

SIKKIM UNIVERSITY

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

LEARNING OUTCOME - BASED CURRICULUM

PH.D. PROGRAMME

PEACE AND CONFLICT STUDIES AND MANAGEMENT

(With effect from Academic Session 2023-24)



DEPARTMENT OF PEACE AND CONFLICT STUDIES AND MANAGEMENT

SIKKIM UNIVERSITY
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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 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 dissertation /Case study report (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 PCM. 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/Act East Policy' 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 & violence and 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

INTER-DISCIPLINARY RESEARCH



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. Collaboration with Department of **Commerce and**

Management – industry-induced /related conflicts and management.

2. About Ph.D. Programme

Department offers Ph. D programme in Peace and Conflict Studies and Management (PCSM). Admission to Ph. D programmes is open to those students who have completed their Masters in the concerned disciplines as well as all the allied disciplines of social sciences. The Ph.D programme course work consists of 14 credits of which consists of 3 core papers & any 1 open paper (no lecture paper) during the first semester.

During the course work, students are supposed to opt three core papers (Research Methodology and Theory of Peace and Conflict) specific to the discipline, 2 credit core paper of “research and publication ethics” and one open paper by the choice of the student (specialisation). Each paper is of 100 marks (except 2 credit core paper of research and publication ethics which is of 50 marks) of which 50 % marks allocated for course work that will be assigned by the concerned teacher such as term papers, book reviews, articles review, case studies, class tests, research proposal etc. Students are eligible to continue Ph.D research work only if they get **(6 as CGPA)** in the course work.

A student who takes admission in Ph. D programme from other discipline other than Peace and Conflict Studies and Management (PCSM) have to attend the course work **(non-credit)** for a semester prescribed for Ph.D programme in the Peace and Conflict Studies and Management.

3. Preamble

The Ph.D programme 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 peace building. 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.

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 notwithstanding, the other variants in which the discipline have not even acquired the status of a full degree programme, rather rests as part of or one of the elective subjects in the faculty of Arts, Humanities and Sciences.

A thought process has been generated to set and raise the standards in the subject shoving it at par with other academic programmes. For instance, a misperception gets created that the

subject lacks employability avenues. Whereas given to its potential it has high value job creation credentials. But the general apathy in awareness and understanding towards peace and conflict issues at institutional levels has been of great hindrance in the growth of this subject.

Peace and Conflict Studies and Management as a subject demands specialized audience which currently dwells more on free for all. In the coming time, when specialization at micro level is the need of art, the subject too demands a favourable consideration and attention to contribute to the national potential. The thrust line is interest and passion which can extrapolate into various manifestations.

However, there is great need to showcase the subject in its own turf due to its multi -disciplinary (as mentioned in the department profile) spread into arts, science, management, geography, psychology, sociology, economics, leadership strategy and defining of political behaviour.

4. Qualification Descriptors (QDs) for the Graduates

The qualification descriptors for Ph.D Programme in Peace and Conflict Studies and Management shall include the following:

QD 1.	On completion of their Ph.D courses, students are expected to have acquired a demonstrative ability towards systematic/coherent understanding in Peace and Conflict Studies, its different learning areas and areas of specializations, besides linkages with related disciplinary areas/subjects;
QD 2.	Procedural knowledge and skills that creates different types of professionals related to national security issues, including research and development, teaching and government and public service;
QD 3.	Understanding various types of conflict and conflict resolution, peace process, analyses and evaluation using appropriate tools & techniques (methodologies) as appropriate to the subject(s) for drawing interpretations and conclusions;
QD 4.	Communicate results of studies undertaken in peace and conflict affairs in a range of different contexts using the concepts, constructs and techniques as applicable;
QD 5.	Able to draw on a range of current research and development work and professional materials;
QD 6.	Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyze different issues and analyse complex problems with well-defined suggestions for policy makers in peace and conflict issues.
QD 7.	Demonstrate subject-related contemporary local, regional, national and international strategic issues and transferable skills that are relevant to Peace and Conflict Studies - related and employment opportunities in the field of teaching, research, consultancy, NGOs and security agencies.

5. Graduate Attributes (GAs)

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 graduate level, students are generally oblivious of certain realities. However, having taken up the discipline in Peace and Conflict Studies and Management at 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:

GA 1.	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.
GA 2.	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.
GA 3.	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 national/regional/international security.
GA 4.	Team player/Leader: Capable of working effectively in diverse teams in both classroom, in society and real-life situations.
GA 5.	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.
GA 6.	Digitally literate: Capable of using computers/ software to understand strategies and tactics in conflicts through.
GA 7.	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.
GA 8.	Lifelong learners/ practioners: Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.

6. Programme Learning Outcomes

PLO 1.	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.
PLO 2.	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.
PLO 3.	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.
PLO 4.	Learn about grassroots peace agency in various parts of the South Asian region and world and how it connects with international interventions.
PLO 5.	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.
PLO 6.	Inculcate a spirit of nationalism and develop good values contributing to building strong national character.
PLO 7.	Acquire sound understanding of the basic theories of peace and conflict studies and the emergence of peace and conflict studies as an academic discipline.
PLO 8.	Develop an in-depth understanding of the nature of contemporary armed conflicts, transitions from war to peace, and challenges of post-war peace-building.
PLO 9.	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.
PLO 10.	Demonstrate ability in understanding the implications of use of various tool and techniques for qualitative and quantitative assessment of violence and conflicts.
PLO 11.	Acquire a strong empirical and conceptual foundation for analyzing longstanding and emerging challenges to international peace and security.
PLO 12.	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.
PLO 13.	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.
PLO 14.	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.
PLO 15.	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 graduate or identifying a career for himself or herself.
PLO 16.	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.

7. Course Structure of Ph.D (course work) Programme in Peace and Conflict Studies and Management :

Code	Courses	Nature of Courses	Credit (L+T+P)	Total Marks	Internal Marks	External Marks
Semester - I (course work) : 3 Core papers & any one Open paper (as no lecture paper)						
PCM-RS-C101	Research Methodology	Core	4 = (3+1+0)	100	50	50
PCM-RS-C102	Research and Publication Ethics (RPE)	Core	2 = (1+1+0)	50	25	25
PCM-RS-O103	Theory of Peace and Conflict	Core	4 = (3+1+0)	100	50	50
PCM-RS-O104	Migration, Refugee and Conflict	Open	4 = (3+1+0)	100	50	50
PCM-RS-O105	Frontier, Border and Conflict	Open	4 = (3+1+0)	100	50	50
PCM-RS-O106	Threats to Global Peace and Security	Open	4 = (3+1+0)	100	50	50
PCM-RS-O107	Conflict and Conflict Management in South Asia	Open	4 = (3+1+0)	100	50	50
PCM-RS-O108	Insurgency, Social Movements and Terrorism	Open	4 = (3+1+0)	100	50	50
PCM-RS-O109	International Organisations and Conflict Resolution	Open	4 = (3+1+0)	100	50	50
	TOTAL		14	350	175	175

Notes: C stands for Core papers, O stands for Open paper.

Ph.D synopsis should be prepared and approved by the statutory bodies within three semesters from the date of admission.

PH.D - I SEMESTER (COURSE WORK)

PCM-RS-C101		
RESEARCH METHODOLOGY		
Semester: First	Course Level: 700	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 research and understand the basic philosophy, theories and paradigms of social science research

CLO2. Explain the idea and concepts of peace research

CLO3. Interpret the various processes of research and write standard and quality research proposals

CLO4. Collect data from secondary and primary sources using relevant methods, analyse them and write research report.

Unit-I: Understanding Peace and Conflict Studies

- Understanding Peace and Conflict Studies: Inter-disciplinary Approaches to Peace and Conflict Studies;
- Methods in Peace and Conflict Studies;
- Typology of Conflicts: Intra-state Conflicts, Inter-state Conflicts, Regional Conflicts, Conflict over resources, Genesis of Conflict.

Unit-II: Research Methods, Census and Data Collection

- Conceptualization, Operationalisation, and Measurement
- Census, Data and Survey Research
- Qualitative and Quantitative Designs & Methods
- Data Collection, Data Analysis and Computer Application
- Statistical Tools and Data Analysis
- Conflict Mapping and Report Writing

Unit-III: Tools and Techniques of Research

Qualitative Research:

- Focused Group Interviews,
- In-Depth Interviews,
- Content Analysis and

Triangulation Quantitative Research:

- Questionnaire,
- Interview Schedule and
- Observation Schedule

Unit-IV: Process of Preparing of Research Proposal

- Statement of a Problem
- Review of Literature
- Research Objective
- Hypothesis
- Chapterisation/Preparing Tentative Chapters
- References and Bibliography: Different Styles of preparing Bibliography Selection of appropriate style

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: 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 Visits (Optional)
Outcome 1	Yes	Yes	Yes	Yes	
Outcome 2	Yes	Yes	Yes	Yes	
Outcome 3	Yes	Yes	Yes	Yes	
Outcome 4	Yes	Yes	Yes	Yes	Yes

Suggested Readings

- Banks, M & Christopher, M. (Eds.). (1990). *A Handbook on the Analytical Problem-solving Approach*. George Mason University.
- Somekh, B & Lewin, C. (2005). *Research Methods in the Social Sciences*, Sage Publication.
- Webel, C & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. Routledge.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publication.
- Vaus, De D. A. (1991). *Surveys in Social Research, (2nd edn.)*. Unwin Hyman.
- Frohock, F.M. (1967). *The Nature of Political Inquiry*. Dorsey Press.
- Blalock, H. N. (1970). *An Introduction to Social Research*, Englewood Cliffs N.
- Gellner, J. (1985). *Relativism and Social Science*. Cambridge University Press.
- Kenneth, J. (1969). *Data Processing: Application to Political Research*, Evanston.
- Kothari, C R. (2005). *Research Methodology: Methods & Techniques*, New Age International.
- Bulmer, M. (Ed). *Sociological Research Methods: An Introduction*, London, Macmillan.
- Dogan, M & Rokkan, S. (Eds.). *Quantitative Ecological Analysis in the Social Sciences*. MIT Press.
- Brenner, M.J., Brown, J & Canter, D. (Eds.). *The Research Interview: Uses and Approaches*. Academic Press.
- Burgess, R. (1984). *In the Field: An Introduction to Field Research*. Allen and Unwin.
- Singleton, R & Straits, B.C. (1999). *Approaches to Social Research*, Oxford University Press.
- Burton, T.L & Cherry, C.L. (1989). *Social Research Techniques*. Unwin Hyman.

PCM-RS-C102

RESEARCH AND PUBLICATION ETHICS (RPE)

Semester: First	Course Level: 700	Total Marks: 50
L+T+P: 1+1+0 = 2 Credits	Lecture: 20 Hrs + Tutorial: 10 Hrs + Practical: 0 Hrs	

Course Learning Outcomes

On completion of this course, students will have:

CLO1. Understanding on definition, nature and scope and validity of research ethics in scientific research

CLO2. Philosophical as well as ethnical aspects of research

CLO3. Training and expertise in using the proper tools in conducting scientific research to connect the philosophy and theory to grounded issues in form of applied research.

CLO4. To trace the books, journals and publication houses which follow the scientific and ethnical aspects in conducting the publication

CLO5. Learn to write and submit research articles and books

RPE 01: PHILOSOPHY AND ETHICS

- Introduction to Philosophy : definition, nature and Scope, Concept, Branches
- Ethics: definition, moral philosophy, nature of moral judgements and reaction

RPE 02: SCIENTIFIC CONDUCT

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism(FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data.

RPE 03: PUBLICATION ETHICS

- Publication ethics: definition, introduction and importance
- Best practices /Standards setting initiatives and guidelines: COPE. WAME, etc.,
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behavior and vice-versa, types
- Violation of publication ethics, authorship and contributorship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

RPE 04: OPEN ACCESS PUBLISHING

- Open access publications and initiatives
- SHEERPA/RoMEO online resource to check publisher copyright & Self – archiving policies
- Software tool to identify predatory publications developed by SPPU
- Journal finder /Journal suggestion tools viz.JANE., Elsevier journal Finder, Springer Journal
- Suggester, etc.,

RPE 05: PUBLICATION MISCONDUCT

- Group Discussions
 - ✓ Subject specific ethical issues, FFP, authorship
 - ✓ Conflicts of interest
 - ✓ Complaints and appeals: examples and fraud from India and abroad
- Software tools
- Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: DATABASES AND RESEARCH METRICS

- Databases
 - ✓ Indexing databases
 - ✓ Citation databases: Web of Science, Scopus, etc.
- Research Metrics
 - ✓ Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
 - ✓ Metrics: h-index, g index, i10 index, altmetrics

Teaching Learning Strategy

- **Classroom teaching-** Practical skills, including involvement toward connecting between theory and data, philosophy of research, Training of research tools and techniques, Skilling the data interpretation analysis technique, Teaching of Research ethics, Training of publication
- **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: 25	Class Test, Open Book Test, Online Test, Article Writing, Term paper writing, Movie review, Demonstration of Research paper writing, Making sheets of large literature 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: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment		
Note: 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 Visits (Optional)
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	

Suggested Readings

Bird, A. (2006). *Philosophy of Science*. Routledge

MacIntyre, C. A. (1967). *A Short History of Ethics*. A Touchstone Book.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized*. (n.p)

Resnik, D.B. (2011). *What is ethics in research & why is it important*. National institute of Environmental Health Science.

Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179.

Muralidhar, K., Ghosh, A & Singhvi, A.K. (2019). *Ethics in Science Education, Research and Governance*. Indian National Science Academy.

PCM-RS-C103		
THEORY OF PEACE AND CONFLICT		
Semester: First	Course Level: 700	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 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.

Unit-I: Major Approaches to Peace and Conflict Studies

- Philosophical and Ideological Traditions of Peace and Conflict Studies
- War and Peace: Liberalist, Realist and Marxist Perspectives
- Evolution of Peace and Conflict Studies
- Theory, Research and Practice in Positive and Negative Peace

Unit-II: Conflict Analysis: Structures and Processes

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

Unit-III: Post-conflict Reconstruction and Peace Agreement

- Reconciliation, Reconstruction and Development
- Social and Psychological Factors [PTSD-Post-Traumatic Stress Disorder]
- Demilitarisation, Demobilisation and Actors of Post-conflict Reconstruction
- Peace Agreements: Partial and Comprehensive

Unit-IV: Issues in Peace and Conflict Studies

- Clashes of Civilisation and Religious Conflicts
- Security analysis: National security to Human security
- Globalisation and Uneven Development

- Gender in Peace Process and Conflict Discourse

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: 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	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Bercovitch, J., & Jackson, R.(2009). *Conflict resolution in the twenty-first century: Principles, methods, and approaches*. University of Michigan Press.

Crocker, C.A. & Hampson F.O., et al.(2007). *Leashing the Dogs of War: Conflict Management in a Divided World*. USIP Press.

Lederach, J.P.(2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford University Press.

Pruitt, D.G.& Kim, S.H.(2004). *Social Conflict: Escalation, Stalemate, and Settlement*. Mc Graw Hills.

Wallensteen, P. (2007). *Understanding Conflict Resolution*. SAGE Publications.

- Burton, J et.al.(1993). *Conflict: Practices in Management, Settlement and Resolution*, St. Martin's Press.
- Fisher, R & Ury, W. (1991). *Getting to Yes: Negotiating Agreement without Giving In*, Penguin Book.
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, SAGE.
- Jeong, H.W. (2001). *Peace and Conflict Studies: An Introduction*, Ashgate.
- Lederach, J.P. (1995). *Preparing for Peace: Conflict Transformation Across Cultures*, Syracuse University Press.
- Sandole, J.D. (1996). *Conflict Resolution: Theory and Practices*, Hugo Van der Merwe.
- Zartman, I. W. (2007). *Peace-making in international conflict*. US Institute of Peace Press.
- Anthony Mc.G & Poku, N.K. (2007). *Globalization, Development and Human Security*. Polity.
- Ball, N. (2003). Challenges of rebuilding war-torn Societies. In Chester, C., Hampson, O.F & All, P. (Eds.). *Turbulent Peace: Challenges of Managing International Conflict*, USIP.
- Burton, J. (1990). *Conflict: Human Needs Theory*. Macmillan.
- Webel, C & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. Routledge.
- Byman, D. (2002). *Keeping the Peace: Lasting Solutions for Ethnic Conflicts*. John Hopkins University Press.
- Diamond, L & McDonald, J. (1996). *Multi-Track Diplomacy: A Systems Approach to Peace*. Lynne Rienner.

PCM-RS-O104

MIGRATION, REFUGEE AND CONFLICT

Semester: First	Course Level: 700	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 Migrant and refugee situation in domestic, regional and International context

CLO2. Familiarity with various conventions, covenants and protocol related to migrant and refugee issues.

CLO3. Capacity to analyse the needs of implementation and intervention of international laws 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.

CLO4. Clarity on Conflicts situation, conflict affected people and intervention of the humanitarian agencies in Africa, Asia and similar other parts of the world to protect the human rights of migrants and refugees.

Unit-I: Basic Concepts, Typology and Sources

- Voluntary and Forced Migration
- Refugees and Internally Displaced People [IDPS]
- Development Induced Migration
- Conflict Induced Migration
- Resource Crisis, Environmental Degradation and Natural Disaster, Hunger, Famine and Migration

Unit-II : Conflict Induced Migration and Vulnerability

- Civil War [Lebanon, Sri Lanka, Rwanda-Burundi]
- Collapse of State [Somalia]
- Persecution of Minorities [Iran, Turkey, Pakistan, Sri Lanka]
- Vulnerability: Gender, Children and Indigenous People

Unit-III: Responses :International Agencies [UNHRC]

- International Law and Protocols
- Humanitarian Intervention
- Protection of IDPs [UN Guiding Principles]
- State Responses [Relief, Rehabilitation, Repatriation]
- Regional Responses

Unit-IV: Consequences

- Refugee Flow as Source of Bilateral Conflicts: Cases of Bhutanese in Nepal, Bangladeshis in Assam and Afghan Refugees in Pakistan
- Globalisation, Migration and Xenophobia
- Life in refugee Camps and refugee Soldier

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: 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	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Carnoy, M.(1984). *Political Theory and the State*. Princeton University Press.

Caroline B. B & Hollifield, J.F.(Eds.).(2000). *Migration Theory: Talking Across Disciplines*. Routledge.

Lehmann, D. (1978). *Development Theory: Four Critical Essays*, Taylor & Francis Group.

Barbier, E. (2005). *Natural Resources and Economic Development*, Cambridge University Press.

Vaughn, J. (2007). *Conflicts over Natural Resources: A Reference Handbook*. ABC-CLIO.

Fernie, J. & Pitkethly, A. (1985). *Resources: Environment & Policy*, Harper & Row Publication.

Zimmermann, K.F. (1992). *Migration and Economic Development*. Springer Publication.

Todaro, M.P. (1976). *Migration and Economic Development: A Review of Theory, Evidence, Methodology, and Research Priorities*, Published by Institute for Development Studies.

PCM-RS-O105		
FRONTIER, BORDER AND CONFLICT		
Semester: First	Course Level: 700	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 Frontiers and Borders as a peace and conflict instrument in local, national and International context.

CLO2. Expertise to understand the concept of Frontier, Boundary, Border as well various form of Borders, livelihood patterns of Borderland community as well as Laws to deal with the Border disputes.

CLO3. Able to identify the means of Border trade for the legal flow of authorized goods.

CLO4. Capable to identify the flow of illegal and unauthorized 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 regard.

Unit-I : Nature, Scope and Trends

- Boundaries, Borders and Frontiers | Conceptualizing Frontier, Boundary, Border and Borderland
- Border as a Source of Conflict
- Decolonisation and Border Conflict
- 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
- Transport and Communication Networks
- Society and economy of Borderland People

Unit-III : Managing Borders

- Control Mechanisms
- Open Border

- Evolving Trends: Towards a Borderless world, De-territorialisation and Re-territorialisation

Unit-IV : Border and Intra-state Conflict

- Divergence Between Ethnic and Administrative Boundary
- Demand for Homeland and Reorganisation of States

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 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: 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	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

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

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

Deresky, H. (2007). *International Management: Managing Across Borders and Cultures*. Prentice Hall.

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

Fall, J. (2005). *Drawing the Line: Nature, Hybridity and Politics in Transboundary Spaces*. Ashgate Publishing.

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

McNicholas, M. (2007). *Maritime Security*. Butterworth-Heinemann.

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

PCM-RS-O106		
THREATS TO GLOBAL PEACE AND SECURITY		
Semester: First	Course Level: 700	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 threats to global peace and security.

CLO2. Discuss various school of thought and theories related to global peace and conflict alongside the means of the security for global peace

CLO3. Interpret the security discourse in national, regional and international context as well familiar with the agencies and Institutions associated with the global security discourses

CLO4. Assess and evaluate emerging issues and challenges global peace.

Unit-I: Defining Threats: Traditional and Non-traditional

Unit-II: Approaches

- Neorealist
- Critical
- Feminist
- Constructivist

Unit-III: Emerging Threats

- Migration
- Diseases
- Energy
- Environment
- Racial and Gender Discrimination
- Human and Drugs Trafficking
- Small Arms

- WMDs
- Ethnic Strife and Religious Extremism

Unit-IV : Managing the Threats

- Unilateral and Multilateral Management
- Green Political Thought
- Engendering Development
- New Technology

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: 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	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

Selected Readings

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

David A.B. (1995). Security Studies and the End of the Cold War. *World Politics*, 48 (1).117-141.

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

McSweeney, B. (1996). Identity and Security: Buzan and the Copenhagen School. *Review of International Studies*, vol.22.

Buzan, B & Waever, O. (1997). Slippery? Contradictory? Sociologically Untenable? The Copenhagen School Replies. *Review of International Studies*, 23(2), 241-250.

Shaw, D.J. (2007). *World Food Security: A History since 1945*, Palgrave Macmillan.

Dalby, S. (1992). Security, modernity, ecology: the dilemmas of post-cold war security discourse. *Alternatives* no. 17, 95-134.

Barnett, J. (2001). *The Meaning of Environmental Security: Ecological Politics and Policy in the New Security Era*. Zed Books.

Tadjbakhsh, S. & Chenoy, A. (2008). *Human Security: Concepts and Implications*. Routledge.

PCM-RS-O107

CONFLICT AND CONFLICT MANAGEMENT IN SOUTH ASIA

Semester: First	Course Level: 700	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 cause 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 countries of South Asian 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.

Unit-I : Typology of Conflicts

- Intrastate Conflicts
- Interstate Conflicts
- Regional Conflicts

Unit-II : Genesis of Conflicts

- State Formation Process and Colonial Legacy
- Decolonisation, Partition and its Fallout
- National Identity and its Contestation
- Problems of State building
- Economic and Social Inequality

- International Systemic Factors

Unit-III :Interstate and Intrastate Conflicts

Interstate:

- Territorial Conflicts
- Conflict Over Resources
- Refugees, Stateless People and Internally Displaced People [IDPs]

Intrastate:

- Identity Related Conflicts
- Communal, Sectarian and Linguistic Conflicts
- Anti-systemic Conflicts [Maoist Movement]

Unit-IV :Managing Conflicts

- Bilateral Initiatives
- Regional Initiatives
- Constitutional Mechanisms
- Civil Society Initiatives
- Role of 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: 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	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Agwani, M.S., *et al.* (Eds.). (1983). *South Asia: Stability and regional Cooperation*. Centre for Research in Rural and Industrial Development.

Hamza, A. & Harriss, J. (Eds.). (1989). *South Asia Houndmills*. Macmillan.

Shastri, A. & Wilson, A. (2001). *The Post-Colonial States of South Asia: Democracy, Development and Identity*. Palgrave Macmillan.

Bandarage, A. (2008). *The Separatist Conflict in Sri Lanka: A Political-Economic Analysis*, Routledge.

Abdul, A. & Arnold, D.D. (Eds.). (1996). *Decentralised governance in Asian countries*. Sage.

Kalim, B. (Ed.). (1986). *South Asia in transition: Conflicts and tensions*. Patriots.

Crow, B. (2001). *Markets, Class and Social Change: Trading Networks and Poverty in Rural South Asia*. Palgrave Macmillan.

Sugata, B. (Ed.). (1990). *South Asia and world capitalism*. OUP.

Gellner, D. (2008). *Local Democracy in South Asia: Microprocesses of Democratization in Nepal and its Neighbours*. Sage Publications.



PCM-RS-O108

INSURGENCY, SOCIAL MOVEMENT AND TERRORISM**Semester: First****Course Level: 700****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

Unit-I :Concepts

- Protest
- Rebellion
- Movement
- Insurgency
- Terrorism

Unit-II :Typology

- Systemic: Language Movement, Reorganisation of States
- A systemic: Separatist Movements [Kurds in Turkey, Tamils in Srilanka, JKLF]
- Anti-systemic [Maoist Movement in India]

Unit-III :Factors

- Internal: Social, Economic and Political
- Role of Neighbours and “Rogue” States
- External: An Instrument of Foreign Policy
- Global: Liberalisation, Privatisation and Globalisation [LPG]
- Cultural Homogenisation and Religious Extremism
- Communication and Information Technology

Unit-IV:Responses and Impact

- National: Counterinsurgency Methods, State Initiative and Role of Civil Society
- International: Legal, Political, Military and Role of INGOs
- Negative Impact: Instability [Pakistan], Fragmentation [Afghanistan, Liberia] and Militarisation [Columbia]
- Positive Impact: Social Transformation and Democratisation [South Africa, Mozambique, Namibia, Angola]

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: 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	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Varshney, A. (2001). Ethnic Conflict and Civil Society. *World Politics*, 362-98.

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

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-RS-O109

INTERNATIONAL ORGANISATION AND CONFLICT RESOLUTION

Semester: First	Course Level: 700	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 module.

CLO2. Identify changing nature of peacekeeping 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 Indian Security Forces in maintaining and restoring the Human Rights in the World through various Peace keeping Operations.

UnitI :International Organisations: An Overview

- League of Nations
- United Nations
- Political and Security Organisations: NATO, AU, SAARC
- Regional Organisations: EU and ASEAN
- Global Civil Society Groups and Epistemic Community: International Crisis Group, ICRC, Doctors across Borders, Amnesty etc.

UnitII :UN and Peacekeeping

- Charter and Resolution
- Composition, Operation and Funding of peacekeeping
- Areas of Peacemaking Operation

- Nature of Peacebuilding Initiative
- India's Role in UN Peacekeeping

Unit III : UN and its Agencies in Conflict Resolution

- UNSG [Cyprus, Congo]
- Security Council
- General Assembly
- ICJ: Greece, Turkey, USA, Argentina
- Methods: Direct Talks, Proxy Talks, International Peace Conference and Multilateral Dialogue
- Coercive Methods: Sanction and Humanitarian Intervention

Unit IV : UN in Peacebuilding and Post-conflict Reconstruction

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

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: 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	Yes	Yes
Outcome 2	Yes	Yes	Yes	Yes
Outcome 3	Yes	Yes	Yes	Yes
Outcome 4	Yes	Yes	Yes	Yes

Suggested Readings

Thomas,B. (1991).*Sheathing the Sword: The U.N. Secretary General and the Prevention of International Conflict*.Greenwood Press.

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

Paul,F.D (Ed.).(2001). *The Politics of Global Governance: International Organizations in an Interdependent World*. 2nd ed. Lynne Rienner Publishers.

Gareth, 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.

Barbara,K., Lipson,C&Snidal,D.(2001).The rational design of international institutions. *International Organization*. 55 (4),761-799.

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

