.

Mehta, V.R(1996). *Indian Political Thought.* Manohar.

Ramratan, R. T. (2008). *Indian Political Thought.* Mayur paperbacks.

Satprakashananda, S. (1978).*Swami Vivekananda's Contribution to the Present Age.*The Vedanta Society of St Louis.

Singh, M. P. &Roy,H. (2002). *Indian Political Thought-Themes and Thinkers*. Pearson.

Verma, V.P. (1974). *Modern Indian Political Thought.* Lakshmi Naryan Aggarwal.

PCM-C-553		
DEVELOPMENT, PEACE AND SECURITY (DPS)		
Semester: Second	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Discuss relevant theoretical and conceptual issues around development, peace and security,

CLO2. Understand the complex linkages/nexus between development, peace, security and conflict,

CLO3. Critically appreciate the various dynamics of development including human and sustainable development,

CLO4. Discuss development-insurgency nexus in India with particular focus in NE India

Course Outline

Unit I: Theories, Concepts and Inter linkages

- Evolution of Peace, Development and Security studies and their interlinkages
- The Security-Development Nexus: Conflict, Peace and Development in the 21st Century
- Contemporary Development Theories

- Peace Economics: Economic Dimensions of Peace and Development

Unit II: Globalisation and the Dynamics of Development

- Development in the face of Globalisation: Implications for Indian economy and society.

- Regional Approaches to Development: case studies of NEC, MDoNER and others

- Conflict Sensitive Development: Beyond Greed and Grievance

- Post-Conflict Development and Actors

Unit III: Measures of Inclusive and Sustainable Development

- Human Development: Concepts and Measurement (Human Development Index)

- Sustainable Development: understanding the various pillars

- Sustainable Development Goals: Assessment of 2030 Agendas

- Engendering Development and Participatory Approaches to Development

Unit IV: Insurgency and Development with particular focus on India

- Insurgency and Development nexus with special reference to India

- Insurgency and Development Challenges in North East India: A critical review

- Case studies: Maoist Movement and the Question of Land Reforms; Anti-foreigner Movement of Assam; Manipur Crisis of 2023

- Development Projects, Displacement and Conflict: Selected cases from India

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Banarjee, S. (Eds.).(2007).*Peace and Development,* Haskar Memorial Vol. IV. CRRID Publications.

Beswick, D & Jackson, P. (2015).*Conflict, Security and Development: An Introduction.* Routledge.

Camilleri, J. (2001).Globalization of Insecurity: The Democratic Imperative.*International Journal on World Peace*, XVIII(4), 3-36.

Das, G.(2012). *Security and Development in India's North East.*OUP.

Dasgupta, S & Kiely, R. (2006). *Globalization and After.*Sage Publications.

Dréze, J and Sen, S. (1999). *Hunger and Public Action.*Oxford University Press.

Fonseka, D. &Coomaraswamy, R. (Eds.). (2004). *Peace Work: Women, Armed Conflict and Negotiations.* Women Unlimited.

Rashid,H. (2005). *Peace and Conflict Studies: An Introduction.* The University Press Limited.

Hintjens, H &Zarkov, D. (Eds.).(2015). *Conflict, Peace, Security and Development: Theories and Methodologies.* Routledge.

Picciotto, R & Weaving, R. (Eds.).(2006). *Security and Development.*Routledge.

PCM-C-554
THEORY AND PRACTICE OF HUMAN RIGHTS (TPHR)

Semester: Fourth	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to conceptualize the idea of concepts, perspectives and needs of human rights

CLO2. Familiar with the bills, charters and conventions in relation to protection of human rights of bonafide as well as vulnerable section of the society

CLO3. Also familiar with the course and nature of emerging and newer concerns of Human rights situations at local, national and international level.

Course Outline

Unit I: Concepts and Perspectives of Human Rights

- Notion and Classification of Rights
- Evolution of Human Rights
- Human Needs Theory of Abraham Maslow, John Burton,
- Marshall Rosenberg and Manfred Max-Neef

Unit II: International Bill of Rights and Regimes

- Human Rights Movements and International Bill of Rights
- International Covenant on the Elimination of all Forms of Racial Discrimination (CERD)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- International Convention of the Protection of the Rights of All Migrant Workers and Members of their Families (ICPRMW) and United Nations (UN)

Unit III: Institutions of Human Rights in India

- Fundamental Rights and Directive Principles of State Policy
- National Human Rights Commission of India (NHRC)
- National Commission for Scheduled Caste and National commission for women
- National Commission for Minorities

Unit IV: Issues and Concerns in Human Rights

- Rights of Migrant Workers and Traffic Persons

- Refugees and Internally Displaced Persons

- Rights of the Disadvantaged Groups

- Rights of the Accused, Prisoners and Capital Punishment

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes

Suggested Readings

Arat, Z.(1991). *Democracy and Human Rights in Developing Countries*. Lynne Rienner Publisher.

Baxi,U. (2002).*The Future of Human Rights.*Oxford University Press.

Donnelly, J. (1985).*The Concept of Human Rights.*CroomHelm.

Donnelly, J.(2012). *International Human Rights*, Westview Press.

Douzinas,C. (2000). *The End of Human Rights.*Hart.

Francioni,F. (Ed.). (2006).*The Impact of Technologies on Human Rights*, OUP.

Freeman,M.(1994): The Philosophical Foundations of Human Rights. *Human Rights Quarterly*16, 491-514.

Freeman,M. (2002).*Human Rights: An Interdisciplinary Approach,* Malden,MA:Polity.

Isha,M.R.(2004). *The History of Human Rights.*Orient Longman.

Jaiswal,J.(2005). *Human Rights of Accused and Juveniles: Delinquent in Conflict and Law.* Kalpaz.

Singh,B.P.(2008).*Human Rights in India: Problems and Perspectives*. Deep & Deep.

PCM-O-555		
SECURITY DISCOURSES: TRADITIONAL AND NON-TRADITIONALAPPROACHES (NTS)		
Semester: Second	**Course Level: 500**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcome

On completion of the course students will be able to:

CLO1. Define and classify Security paradigm associated to human life

CLO2. Discuss global institutions and frameworks that govern and manage disasters

CLO3. Interpret the security discourse in India as well familiar with the agencies and situations associated with the Security Discourses in the country

CLO4. Assess and evaluate emerging issues and challenges in National and International level

Course Outline

Unit I: Understanding Security Discourses

- Origin and Evolution of Security Studies
- Traditional Approaches
- Constructivism and Securitization
- Critical Security Studies

Unit II: Discourses on Non-traditional Threats

- Human Security

- Gender and Security
- Proliferation of Small Arms and WMDs
- Tragedy of the Modern Commons

Unit III: Institutions and Security Discourses in India

- National Security Appraisal
- Nuclear and Space Programmes
- Defense Indigenization and "MakeinIndia"
- Impact of South Asian Militarization on India

Unit IV: Emerging Security Issues

- Organized Crimes
- Terrorism
- Refugees and Migration
- Cyber Security Challenges

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes
Outcome 5	Yes	Yes	Yes	Yes

Suggested Readings

Bajpai, P.K. &Pant,V.H. (2013). *India's National Security: A Reader*. OUP.

Buzan, B. (1983). *People, States and Fear: The National Security Problem in International Relations*. Wheatsheaf Books Ltd.

Chenoy, A.M. (2000).Bringing Gender into National Security and International Relations.*International Studies,* 37(1).

Collins, A. (2010). *Contemporary Security Studies*.OUP.

Dalby, S. (1992) .Security, Modernity, Ecology: the Dilemmas of Post-cold War Security Discourse. *Alternatives no.* 17, 95-134.

Mahdi, A. (2016). *Internal Security of India Challenges, Threats and Remedial Measures,*Jawahar Publishers and Distributors.

Manchanda, R. (2001).Redefining and Feminizing Security.*Economic and Political Weekly*, 36 (22), 2.

McGrew, A &Poku, K.P. (2007).*Globalization, Development and Human Security*, Polity.

Pant, H. V. (2008).*Contemporary Debates in Indian Foreign and Security Policy India Negotiates Its Rise in the International System*. Palgrave Macmillan.

Pant, Harsh V. (2016).*Handbook of Indian Defence Policy: Themes, Structures and Doctrines*, Routledge.

<table>
<tr><td colspan="3" align="center">**PCM-V-556**

CYBER SECURITY (CS)</td></tr>
<tr><td>Semester: Second</td><td>Course Level: 500</td><td>Total Marks: 100</td></tr>
<tr><td>L+T+P: 3+1+0 = 4 Credits</td><td colspan="2">Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs</td></tr>
</table>

Course Learning Outcomes

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

CLO1. Equippedwith cyber information and cyber threat landscape.

CLO2. Able to access the cyber threat and take the preventive measures.

CLO3. Able to Identify the legal framework that exists in India for cybercrimes and penalties and punishments against such crimes.

CLO4. Demonstrate the ethical and unethical aspects of cybercrimes and cyber security.

Course Outline

Unit I. Overview of Cyber security

Cyber security terminologies- Cyberspace, attack, threat, risk, vulnerability, exploitation, hacker., Non-state actors, Cyber terrorism, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies.

Unit II. Cyber Crimes
Cybercrimes targeting Computer systems and Mobiles- data diddling attacks, spyware, virus, Trojans, ransom ware, data breach., Online scams and frauds- email scams, Phishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cybercrime against persons - cyber grooming, child pornography, cyber stalking, Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

Unit III. Cyber Law
Cybercrime and legal landscape around the world, IT Act 2000 and its amendments. Limitations of IT Act, 2000. Cybercrime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

Unit IV. Data Privacy and Data Security
Defining data, meta-data, non- personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries.

General Data Protection Regulations (GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA). Social media- data privacy and security issues.National cyber security policy and strategy.

Teaching Learning Strategy

▪ **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment/Evaluation

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion	Field work
Outcome 1	Yes	Yes			
Outcome 2	Yes	Yes	Yes	Yes	
Outcome 3	Yes	Yes	Yes	Yes	
Outcome 4	Yes	Yes	Yes	Yes	Yes
Outcome 5	Yes	Yes	Yes	Yes	Yes

Suggested Readings

Letho, M &Neittaanmaki, P. (2015). *Cyber Security: Analytics, Technology and Automation.* Springer.

Shinde, A. (2021). *Introduction to Cyber Security: Guide to the World of Cyber Security.* Notion Press.

Steinberg, J. (2019). *Cybersecurity for Dummies.* Wiley.

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by SumitBelapure and Nina Godbole, Wiley India Pvt. Ltd.

Information Warfare and Security by Dorothy F. Denning, Addison Wesley.

Oliver, A.H. (2015). *Security in the Digital Age: Social Media Security Threats and Vulnerabilities.* Independent Publishing Platform.

Venkataramanan, N &Shriram, A. (2017). *Data Privacy Principles and Practice.* CRC Press.

KragBrothy, W. (2008). *Information Security Governance, Guidance for Information Security Managers 1st Edition.* Wiley Publication.

MA III SEMESTER

| **PCM-C-601** |
| **METHODOLOGY OF PEACE RESEARCH (MPR)** |

Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Able to define research and understand the basic philosophy, theories and paradigms of social science research

CLO2. Enable to explain theconcepts and framework of peace research

CLO3. Demonstrate the various processes of research and write basic research proposals

CLO4. Able to collect data from secondary and primary sources using relevant methods, analyse in writing the research report.

Course Outline

Unit I: Introduction to Social Science Research

- Relevance of Social Science Research
- Research: meaning, definition, objectives, motivations and approaches
- Theories and paradigms in social science research
- Typology of research

Unit II: Understanding Peace Research

- Philosophical Contexts
- Narratives and Story Telling
- Interdisciplinary and Systems thinking
- Conflict Mapping

Unit III: Research Process

- Research Formulation: Defining research problem, review of literature, formulation of hypotheses, objectives, research questions
- Research Design: sampling, data collection methods and techniques
- Research Execution: Preparing for the field, and collection of data from the field
- Ethical issues in research, bibliography and references.

Unit IV: Analysis, Interpretation and Report

- Coding, editing, and tabulation
- Qualitative analysis: content analysis, narrative analysis/building, discourse analysis, grounded theory etc

- Quantitative analysis: descriptive analysis, inferential analysis

- Preparation of the report or thesis: Processing and Presentation of Data.

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes		
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Banks, M & Mitchell, C. (Eds.).(1990). *A Handbook on the Analytical Problem-solving Approach.* Institute for Conflict Analysis and Resolution, George Mason University.

Blalock, H. N. (1970). *An Introduction to Social Research*, Englewood Cliffs NJ, Prentice Hall.

Bridget, S &Cathy,L. (2005).*Research Methods in the Social Sciences.* Sage Publication.

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches.* Sage Publication.

De, D. A.V. (1991).*Surveys in Social Research, (2nd edn.).* Unwin Hyman.

Druckman, D. (2005). *Doing Research: Methods of Inquiry for Conflict Analysis.*Sage Publications.

Galtung, J. (1969). Violence, Peace and Peace Research.*Journal of Peace Research*, 6(3),167-191.

Galtung, J.(1978). Peace and Social Structure. *Essays in Peace Research*, vol. 111.Ejlers.

Kayrooz, C &Trevitt, C. (2006).*Research in Organizations & Communities: Tales from the Real World*. Allen & Unwin.

PCM-S-602		
LITERATURE REVIEW AND FIELD STUDY (LRFS)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 1+3+0 = 4 Credits	**Lecture: 15 Hrs + Tutorial: 45 Hrs + Practical: 0 Hrs**	

The Literature Review and field study course is designed to train &assist students to build up the ability to grasp research skill to address the diverse issues existing in the society. During the progression of this course, students will learn to construct critical thinking and logical arguments through their engagement in literature review. Similarly, through this course students will acquire preliminary training to use tools and techniques to collect and generate field-based data, data analyze and interpretation of field observations and evidential data as well as formulation of findings and logical conclusion. This course will help students to connect the theories and methods disseminated during classroom lecture with the community life to understand ground realities of the society at large. Through this course students will obtain ability to identify, collect and connect primary and second data as well as the formulation of questionnaire and interview schedule to collect empirical data for scientific research. Similarly training for the use of the basic statistical software for quantitative/empirical study is provided to students.

Under this course, students will be taken to 10 days of field study according to the demand of the course. During the study tour, each student will collect data, information and write/submit a field visit/ study tour report (or a case study report on any issues of the field study area) and submit to the department for assessment. After the evaluation by external examiner (a faculty from within University other than the department), a *viva-voce* will be conducted in the department to finalize grade of the field study report/ case study report of the field. The final grade of the field study report will be calculated by taking average of the external and internal examiners' marks (viva-voce). This exercise will help students to write standard report/papers and publish it. This course is of 4 credits and 100 marks (50 marks for field study report writing and 50 marks for viva voce).

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to comprehend the definition, nature and scope and validity of literature review and its relation to the field study

CLO2. Able to trace the books, journals and publication houses in conducting field based research

CLO3. Equipped with the Philosophical as well as ethnical aspects of field study

CLO4. Trained tools in conducting field study to connect theory to different issues of the society

CLO5. Students enabled to use basic statistical software for quantitative/empirical study is provided to students.

CLO6. Established expertise among students to write and submit field study report addressing real world realities

Teaching Learning Strategies

Literature Review, Field work, writing of field study report, Presentation of the observation and findings acquired during the field study and defence of presentation by scholars and submission of final report.

Assessment Framework

Assessment	Written Modes
Formative Marks: 50	Data collection techniques, choosing tools and techniques appropriate for the field, framing questionnaires, samples etc. Reviewing literatures, Writing Bibliography, Book Review.
Summative Marks: 50	Field Report submission and Viva Voce

Suggested Readings

Kothari, C.R & Garg. G. (2019), *Research Methodology: Method and Techniques.* New Age International Publisher

Tomasz, G &Dolinski, D.(2021). *The Field Study in Social Psychology.*Routledge.

Hempel, S. (2020).Conducting Your Literature Review.American Psychological Association.

Munhall, P. L., &Chenail, R. J. (2008).*Qualitative Research Proposals and Reports: A Guide.*Jones and Bartlett Publishers.

Oliver, P. (2012). *Succeeding With Your Literature Review: A Handbook for Students.*Open University Press.

Punch, K. F. (2005). *Developing Effective Research Proposals.*Sage.

Rezaul, I. M. (2018).*Social Research Methodology and New Techniques in Analysis, Interpretation and Writing.* Hershey PA: IGI Global.

Ridley, D. (2012). *The Literature Review: A Step-By-Step Guide for students*. Sage.

Thomas, C. G. (2021). *Research Methodology and Scientific Writing.*Springer.

Urban, J. B., &Moorefield, B. V.E. (2018).*Designing and Proposing Your Research Project.*American Psychological Association.

PCM-O-603		
BUDDHISM AND JAINISM IN PEACE STUDIES (BJPS)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

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

CLO1. Understand the history of Buddhism and Jainism and its legacy, its impact on society and culture.

CLO2. Develops the skills and knowledge about Buddhism and Jainism necessary to become a distinguished peace researcher.

CLO3. Able to connect the traditional academic disciplines with a comprehensive approach of Buddhist and Jainism in alleviation of human suffering.

CLO4. Spread the philosophy of the Indian culture with its association to peace and nonviolence.

CLO5. Build up excellent in peace building practitioners.

Course Outline

Unit I: Traditions of Jainism and Buddhism

- Shraman Culture
- 24Tirthankars-LordRishabhtoLordMahavir
- Life of Buddha and Disciples
- Cosmology and Reality

Unit II: Precepts, Principles and Arts of Jainism

- Nine truths (Nav-tattva)of Jainism.
- Theory of Karma, Non-Violence; Non-Possession; and Anekantavad
- Impact of Jainism on Society: Women, Vegetarianism and Charity
- Jaina Architecture-Ellora Cave, Khajuraho and Mt Abu Temple

Unit III: Precepts, Principles and Arts of Buddhism

- Four Noble truths(Ariya-Sacca), Eight Fold Paths: Moral Conduct, Concentration and Wisdom

- Schools of Buddhism(Hinayana: Sautrantika and Vaibhasika, Mahayana:Sunyavada and Vijnanavada)
- Buddhist Architecture-Stupas, Bodhgaya temple, Ajanta Cave,Sanchi Stupa
- Politics of Sangha:-Monks and Nuns, Laymen and Laywomen

Unit IV: Scriptures and Rituals of Jainism and Buddhism

- Agamas: -Anga Agamas and Angabahya Agamas
- Tipitaka(a)Vinaya,(b)Sutta, and(c)Abhidhamma
- Ritualism and meditation in Buddhism
- Duties, Rituals and Penances in Jainism

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes		
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Conze,E.*A.*(1990).*Short History of Buddhism.*Research Press.

Easwaran, E. (2014). *The Dharmapada.*Jaico Publishing.

Gillign,J. (2001). *Preventing Violence.*Thames and Hudson.

Jaini, S.P. (2014). *The Jaina Path of Purification.*MotilalBenarasi Das.

Lama, D.(2011). *Beyond Religion.*Mariner Books.

Luniya,B.N.(2002). *Evolution of Indian Culture.*Educational Publishers.

Paul,S., Davis, Ret.al. (1990).*A Reader in Peace Studies.*Pergamon Press.

Tashi, T. (Eds.).(2012).*Basic Buddhist Teachings.*Namgayal Institute of Tibetology.

Wiley, K. (2008).*The A to Z of Jainism.*Vision Book.

PCM-E-604		
MEDIA, CONFLICT AND PEACE BUILDING (MCPB)		
Semester: Third	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcome

On completion of this course, students will be:

CLO1. Able to conceptualize the definitions, forms and impacts as well as role of media in present globalized world.

CLO2. Capable to evaluate various theories associated with media as well as its transformative roles in understanding the society, market and media sensationalism.

CLO3. Acquainted with Good and Bad forms of Media and its engagement in escalation of Violent Conflicts reporting for the conflict's zones at the local, national and international context.

CLO4. Aware about functionality of peace journalism, media's desired roles in peace building, conflict prevention and conflict resolution.

Course Outline

Unit I: Understanding Media

- Definition and Concepts
- Types of Media
- Cultural Globalization and Media
- Impact of Social Media

Unit II: Media and Society

- Theories of Media

- Transformative Role of Media

- Media, Market and Sensationalism

- Good News and Bad News

Unit III: Conflict and Media

- Conflict and Communication

- Media's Role in the Escalation of Violent Conflicts

- Reporting Conflict: Impact of the global/national/Local Press

- Media legislation in War-torn societies

Unit IV: Media and Peace building

- Media Content–Formats, Ethics and Functions

- Media for Conflict Prevention and Peace building

- Journalists in Conflicts and Conflict Resolution

- Peace Journalism and New Media

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested   Readings

Ahmar, M. (1999).*The Media of Conflict.War Reporting and Representations of Ethnic Violence.*Zed Books.

Allan, T. & Seaton, J.(1999). *The Media of Conflict: War Reporting and Representations of Ethnic Violence.* Zed Books.

Arno, A. &Dissanayake, W. (1984).*The News Media in National and International Conflict.* Westview Press.

Azar, E. (1990). *The Management of Protracted Social Conflict.*Aldershot.

Bromley, M. &Sonnenberg, U. (1998).*Reporting Ethnic Minorities and Ethnic Conflict.Beyond Good and Evil.*European Journalism Center.

Carruthers, S.L. (2000). *The Media at War: Communication and Conflict in the Twentieth Century.* MacMillan.

Christian, H. (1980). *The Sociology of Journalism and the Press.*Sociological Review Monograph 29, University of Keele.

Corner, J. (Eds.).(1986).*Documentary and the Mass Media*, London.Consable.

Couldry, N. (2003). *Media Rituals.*Routledge.

Dijk, J.V. (1999). *The network society: social aspects of new media.* Sage Publications, California, Thousand Oaks.

Galtung, J. (2010). *New Directions in Peace Journalism.*Queensland University Press.

Thusu, D.K. & Friedman, D. (2003).*War and the Media: Reporting Conflict 24/7,*Vistaar.

PCM-E-605		
CONFLICT AND COOPERATION IN SOUTH ASIA (CCSA)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Familiar with various issues and backgrounds which causes Inter-state, regional, Intra-state and multi-level conflicts in South Asian Region.

CLO2. Facilitated to identify the nature and course of conflicts and tension among South Asian Countries.

CLO3. Able to examine collective initiatives taken by the members of SAARC together to resolve conflicts of region.

CLO4. Trained to comprehend the case studies of region in connection to approaches, techniques and means to address and resolve various conflicts cases of South Asian Region at individual, regional, bilateral and multi-lateral level which are so far taken by Countries of South Asia.

Course Outline

Unit I: South Asia as a Region

- Search for Collective Self-Reliance
- Socio-Economic, Cultural and Political Constraints
- Geo-Strategic Conflicts
-
- Indo-Centric Perception and Historical Narratives

Unit II: Bilateral Conflicts and Tensions

- Territorial Disputes
- Migration and Refugees
- Conflict over Water Resources
- Cross-Border Terrorism in South Asia
- Bilateral Modes of Conflict Resolution in South Asia

Unit III: Major Intra and Inter-State Conflicts

- Conflict over Hydel Projects and Grids
- Internal and International Water Disputes
- Intra-state Conflicts and Cross-Border Dimensions
- Human Trafficking and Smuggling

- Travelling Diseases and Epidemics

Unit IV: Towards Multi-lateral Cooperation and Challenges

- Genesis of SAARC

- Institutional Framework of SAARC

- SAARC Social Charter

- Discourse on Cooperation and Conflicts

- Bilateral and Regional Cooperation and Conflicts

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Ayubur, R. B.(1979). *Economic Integration in South Asia: An Exploratory Study*, University of Dacca.

Bose, S & Jalal, A. (1998).*Modern South Asia.* Oxford University Press.

Brass, Paul (eds.), *Routledge Handbook of South Asian politics*, London, Routledge, 2013.

Clifford, G(Eds.). (1963).*Old Societies and New States.*The Free Press.

Douglas, A(Eds.). (1992). *Religion and Political Conflict in South Asia: India, Pakistan, and Sri Lanka.* Greenwood.

Ghosh, S.P. (1981). *Conflict and Cooperation in South Asia.*Manohar Publishers.

Ghosh, S.P.(2004). *Unwanted and Uprooted: A Political Study of Migrants, Refugees, Stateless and Displaced of South Asia.* Samskriti.

Klare, M.T. (2001).*Resource Wars: The New Landscape of Global Conflict.* Henry Holt and Company.

Lawrence, S.(2012). *The South Asian Association of Regional Cooperation (SAARC).*Taylor & Francis.

Limao, N. &Venables, A. (1999).Infrastructure, Geographical Disadvantage and Transport Costs. *World Bank Economic Review* 15, pp. 451-479.

Prasad, B. (1989). *Regional Cooperation in South Asia.*Vikas Publishers.

Rodrik, D. (1998).*Globalization, Social Conflict and Economic Growth.The World Economy*, vol. 2, 143-158.

PCM-E-606		
ENVIRONMENTAL SECURITY AND SUSTAINABLE DEVELOPMENT (ESSD)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Interpret conceptual issues of environmental security and development and understand the nexus between environment, development and conflict

CLO2. Explain the idea and concept of sustainable development and its critical pillars

CLO3. Discuss various environmental security issues including environmental movements, environmental justice, climate security, natural disasters, unsustainable development practices and resultant conflicts.

Course Outline

Unit I: Interface between Environment, Conflict and Development

- Environmentalism and Peace: Economic, Social and Cultural Issues
- Environmental Security and Environmental Justice

- Right to Development and Post-Developmental Thinking
- Environmental Movements

Unit II: Sustainable Development and Climate Change

- Sustainable development: a critical appraisal
- Climate Change and Global Warming
- Global Commons: Policies and Response
- Environmental Legislations and Their Impact

Unit III: Environmental Conflict and Global Security

- Global Security and Environmental Conflicts: Theories and Issues
- Global Regimes of Environmental Security: From Kyoto to Copenhagen and Beyond

Unit IV: Natural Disaster and its Management

- Natural Disaster and its Management: Organization, Structure and Role of National Disaster Management Authority in India
- Environmental Peacekeeping, Cooperation and Resolution: Cases of Narmada River Dispute, Ganga Action Plan, Amazonian Deforestation and Nile River Management, Chipko Movement, Three Gorges Dam, Jharkhand Movement around Sal Forest right and Dal lake.
- Environment and Indigenous Knowledge

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Barnett, J.(2001). *The Meaning of Environmental Security.*Zed Books.

Barnett, J. (2003). Security and Climate Change.*Global Environmental Change*, 13(1), 7-17.

Brauch, H.G et al. (2008). *Globalization and Environmental Challenges: Re-conceptualizing Security in the 21st Century.* Springer Publication.

Carius, A. (2007). *Environmental Peacemaking: Conditions for Success.' Environmental Change and Security Project Report*, 12, 59-75.

Conca, K., Carius , A & Geoffrey D. D. (2005). *Building Peace through Environmental Cooperation.*

Dalby, S.(2002). *Environmental Security*, Minneapolis. University of Minnesota Press.

Dixon, T.H. (1999). *Environmental Scarcity.*Princeton University Press.

Dodds, F & Tim, P. (2007).*Human & Environmental Security: An Agenda for Change*. Viva Books.

Gaan, N. (2004). *Environmental Security: Concept & Dimensions*. Kalpaz Publications.

Gadgil, M &Guha, R. (1993).*This Fissured Land: An Ecological History of India*. University of California Press.

| PCM-E-607 |
| CONFLICT AND PEACE IN INDIA'S NORTHEAST (CPNE) |

| Semester: Third | Course Level: 600 | Total Marks: 100 |
| L+T+P: 3+1+0 = 4 Credits | Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs | |

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Familiar with the issues, concerns and challenges which are perennially faced by Northeastern region as an integral part of India.

CLO2. Able to comply with provisions enshrined in Indian constitution to protect the interest, diversity, and distinctiveness of India's North East.

CLO3. Capable to examine various case studies of the policies, programs periodically undertaken by state governments of the region and union government at large, in addressing the conflicts and violence situation to protect the principles of democracy and human security in North Eastern region.

CLO4. Empowered to understand and analyse the special constitutional provisions enshrined in Indian constitution for the North Eastern region of country.

Course Outline

Unit I: Understanding Northeast India

- Evolution of the Northeast as a Region
- Geographical Features-Porous Borders and Natural Resources
- Demography- Tribal Ethnicity and Identities
- Perspectives: Marxist and Neo-Marxist, Liberal, Foucauldian

Unit II: Peace Accords and Development

- Peace Accords
- Role of Civil Society
- Development and Peace
- Institutional Experiments: NEC and MDONER

Unit III: Democracy and Human Security

- Fifth and Sixth Schedules
- Ethno-Political Movements and Territorial Disputes
- Human Rights and AFSPA
- Policies and Programmes

Unit IV: Contemporary Challenges

- Transformation from Frontier to Corridor

- Undocumented Migration and Anti-Foreigners' Movements
- Conflict-induced Displacement
- Insurgencies and Violence

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Barpujari, H. K. (1998). *North-East India: Problems, policies and prospects*, Spectrum.

Baruah, S. (2005).*Durable disorder: Understanding the politics of India.* Oxford University Press.

Das, S. K. (2007). *Conflict and Peace in India's Northeast: The role of civil society*. East-West Centre.

Deb, B. J. (2002).*Development Priorities in North East India.* Concept Publishing Company.

Nag, S. (2002).*Contesting marginality: Ethnicity, insurgency and Sub nationalism in North-East India.* Manohar Publishers.

Rajagopalan, S. (2008).*Peace accords in Northeast India: Journey over milestones.* East-West Center.

Samanta, R. K. (Eds.).(2002). *India's North East: The Process of Change and Development.* B. R. Publishing Corporation.

Shimray, U. A. (2006).*Tribal Land Alienation in North East India: Laws and Land Relations.* NESRC.

Singh, K. S.(1982). *Tribal Movement in India.*Manohar Publications.

PCM-E-608		
GOVERNANCE AND DISASTER MANAGEMENT (GDM)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Define and classify disaster, interpret disaster management cycle

CLO2. Discuss global institutions and frameworks that govern and manage disasters

CLO3. Interpret the evolution of disaster management practices in India and current institutional and governance frameworks for DRR.

CLO4. Assess and evaluate disaster events and their scientific management

Course Outline

Unit I: Governance and Disaster Management

- Concept and Scope of Disaster Management
- Classification of Disasters
- Global Trends of Disasters
- Emerging Risks of Disasters

Unit II: Institutions, Policies and Programmes

- Global Institutions in Governance and Disaster Management
- Disaster Management Policies and Programmes
- Best Practices in Disaster Management

Unit III: Disaster Management in India

- History of Disasters in India
- National Disaster Management Authority (NDMA)
- Role of Governments (National, State and local)
- Institutions and Civil Society in Post Disaster Management
- Social Construction of Disaster

Unit V: Case Studies

- Bhopal Gas Tragedy 1984
- Earthquakes and Tsunami
- Oil Spills and Nuclear Disasters
- Sikkim Earthquake 2011

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Carter, W. N.(1991). *Disaster Management*. Asian Development Bank.

Bryant, E(2005).*Natural Hazards*.Cambridge University Press.

Gupta, M. C. (n.d). *Manual on natural disaster management in India*, NIDM, New Delhi

Kapur, A(Ed).(2005). *Disasters in India Studies of grim reality*.Rawat Publishers.

Kasperson, J.X., Kasperson, R.E. &Turner III B.L. (Eds.) *Regions at Risk: Comparisons of Threatened Environments*. United Nations University Press.

Roy, P.S.(2000). Space *Technology for Disaster management: A Remote Sensing & GIS Perspective*, Indian Institute of Remote Sensing (NRSA), Dehradun.

Sahni, P (Eds.).(2002). *Disaster Mitigation Experiences and Reflections*.Prentice Hall of India.

Sharma, R.K. & G. Sharma (Eds.).(2005). *Natural Disaster*. APH Publishing Corporation.

Singh, S.(2003). *Disaster Management in the Hills*. Concept Publishing Company.

Srivastava H.N. & Gupta, G.D.(2006). Management *of Natural Disasters in developing countries*.Daya Publishers.

PCM-E-609
INTERNATIONAL ORGANISATION AND CONFLICT RESOLUTION (IOCR)

Semester: Third	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to conceptualize the idea of Global governance alongside the idea of Multilateralism pieces and actors of Global Governance.

CLO2. Capable to trace the origin and growth of International Organizations particularly like United Nations (UN) and its various organs, UN's as well as the position of regional organizations in International system.

CLO3. Familiar with the functioning of various organs of UN and role of such organs in peacekeeping.

CLO4. Proficient about the technique and methods of Post-conflict reconstruction in reference to UN and its affiliates.

CLO5. Will be familiar with course and nature of Relief, Infrastructure rebuilding and Rehabilitation and, the process of democratization and security.

Course Outline

Unit I: Understanding Governance

- Governance: Meaning
- Multilateralism and Governance
- Pieces of Global Governance
- Actors in Global Governance

Unit II: International Organization

- Origin and Evolution of International Organizations
- Regional Organizations
- Charter and the Major Organs of the UN
- UN and Humanitarian Intervention

Unit III: UN and Peace keeping

- UN Security Council and Peace keeping
- Historical Evolution of Peace keeping Operations
- Forming, Planning and Financing Peacekeeping Operations

Unit IV: UN and Post-conflict Reconstruction

- ECOSOC and Peace building

- Conflict Prevention and Peace building Agents: UNHCR, HRC, UNESCO

- Areas: Relief, Rebuilding of Infrastructure, Rehabilitation to refugees and IDPs, Policing, Democratisation and Security

- Case studies: Timor-Leste, Haiti and Sudan

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes
Outcome 5	Yes	Yes	Yes	Yes

Suggested Readings

Boudreau, T. (1991).*Sheathing the Sword: The U.N. Secretary General and the Prevention of International Conflict*.Green wood Press.

Crocker,C.A., Hampson, F.O &Pamelall. (Eds.). *Turbulent Peace: The Challenges of Managing International Conflict*. United States Institute of Peace.

Diehl, P. F. (Eds.).(2001).*The Politics of Global Governance: International Organizations in an Interdependent World*, 2nded., Lynne Rienner Publishers.

Evans, G.(1993). *Cooperating for Peace: The Global Agenda for the' 90s and Beyond*. Allen and Unwin Publishers.

Kleiboer, M.A. (1996). Understanding Success and Failure of International Mediation.*Journal of Conflict Resolution* 40(2), 360-389.

Koremenos, B., Charles, L, & Snidal, D. (2001).The rational design of international institutions.*International Organization* 55(4),761-799.

Miall, H.(1992).*The Peacemakers: Peaceful Settlement of Disputes since 1945.*St.Martin's Press.

Myrdal, G. (1968). *Asian Drama: An Inquiry into the Poverty of Nations, Three Volumes.*Panteon.

Namboodiripad, E.M.S. (1959). *The Mahatma and the Islam.*People Publishing House.

Nehru, J.(1958). *An Autobiography.*The Bodely Head.

Sethi, J. D. (1976). *Gandhi Today.*Vikas Publishing House.

PCM-E-610		
AMBEDKAR AND CONFLICT TRANSFROMATION (ACT)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

By the end of the course, students will be able to:

CLO1. Demonstrate the Intellectual engagement of Ambedkar on social Conflict in India.

CLO2. Understand the struggle of Ambedkar for equal social and political rights

CLO3. Evaluate the Ambedkar's method of social change and Conflict transformation

CLO4. Understanding the relevance of Ambedkar's idea of social justice in the present context.

Course Outline

Units I: Ambedkar on Social Conflicts in India

- Critique of Caste and Varna.
- Origin of Untouchability and Shudra.
- Thought on Buddhism and Hinduism.
- Politics of Conversion: from Ancient to Present.

Unit II:Struggle for Social and Political Rights

- Demand for Equal Rights and Politics of Representation.
- Agitation for Social Justice: Mahad Satyagraha, Kalaram Temple Movement.
- Political and Social Organisations.
- Indian Constitution and Democratic Revolution.

Unit III: Methods of Conflict Transformation in India

- Debating the Means: Pragmatism and Democracy.

- Differences with Marxist Radicalism and Gandhi's pacifisms.

- Rationality, Identity, and Dignity.

- Democratic Socialism and Welfare of Society

Unit IV: Social Justice and Globalisation

- Relevance of Ambedkar in Present Context.

- Exclusion and Discrimination of SC and STs in contemporary society.

- Question of Reservation and Representation in private sectors.

- Social Justice and Globalisation.

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Jaffrelot, C.(2005). *Dr. Ambedkar and Untouchability: Analyzing and Fighting Caste.*Permanent Black.

Jaffrelot, C & Kumar, N. (Ed.).(2018). *Dr. Ambedkar and Democracy.*OUP.

Keer, D. (1954). *Dr. Ambedkar: Life and Mission*. Popular Prakashan.

Mukherjee, A. P. (2009). B.R. Ambedkar, John Dewy, and the Meaning of Democracy.*New Literary History*, 40 (2), 345-370.

Omvedt, G. (1994). *Dalits and Democratic Revolution: Dr. Ambedkar and the DalitMovement in Colonial India*. Sage Publication.

Rodrigues, V. (Eds.).(2004). *The Essential Writings of B. R. Ambedkar*, Oxford University Press.

Thorat, S &Aryama.(2007), *Ambedkar in Retrospect: Essay on Economics, Politics and Society.*Rawat Publications.

Zelliot, E.(2013). *Ambedkar's World: The Making of Babasaheb and Dalit Movement*, Navayana.

Zene, C, (Eds.). (2013).*The Political Philosophy of Antonio Gramsci and B.R. Ambedkar: Itineraries of Dalits and Subalterns*, Routledge.

PCM-E-611		
LAWS OF INTERNATIONAL PEACE AND SECURITY (LIPS)		
Semester: Third	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to conceptualize the idea of evolution and growth as well as sources of the International laws.

CLO2. Capable to evaluate the various schools of thought and theories dealing with International laws

CLO3. Familiar with the International legal system and institutions dealing with it.

CLO4. Proficient about emerging challenges in International system and the intervention of International Laws

Course Outline

Unit I: Origin and Evolution

- Development and Evolution

- Nature of International Law
- Sources of International Law
- Codification of International Law

Unit II: Approaches

- Schools: Naturalists, Positivists and Grotians
- International Law and Municipal Law
- Subjects of International Law
- Law of Treaties

Unit III: International Legal System

- Diplomatic Modes of Conflict Resolution
- International Court of Justice (ICJ) and International Criminal Court (ICC)
- Mechanism for International Criminal Tribunals (MICT)
- International Laws of War and Non-Proliferation

Unit IV: Emerging International Legal Issues

- Humanitarian Intervention: Use of Force and R2P
- Managing Military Technology Change and War on Terror
- Regulation of Global Commons
- India and International Law

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Barker, J. C. (2013).*The Responsibility to protect: Lessons from Libya and Syria*, In: The Liberal Way of War: Legal Perspectives, (eds.) Robert P. Barnidge, Jr., Farnham: Ashgate.

Brownlie, I. (2009). *Basic Documents in International Law*. Oxford University Press

Cole, B.(2011). *The Changing Face of Terrorism: how real is the threat from Biological, Chemical, and Nuclear weapons?*, London.

Gillespie, A. (2011). A *History of the laws of war Customs and laws of war with regards to arms control*, Oxford..

Hart, G. (2011).After bin Laden: Security Strategy and the Global Commons.*In: Survival: Global Politics and Strategy*; 53(4), 19-25.

Ku, C & Paul F. D.(2010). *International Law classic and contemporary readings*. Viva Books.

Lele, C.(2013). *Weapons of Mass Destruction: the New Face of Warfare.*Pentagon Press.

Rajagopalan, R. P.(2012). *Space Code of Conduct: an Indian Perspective, In: Decoding the International Code of Conduct for Outer Space Activities*, AjeyLele (eds.). Pentagon Security International.

Rosenzweig, P.(2013). *Cyber warfare: how conflicts in cyberspace are challenging America and changing the world*. Praeger.

Sluiter, G. et al., (2013). *International Criminal Procedure: Principles and Rules*, Oxford University Press.

MA IV - SEMESTER		
PCM-R-651 **DISSERTATION AND VIVA-VOCE (DVV)**		
Semester: Fourth	Course Level: 600	Total Marks: 200
L+T+P: 0+8+0 = 8 Credits	Lecture: 0 Hrs + Tutorial: 60 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to grasp research skill,develop critical thinking, ethical values, and the ability to understand and address the diverse issues existing in the society

CLO2. Able to engage in community life and understand ground realities of the society at large

CLO3. Capable to think critically, to construct logical arguments

CLO4. Trained to collect and generate field-based data, analyze and interpret evidence and data; and to formulate reasoned conclusions.

MA Dissertation **(NEP-PCM-PG-C401)** and *viva-voce* carries four credits. Students are supposed to prepare a synopsis/research proposal of Dissertation by the end of third semester. Department faculty committee will allot a supervisor to each student at the end of third semester. Department promotes & encourage field-based research at Master level for dissertation. Before conducting field work/visit/survey, students need to get approval/confirmation of their Synopsis/Research proposal from the department through a detailed presentation before the DC. **The field work for the Dissertation can only be carried out during the winter vacation prior to the commencement/ start of the fourth semester (as per academic calendar).** Students have to submit the Dissertation to the department one/two week before the commencement of end-sem exam of fourth semester. After the evaluation of external examiner (a faculty from within/outside University other than the department), a viva voce will be conducted in the department to finalize grade of the Dissertation. The final grade of the Dissertation will be calculated by taking average of the external and internal examiners' marks (viva voce).

Teaching Learning Strategy

- Classroom research course work teaching

- Training of research tools and techniques

- Skilling the data collection & tabulation, interpretation analysis technique

- Teaching of Research ethics

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Synopsis writing, Dissertations writing, Book Review, and Article Review.	Periodical presentation, discuss their work within the Department as well as externally, field visits with structured and unstructured questionnaires	Presentation, Q/A,discussion, Seminars.
Summative Marks: 50	Open viva-voce before external/ internal evaluation committee.		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion	Field Work
Outcome 1	Yes	Yes			Yes
Outcome 2	Yes	Yes		Yes	Yes
Outcome 3	Yes	Yes		Yes	Yes
Outcome 4	Yes	Yes		Yes	Yes

PCM-V-652
INDIGENOUS MECHANISMS OF CONFLICT RESOLUTION IN SIKKIM (IMCRS)

Semester: Second	Course Level: 500	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Discuss the relevant theoretical and conceptual issues of Indigenous Mechanism of Conflict Resolution.

CLO2. Understand the origin and development traditional knowledge and customary Laws in India.

CLO3. Comprehend the knowledge and practices as well as the role of Indigenous Knowledge in conflict resolution in Northeast India

CLO4. Discuss development understanding about the violence and peace situation in Sikkim alongside the various rituals, ceremonies and narratives about the traditional knowledge and customary laws in Sikkim

Course Outline

Unit I: Indigenous Mechanism of Conflict Resolution (IMCR)

- IMCR: Origin and Evolution
- Global Perspectives of IMCR
- WIPO/UNESCO Initiatives
- Sanctions, Awards and Scope of Restorative Justice

Unit II: Traditional Knowledge and Customary Laws in India

- Role of Culture and Traditions in Conflict Resolution
- Environmental Conservation through Traditional Practices
- Traditional Knowledge and Customary Laws in India
- Constitutional Provisions, Laws, Acts and State Initiatives

Unit III: Indigenous Knowledge and Practices in Northeast India

- Indigenous Knowledge and Practices
- Traditional institutions of Dispute Settlement in Tribal Communities
- Women and IMCR
- Democratization in Traditional Societies

Unit IV: Violence and Peace in Sikkim

- Tribal Social Structures in Sikkim
- Rituals, Ceremonies, Storytelling and Narratives in Tribal Communities
- Dams, Development and Displacement: Case Study of Dzongu
- Case study of Dzumsa

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Augsburger,D.W. (1992). *Conflict Mediation Across Cultures: Pathways and Pattern.* John Knon Press.

Backstrom, M.et. al.(2007). *Indigenous Traditional Legal Systems and Conflict Resolution.*United Nation Development Programme.

Bourdet,S. (2004). The Dzumsa of Lachen: An Example of a Sikkimese Political Institution. *Bulletin of Tibetology.*

Chirayath,L., Sage, C & Cock, M.W. (2005). *Customary Law and Policy Reform: Engaging with the Plurality of Justice systems.*

D'Saouza,A. (2011). *Traditional Method of Conflict Resolution in Three Tribal Societies of North-East India.*North Eastern Social Research Centre.

D'Souza,A. (2011). *Traditional methods of conflict resolution in Northeast India.*NESRC Peace Studies Series.

Gellman, M. I. (2007).Powerful Cultures: Indigenous and Western Conflict Resolution Processes in Cambodian*. Peacebuilding Journal of Peace Conflict & Development, 11*, 1-28.

Hwedie, K.O &Morena J.R. (2009).*Indigenous Method of Conflict Resolution in Africa: A Case Study of Ghana and Botsawana.* University of Botswana.

Jeyaseelan,L. (2011).*Conflict Mapping and Peace Processes in Northeast India.* North Eastern Social Research Centre.

MacGinty, R. (2008). IndigenousPeace-Making Versus the Liberal Peace. *Journal of the Nordic International Studies Association,43*(2),139-163.

PCM-E-653

INTERNATIONAL HUMANITARIAN LAW AND REFUGEE LAW (IHLRL)

Semester: Fourth	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcome

On completion of this course, students will have:

CLO1. Illustrative understanding on International humanitarian crisis and intervention of International Humanitarian Law (IHL), International Human Rights Law (IHRL) as well as similar other conventions and protocols and their application in conflict ridden zones in the world.

CLO2. Capacity to analyse the needs of implementation of laws like IHL and IHRL for the protection of defenceless section of the society like wounded, sick and ship wrecked persons, women and children and other vulnerable groups at local, national and regional as well as international level.

CLO3. Clarity on Conflicts situation, conflict affected people and intervention of the humanitarian agencies in South Asia and the national implementation of IHL in the region.

CLO4. Expertise on International Refugee Principles (IRP) allied conventions and protocols and functionality and roles UNHCR in addressing the refugee issues in the world.

Course Outline

Unit I: Introduction to International Humanitarian Law

- Definition, Historical Background and Origins of IHL
- Fundamental rules of IHL applicable in armed conflict, Relationship between jus ad bellum and jus in bello
- Development of the Geneva Conventions and Additional Protocols,
- International Human Rights Law (IHRL)

Unit II: Protection of Defenseless

- The General Obligations of Humane Treatment
- Role of ICRC, Wounded, Sick and Ship wrecked persons, Combatant Status,
- Protection of POW's
- Women and Children and Other Vulnerable Groups

Unit III: Law of Non-International Armed Conflicts

- Historical Development and Conditions of Application
- Common Article, Additional Protocol II to the Geneva Conventions of 1949
- Implementation of International Humanitarian Law

- National Implementation of IHL, Status in South Asia.

Unit IV: Refugee Law

- Origin and Development of International Refugee Principles

- The 1951 UN Convention on the Status of Refugees and its 1967 Protocol

- The Definition of Refugee including the Exclusion and Cessation of Refugee Status

- Regional Conventions, Statute and Role of the UNHCR

- Asylum and the Principle of Non-Refoulement, Durable Solutions

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Carlier, J.Y, et. al., (1997).*Who is a Refugee? A Comparative Case Law Study* , The Hague.

Chimni, B.S.(2000). *International Refugee Law: A Reader*. Sage Publications.

Debbas,G.(1995). The *Problem of the Refugees in the Light of Contemporary International Law Issues*.MartinusNijh.

Henckaerts, J.M & Beck, D.L.(2005). *Customary International Humanitarian Law*.Cambridge University Press.

Hingorani, R.C. (1987).*Humanitarian Law*.OUP.

Lattimer, M &Sands,P.(Eds.).(2003). *Justice for Crimes Against Humanity*. Hart Publishing.

Shaw, M. N.(2008).*International Law*, Sixth Edition. Cambridge University Press.

Sinha, M.K.(2002). *Humanitarian Intervention by the United Nations*.Manak Publishers.

Sinha, M.K.(2014). *Hand book of Legal Instruments On International Human Rights and Refugee Laws*, Second Edition. Lexis Nexis.

Solis, G. (2017). *The Law of Armed Conflict: International Humanitarian Law in War*, Second Edition. Cambridge University Press.

PCM-E-654		
POLITICAL ECONOMY OF NATURAL RESOURCE CONFLICT IN SOUTH ASIA (PNRS)		
Semester: Fourth	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Familiar with theories, discourses, and debates together with development models strategies in relation to natural resource scarcity and concerns of natural resource degradation.

CLO2. Able to verify the factors of political economy in relation to natural resource conflicts and cooperation in South Asia.

CLO3. Aware about the diverse conflict dimensions associated with available natural resource and its distribution pattern in South Asia.

CLO4. Trained to critically examine the multi-level cooperation approaches and initiatives made by South Asian countries to resolve the Natural resource conflicts in the region.

CLO5. Have aware of the facts of India's particular roles in promoting the peace in the region through Regional Energy Trade, power grid infrastructure and inter-countries natural resource energy interconnections.

Course Outline

Unit I: Political Economy-Some Theoretical Aspects

- Political Economy of Natural Resources and Model of Development
- Natural Resource as an Integral Part of Development Strategy
- Resource Scarcity, Degradation, and Abundance as Factors of Conflicts

Unit II: Natural Resources in South Asia

- Classification of Natural Resources
- Availability, Distribution and Use of Natural Resources
- Intra and extra regional Cooperation in Natural Resources
- Ecological, Social and Economic Dimension of Resource Management

Unit III: Natural Resources and Conflict in South Asia

- Cross-Border Interconnections
- SARRC Power Exchange: Bilateral, Third Country Options and Regional Power Pool Options
- Issues of Conflict in Pipe Lines: Iran-Pakistan-India; Turkmenistan-Afghan-Pak-India; Myanmar-Bangladesh-India
- Potential Benefits of Energy Trading in South Asia

Unit IV: Natural Resource Management and Challenges

- Initiatives in Promoting Regional Energy Trade
- South Asian Power grid infrastructure, Feasibility of Interconnections
- India's initiatives towards South Asian Grid
- Emerging Challenges

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes
Outcome 5	Yes	Yes	Yes	Yes

Suggested Readings

Billon, Le. (2001).The Political Ecology of War: Natural Resources and Armed Conflicts. *Political Geography*, Vol.20, 561-84.

Clark,W.(1973).The Economics of Over exploitation. *Science*181,630-634.

Goodland, R. (Ed.).(2005)., *Oil and Gas Pipeline - Social and Environment Impact Assessment: State of the Art,* USA, *International* Association of Impact Assessment (IAIA),Fargo.

Green, B. (2005).A General Model of Natural Resource Conflicts: The Case of International Freshwater Disputes. *Sociológia*,37(3), 227-248.

Hoover,E.M.(1948).*The Location of Economic Activity*. Mcgraw-Hill Book Company.

Klare, M. T.(2001). *Resource Wars: The New Landscape of Global Conflict*. Henry Holtand Company.

Luttwak, E. (1990). From geopolitics to geo-economics: logic of conflict, grammar of commerce.*The National Interest* (20), 17-24.

Mansfield, E.D& Miner, H.V. (1997).*The Political Economy of Regionalism,* Columbia University Press.

Oatley, T.(2004). *International Political Economy*, Pearson Education (Singapore) Pvt. Ltd.

RIS (2008), *South Asia DevelopmentandCooperationReport-2008*, Oxford University Press.

Thirlwell, M. (2010).*The Return of Geo-economics: Globalisation and National Security*. The Lowy Institute for International Policy.

PCM-E-655		
INDIA AND INTERNATIONAL PEACE KEEPING (IIP)		
Semester: Fourth	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Able to trace the evolution and growth of the ideas of collective security, the charter system and approaches to unite for peace in relation to peacekeeping and relative modules.

CLO2. Identify changing nature of peacekeeping approach and the role of the various organs of United Nations (UN) in this regard alongside planning and financial aspects of UN for global peace.

CLO3. Aware of the records of India's role in Peacekeeping in association to United Nations (UN) as well as the facts of past and current Peacekeeping Missions from India's side during various humanitarian crisis in the World.

CLO4. Enable to build the arguments to present the evidences of the involvement of Indian security forces in maintaining and restoring the human rights in the world through various peace keeping operations.

Course Outline

Unit I: Understanding Peacekeeping

- Collective Security and Peacekeeping
- Evolution of Peacekeeping
- The Charter System
- Uniting for Peace

Unit II: UN Peace keeping

- UN Security Council and Peacekeeping
- Changing Nature of Peacekeeping Operations
- Forming, Planning and Financing Peacekeeping Operations
- Case Studies: Congo, Kosovo, Middle East

Unit III: India in UN Peacekeeping

- India and UN
- India's Contribution to UN Peacekeeping
- India's Policy on UN Peace keeping Operations
- Past Missions and Current Missions

Unit IV: Armed Forces in Peace keeping Operations

- Role of the Indian Security Forces

- UN Peace keeping and Human Rights Issues

- Peacekeeping Operations and the Question of Immunity

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Anand,R.P. (1972).*International Police Force*. Studies in World Order.

Charles.H, A.(1962).The Secretary General of the United Nations.*International and Comparative Law Quatrterly*.

House, D. W. (1973). *International Peace Keeping at the Crossroads*.John Hopkins University.

Lash, J.(1992). Dag Hammer skolds Conception of his office.*International Organisation*. Vol XVI,542-566.

Sitkowski, A & Thakur, R(Eds.). (2002). United Nations Peacekeeping Operations: Ad Hoc Missions Permanent Engagement. *UN Publications.*

Sitkowski, A.(2006). *UN Peace Keeping: Myth and Reality.* Greenwood Publishing Group.

Suryanarayan, V. &Teresa,J. (2013). *Conflict Resolution in South Asia*, Reference Press.

Thakur,R.(2011). *India and the United Nations', Strategic Analysis.* Institute for Defence Studies and Analysis,35(6), 898-905.

PCM-E-656
SOCIAL MOVEMENTS, INSURGENCY AND TERRORISM (SMIT)

Semester: Fourth	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of the course students will be able to:

CLO1. Unravel the theories and concepts of social movement, insurgency and terrorism

CLO2. Interpret various types and dimensions of social movements

CLO3. Explain the factors and drivers of social movements

CLO4. Interpret the various instruments of counter terrorism

Course Outline

Unit I: Theories and Concepts

- Critical issues in defining concepts
- Theories of social movements
- Insurgency and terrorism: Concept and Perspectives
- Terrorism and Terrorists: Sources, Motivations and Ideologies

Unit II: Forms and Types

- Typology of Social Movements
- Varieties of Terrorism

- Transnational Linkages and Global Terrorism

- Insurgency and Civil War

Unit III: Factors and Dimensions

- Global: Liberalisation, Privatisation and Globalisation [LPG]

- Communication and Information Technology

- Counter insurgency Operations

- State Sponsored Terrorism and Terrorism as State Policy

Unit IV: Dealing with Terrorism

- Global and Regional initiatives

- Counter Terrorism and 'War on Terror'

- Religious Radicalism and Global Terror

- Ethnicity and Class as Bases of Terrorism in India

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Acharya, U. D. (2008).War on Terror or Terror Wars: the Problem in Defining Terrorism. *Denver Journal of International Law and Policy,* 37: 653.

Alexander, Y. (2002). *Combating Terrorism: Strategies of Ten Countries.*University of Michigan Press.

Buckley, M. E. & Fawn, R. (2003).*Global Responses to Terrorism: 9/11, Afghanistan, and Beyond.* Routledge.

Chaliand, G. &Blin,A. (2007). *The History of Terrorism: From Antiquity to al Qaeda*, University of California Press.

Chomsky, N. (2007). *Perilous Power - The Middle East and US Foreign Policy: Dialogues of Terror, Democracy, War and Justice.* Paradigm.

Derrida, J. (2005). *Rogues: Two Essays on Reason*, Stanford University Press.

Mahanta, N.G.(2013). *Confronting the State: ULFA's Quest for Sovereignty.*Sage Publications.

O'Neill, B.E. (2005). *Insurgency and Terrorism: From Revolution to Apocalypse,* 2nd edition, Potomac Books.

Peters, R. (2002). *Beyond Terror: Strategy in a Changing World.* Stackpole Books.

Varshney, A. (2001). Ethnic Conflict and Civil Society.*World Politics*.

PCM-E-657		
POLITICAL THOUGH ON VIOLENCE (PTV)		
Semester: Fourth	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcome:

By the end of the course, students will be able to:

CLO1. Demonstrate a comprehensive understanding on political thoughts on violence.

CLO2. Analyse the role of different radical tradition on violence.

CLO3. Evaluate the relationship between violence and democracy and, challenges to Democracy.

CLO4. Examine the implications of violence in the Indian context and challenges before Indian democracy.

Course Outline

Unit I: Philosophies of Violence
- Niccolo Machiavelli- *The Prince;* Giorgio Agamben- *The State of Exception*
- Jacques Derrida- *Force of Law;* Hannah Arendt- *On Violence*
- Georges Sorel- *Reflections on Violence*
- Frantz Fanon's The*Wretched of the Earth;* and *Black Skin, White Masks*
- *Ecological Model (Heise, 1998)*

Unit II: Ideologies and Revolutionary Traditions

- Anarchism, Absolutism, Communism, Conservatism, Fascism, Nationalism
- French Revolution and Russian Revolution
- Revolutions in Latin America
- Revolutions in Africa

Unit III: Violence and Democracy

- Just War Traditions
- Cooperation, Competition and Conflict in Democracy
- Violent Pluralism and Ethnic Cleansing
- National Crime Victimization Survey and War on Terror

Unit 1V: Democracy and Violence in India

- Dissent; Autonomy and Revolutionary Movements in India
- Structural Violence: Caste and Racialism
- Development and Violence: Capitalism and Growth of Violence
- Violence against Women, Children, Minorities and Dalits

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Berger, Y. (1999).*A Kind of Violence.* Melbourne: The Vulgar Press.

Berghoffen, D. (2008).The just War Tradition: translating the ethics of human dignity into political practices. *Hypatia 23* (2), 72-94.

Buffachi, V. Two Concepts of Violence.*Political Studies* Review 3, pp. 193-204.

Das, Veena. et al (Eds.).(2000).*Violence and Subjectivity*, University of California Press.

Frazer, E. & K. Hutchings (2009).Political Violence and Revolutionary Virtue: reflections on Locke and Sorel, *Thesis Eleven,* 97, 46-63.

Frazer, E. & Hutchings, K.(2011). Avowing Violence: Foucault and Derrida on Politics, Discourse and Meaning.*Philosophy and Social Criticism,* 37(1), 3-23.

Frazer, E. & Hutchings, K.(2011). Virtuous Violence and the Politics of Statecraft in Machiavelli,Clausewitz and Weber. *Political Studies*, 59(1), 113-124.

Galtung, J. (1990). Cultural Violence.*Journal of Peace Research,* 27(3), 291-305.

Garver, N. (1968). *What Violence Is. The Nation.*209, June 24, 819-822.

Hanssen, B. (2000). *Critique of Violence: Between Poststructuralism and Critical Theory*. Routledge.

PCM-E-658		
BORDER AND BORDER CONFLICTS (BBC)		
Semester: Fourth	**Course Level: 600**	**Total Marks: 100**
L+T+P: 3+1+0 = 4 Credits	**Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**	

Course Learning Outcomes

On completion of this course, students will be:

CLO1. Competent to conceptualize the importance of borders as a peace and conflict instrument in local, national and International context.

CLO2. Expertise to understand the concept of frontier, boundary and border as well as various types of borders, livelihood patterns of borderland community and laws to deal with the border disputes.

CLO3. Able to identify the means of border trade for the legal flow of authorised goods.

CLO4. Capable to identify the flow of illegal and unauthorised goods and issue of human trafficking across the border.

CLO5. Acquainted with border related intra-state conflict and, the securitization and

security force deployment at the border.

CLO6. Equipped with the various techniques and methods of border management being familiar with various concepts, ideas, issues and human security concerns as well as conflict and cooperation situation in South Asia as this course refers various case studies from South Asia in this regards.

Course Outline

Unit I: Nature, Scope and Trends

- Conceptualizing Frontier, Boundary, Border and Borderland
- History of Border making in South Asia
- Border as a Source of Conflict and livelihood
- Maritime Boundaries the United Nations Convention on the Law of the Sea
- Land-locked States and their Right to Transit: Cases of Nepal, Bhutan and India's North Eastern States

Unit II: Political Economy of Borderlands

- Border Trade: Legal and Illegal [Case Studies of India-Tibet, India-Myanmar and Trade across the Line of Control (LOC)]
- Smuggling and Flow of Small Arms and Counterfeit Goods
- Human and Narco-trafficking
- Social and economic Processes in the Borderlands

Unit III: Border Management

- Open/Closed Borders
- Border Fencing and Securitization of Borders
- Border Negotiations and Border Treaties
- Evolving Trends: Towards a Borderless world, Means of Coping with Cross-Border Influences–Border Haats, Joint Patrol, Hot Pursuits and Covert Operations

Unit IV: Border and Intra-state Conflict

- Divergence between Ethnic and Administrative Boundary
- Demand for Home land and Reorganisation of States
- Border Security Force and Border Management
- Case Studies: Bhutan- Pakistan Transit Trade, APTTA-Afghanistan-Pakistan Transit Trade Agreement

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.
- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.
- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes
Outcome 5	Yes	Yes	Yes	Yes
Outcome 6	Yes	Yes	Yes	Yes

Suggested Readings

Ayoob, M.(1990).*India and Southeast Asia: Indian Perceptions and Policies*, Routledge.

Deresky,H.(2005). *International Management: Managing Across Borders and Cultures*, Prentice Hall Fall, Juliet. *Drawing the Line: Nature, Hybridity and Politics in Transboundary Spaces*, Ashgate Publishing.

Inkpen, A.&Kannan,R.(2005).*Global Strategy: Creating and Sustaining Advantage across Borders*, USA, Oxford University Press.

Kempadoo, K.(2005). *Trafficking And Prostitution Reconsidered: New Perspectives On Migration, Sex Work and Human Rights*, Paradigm Publishers.

Michael, N.M.(2007). *Maritime Security*, Butter worth-Heinemann.

Quelch, J.A.&Deshpande,R.(2004). *The Global Market: Developing a Strategy to Manage Across Borders*, Jossey-Bass.

Samaddar, R.(2002). *Space, Territory and State: New Readings in International Politics*, OrientLongman.

Stares, P.B.(1996). *Global Habit: The Drug Problem in a Borderless World*, Brookings InstitutionPress.

Wirsing, R. &Das,S.K.(2016). *Bengal's Beleagured Borders* Is there a fix for the Indian, Subcontinent's Transboundary Problems?.Georgetown University School of Foreign Service in Qatar,The AsiaPapers,no.1.

Yang, H.(2006). *Jurisdiction of the Coastal State over Foreign Merchant Ships in Internal Waters and the Territorial Sea*.Springer.

PCM-E-659
JUSTICE, CRIME AND PUNISHMENT (JCP)

Semester: Fourth	Course Level: 600	Total Marks: 100
L+T+P: 3+1+0 = 4 Credits	Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will be able to:

CLO1. Conceptualize the philosophy associated to liberty, equality and justice alongside the various dimensions and procedures of justice praxis.

CLO2. Classify the causes of the various forms of crimes and theories of proportionate punishment against crimes.

CLO3. Identify the rising issues in Indian Criminal Justice and related provision of punishment, concerns of capital punishment alongside the International Prisoner's Rights'.

CLO4. Verify the constitutional, administrative, investigative and preventive provisions of criminal justice in India

Course Outline

Unit I: Perspectives on Justice

- Philosophies of Justice
- Liberty, Equality and Justice
- Dimensions of Justice
- Procedural Justice and Substantive justice

Unit II: Crime and Punishment

- Causes of Crime and Theories of Punishment
- Victim offender Relationship
- Retributive vs. Restorative Justice
- Transitional vs. Transformative Justice

Unit III: Criminal Justice System in India

- Criminal Justice and Constitution of India

- Administration of Justice in India

- Prevention, Investigation, Prosecution

- Punishment and Correction

Unit IV: Emerging Issues in Indian Criminal Justice

- Drug abuse and Juvenile Delinquency

- Capital Punishment

- LGBT, Sex Work, Prostitution and Trafficking

- Rights of Prisoners and Incarceration

Teaching Learning Strategy

- **Classroom teaching**- Practical skills, including involvement toward connecting between theory and data.

- **Documentary Screening**- case studies with real-world problems will be discussed with group discussion, presentation and movie reviews based on different dynamics and techniques of peace and conflict.

- **Online lectures**- online lectures followed by Q&A session or group discussion.

Assessment Framework

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Dissertations, Book Review, and Article Review.	mock viva-Voce, Group Discussion, present posters, seminars, discuss their work within the Department as well as externally	Presentation, Seminars, Field Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: Course Teachers can choose any mode of formative assessment as per nature of the CLO.			

Matrix: Learning Outcomes and Methods of Assessment

Learning Outcomes	Classroom Participation	Presentation	Assignment	Group Discussion
Outcome 1	Yes	Yes		
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Ahuja, R. (2014). *Social Problems in India.*Rawat Publications.

Baxi, U. (1975). *The Crisis of the Indian Legal System*, New Delhi, Vikas Publishing House,1982. Gibbs, J.P. *Crime, Punishment & Deterrence.*Elsevier.

Krishna I. V.R. (1994).*Justice at Crossroads.*Deep & Deep Publications.

Marshall, C. (2001). *Beyond Retribution: A New Testament Vision for Justice, Crime and Punishment.* William B. Eerdmans Co.

Rawls, J.(1971). *A Theory of Justice.*Bellknap.

Sharma, P.D. (1998).*Criminal Justice Administration The Relay Race for Criminal Justice.* Rawat Publications.

Thilagaraj, R. (Eds.).(2002). *Human   Rights andCriminalJustice Administration.*A.P.H.Publishing Corporation.

Unnithan, N. P.(2013). *Crime and Justice in India*, Sage Publications Private Ltd.

Veeraswami, K.(1996). *The Perils to Justice.*Eastern Law House.