<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Dr. Mukhtar Ahmed</td>
<td>Chairman, HEC</td>
</tr>
<tr>
<td>Prof. Dr. Arshad Ali</td>
<td>Executive Director, HEC</td>
</tr>
<tr>
<td>Mr. Muhammad Raza Chohan</td>
<td>Director General (Academics)</td>
</tr>
<tr>
<td>Dr. Muhammad Idrees</td>
<td>Director (Curriculum)</td>
</tr>
<tr>
<td>Mr. Hidayatullah Kasi</td>
<td>Deputy Director (Curriculum)</td>
</tr>
<tr>
<td>Mr. Rabeel Bhatti</td>
<td>Assistant Director (Curriculum)</td>
</tr>
<tr>
<td>Mr. Muhammad Faisal Khan</td>
<td>Assistant Director (Curriculum)</td>
</tr>
</tbody>
</table>
## CONTENTS

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Composed by: Mr. Zulfiqar Ali, HEC, Islamabad
The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic program are required to undergo to achieve some specific objectives. It includes scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

University Grants Commission (UGC) was designated as the competent authority to develop, review and revise curricula beyond Class-XII vide Section 3, Sub-Section 2 (ii), Act of Parliament No. X of 1976 titled “Supervision of Curricula and Textbooks and Maintenance of Standard of Education”. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission (HEC) under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula regularly through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

In order to impart quality education which is at par with indigenous needs and international standards, HEC NCRCs have developed unified framework/templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering.

It is hoped that this curriculum document, prepared by the respective NCRC’s, would serve the purpose of meeting our national, social and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx

(Muhammad Raza Chohan)
Director General (Academics)
CURRICULUM DEVELOPMENT

STAGE-I

CURRI. UNDER CONSIDERATION

COLLECTION OF EXP NOMINATION UNI, R&D, INDUSTRY & COUNCILS

CONS. OF NCRC.

PREP. OF DRAFT BY NCRC

STAGE-II

CURRI. IN DRAFT STAGE

APPRAISAL OF 1ST DRAFT BY EXP

FINALIZATION OF DRAFT BY NCRC

PRINTING OF CURRI.

STAGE-III

FINAL STAGE

PREP. OF FINAL CURRI.

PRINTING OF CURRI.

IMPLE. OF CURRI.

STAGE-IV

FOLLOW UP

QUESTIONNAIRE

COMMENTS

REVIEW

ORIENTATION COURSES BY LI, HEC

BACK TO STAGE-I

Abbreviations Used:
NCRC. National Curriculum Revision Committee
VCC. Vice Chancellor’s Committee
EXP. Experts
COL. Colleges
UNI. Universities
PREP. Preparation
REC. Recommendations
LI Learning Innovation
R&D Research & Development Organization
HEC Higher Education Commission
CONS Constitution
CURRICULUM DEVELOPMENT CYCLE

1. Nominations from all Stakeholders
2. Selection of Relevant Members
3. Formulation of NCRC
4. Preliminary Meeting/Preparation of Draft
5. Circulation of Draft for feedback (Local/Foreign)
6. Convening of Final NCRC
7. Dissemination (Website/Hard copies)
8. Composing/Printing

Curriculum Development Cycle

STEP 1
STEP 2
STEP 3
STEP 4
STEP 5
STEP 6
STEP 7
STEP 8
Minutes of the final meeting:-

The final meeting of National Curriculum Revision Committee (NCRC) in the discipline of International Relations for BS, MS and PhD Degree programmes was held from February 19-21, 2018 (03 days) at HEC, Regional Center, Karachi. The purpose of the meeting was to finalize the draft curriculum prepared in its preliminary meeting held from November 06-08, 2017 at the Higher Education Commission, Regional Centre, Karachi. Experts from academia, research and development organizations participated in the meeting. Mr. Rabeel Bhatti (Assistant Director, Curriculum, HEC, Pakistan) coordinated the NCRC meeting. The list of the participants is as below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Designation</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prof. Dr. Ishtiaq Ahmad Choudhry</td>
<td>Convener</td>
<td>Department of International Relations, Lahore Garrison University, DHA Phase 6, Lahore.</td>
</tr>
<tr>
<td>2.</td>
<td>Dr. Tauqeer Hussain Sargana</td>
<td>Secretary</td>
<td>Assistant Professor, Department of Politics &amp; International Relations, International Islamic University, Islamabad.</td>
</tr>
<tr>
<td>3.</td>
<td>Prof. Dr. Adnan Sarwar Khan</td>
<td>Member</td>
<td>Professor &amp; HoD, Department of International Relations, National University of Modern Language, Islamabad.</td>
</tr>
<tr>
<td>4.</td>
<td>Dr. Ijaz Shafi Gilani</td>
<td></td>
<td>Chairman, Gallup Pakistan, Islamabad.</td>
</tr>
<tr>
<td>5.</td>
<td>Prof. Dr. Mughess Ahmad</td>
<td>Member</td>
<td>Professor / Dean and Chairman, Faculty of Arts and Social Sciences, Department of Political Science &amp; International Relations, Government College University, Faisalabad.</td>
</tr>
<tr>
<td>6.</td>
<td>Prof. Dr. Nasreen Ghufran</td>
<td>Member</td>
<td>Professor &amp; Ex-Chairperson, Department of International Relations, University of Peshawar, Peshawar.</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Position and Department</td>
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<tr>
<td>7.</td>
<td>Prof. Dr. Amir Ahmed Khuhro</td>
<td>Director Institute of International Relations, Shah Abdul Latif University, Khairpur.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Dr. Musarrat Jabeen</td>
<td>Associate Professor, Department of International Relations &amp; Political Science, University of Lahore, Sargodha Campus, Sargodha.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Dr. Adam Saud</td>
<td>Assistant Professor and In-charge, International Relations Cluster, Faculty of Humanities &amp; Social Sciences, Bahria University, Islamabad.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dr. Tasawar Hussain</td>
<td>Assistant Professor, Department of International Relations Iqra University, Islamabad.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Dr. Tasawar Baig</td>
<td>Assistant Professor / HoD, Department of International Relations, Karakoram International University, Gilgit.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mr. Abdul Wadood</td>
<td>Assistant Professor / In-charge, Department of International Relations, Balochistan University of Information Technology, Engineering and Management Sciences (BUITEMS), Quetta.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Dr. Shakeel Ahmad</td>
<td>Assistant Professor, Department of International Relations, Bahuddin Zakria University, Multan</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Dr. Imran Sadano</td>
<td>Assistant Professor, Department of International Relations, University of Sindh, Jamshoro</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Dr. Afsah Qazi</td>
<td>Assistant Professor, Faculty of Contemporary Studies, Department of International Relations, National Defence University, Islamabad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
<td>Institution</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>Dr. Fida Muhammad Bazai</td>
<td>Lecturer</td>
<td>Department of International Relations, University of Balochistan, Quetta.</td>
</tr>
<tr>
<td>17</td>
<td>Ms. Rabia Mustafa</td>
<td>Coordinator / Lecturer</td>
<td>Department of International Relations, Women University of Azad Jammu &amp; Kashmir, Bagh.</td>
</tr>
<tr>
<td>18</td>
<td>Mr. Rabeel Bhatti</td>
<td>Assistant Director (Curriculum)</td>
<td>Higher Education Commission, Islamabad.</td>
</tr>
</tbody>
</table>

Overall, in the two meetings a total of twenty four members participated and contributed in the development of curriculum in International Relations. The following members attended the preliminary meeting only and could not attend the final meeting due to pre-occupation:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prof. Dr. Syed Wasim Uddin</td>
<td>Professor / Chairman</td>
<td>Department of International Relations, Federal Urdu University of Arts, Science &amp; Technology, Karachi.</td>
<td>Member</td>
</tr>
<tr>
<td>2</td>
<td>Prof. Dr. Amna Mahmood</td>
<td>Professor</td>
<td>Department of Politics &amp; IR, International Islamic University, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>3</td>
<td>Prof. Dr. Naghma Mangrio</td>
<td>Professor</td>
<td>Department of International Relations, University of Sindh, Jamshoro.</td>
<td>Member</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Muhammad Tariq Moj</td>
<td>Joint Secretary</td>
<td>Capital Administration &amp; Development Division / Education, Pak Secretariat, Islamabad</td>
<td>Member</td>
</tr>
<tr>
<td>5</td>
<td>Prof. Dr. Zulfiqar Ali Chughtai</td>
<td>Professor / HoD</td>
<td>Department of International Relations, Preston University, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>6</td>
<td>Dr. Zafar Nawaz Jaspal</td>
<td>Associate Professor</td>
<td>School of Politics &amp; International Relations, Quaid-i-Azam University, Islamabad.</td>
<td>Member</td>
</tr>
</tbody>
</table>
The meeting started with recitation from the Holy Quran after which Mr. Rabeel Bhatti, Assistant Director, Curriculum, Higher Education Commission (HEC), Islamabad welcomed the members on behalf of the Chairman, HEC. He briefed the members of the responsibilities of the Commission to review/revise the curriculum. He also informed the honourable members regarding the main purpose of revising the curriculum keeping in view the framework/scheme of studies for BS, MS and PhD in the discipline of International Relations so that the courses could be made compatible with the International Outcomes Based Education (OBE) standards and be in line with the recent research and development. It must be pointed out here that in the preliminary meeting held on November 06-08, 2017, Director Curriculum Dr. Muhammad Idrees right in the beginning explained in detail about the Bloom’s Taxonomy method for development of curriculum which he emphasized would be adopted for International Relations as well as other disciplines. His talk was followed by questions/answers session after which all the participants / members highly appreciated the way Dr. Muhammad Idrees gave his presentation and accordingly decided to adopt the Bloom’s Taxonomy (Annex-I) method for the development and preparation of the latest curriculum of International Relations.

Afterwards, there was a deliberate discussion among the committee members on the preliminary draft prepared in its last meeting held on November 06-08, 2017, at HEC Centre, Karachi. All those members who had already sent their inputs presented their drafts before the committee for further discussion. All queries and questions were, by and large, satisfactorily answered by the respective expert members of the Committee.

In the Technical Session-I, Prof. Dr. Ishtiaq Ahmed Choudhry (Convener), briefed the participants that key objective of final NCRC was to devise a curriculum that provided a unified framework (guidelines) to institutions offering degrees under the title of International Relations. An Objective was also to match the global improvements in academic discipline of International Relations.

The members focused on nomenclature of the degree programme, rationale and scope of International Relations, titles of different courses offered during 4-year BS programmes, credit hours, learning outcomes, and assessment criteria of International Relations in different Universities / Degree Awarding Institutions (DAIs) of Pakistan. After detailed discussion and in depth analysis of framework/scheme of studies, Course Learning Outcomes (CLOs) and course contents, the curriculum was finalized for BS International Relations.

On the second day, courses developed for MS International Relations by individual members were presented by Dr. Tauqeer Hussain Sargana (Secretary) to the Committee. Each course was thoroughly discussed and course objectives, learning outcomes, contents and reference books were reviewed, revised and finalized. After deliberation, the draft curriculum of the
MS International Relations was finalized. In the end of Technical Session – II, Dr. Ijaz Shafi Gilani, especially presented the table of spirit and structure of BS curriculum/courses by emphasizing that the teaching faculty should be oriented to look at the total picture of the programme in addition to the specific course that they teach (Annex-II).

On the third and final day, the convener briefed the members about progress made in the last two days. Prof. Dr. Ishtiaq Ahmad Choudhry (Convener) emphasized that the taught courses of MS and PhD must be focused on conceptual and philosophical aspects as both the degree programmes are related with the philosophy of the subject. Moreover, he suggested that the “case studies” in these courses should be avoided to the maximum possible extent because this term is specifically used for the MS and PhD thesis’ titles. The admission criteria and courses of MS and PhD programmes of International Relations were reviewed by the committee with the revision of courses. Furthermore, it was decided that the universities/DAIs may offer the courses keeping in view their expertise and resources with HEC guidelines in consideration.

In the end, Mr. Rabeel Bhatti thanked the Convener, Secretary and all members of the Committee for sparing their time and for their contribution to prepare / revise the draft of the curriculum. He further stated that their efforts will go a long way in developing workable, useful and practically oriented comprehensive degree programme in International Relations. The Convener of the NCRC also thanked the members for their valuable inputs in revising/updating the curriculum to make it more practical, competitive, efficient and realistic. The committee highly appreciated the efforts made by the officials of HEC Regional Centre, Karachi under its Director, Mr. Javed Memon for making all out arrangements to facilitate the committees’ stay at Karachi. The meeting ended with the vote of thanks to HEC and Mr. Rabeel Bhatti and his team from HEC for providing this academic and professional opportunity for national cause.

The meeting ended with vote of thanks to and from the Chair.
RECOMMENDATIONS

The Committee after thoroughly discussing the matters pertaining to the subject / discipline of International Relations submitted the following recommendations:

1. The HEC must ensure that all the Universities/DAIs’ essentially follow the prepared curriculum in its true spirit (after discussing in the Board of Studies), particularly related to its layout and basic structure as well as course requirements as per credit hours. The respective Board of Studies of the universities/DAIs may be asked to hold their meetings at the earliest for its consideration and the commencement of the process.

2. It was observed that certain subjects were the offshoots of the discipline of International Relations and offer specialization in its different aspects. These included Defence & Strategic Studies, Defence and Diplomatic Studies, Strategic & Nuclear Studies, Peace & Conflict Studies etc. The HEC was thus requested to declare their equivalence to the discipline of International Relations for all recruitment and other practical purposes. Furthermore, these subjects should also be given representation in the Curriculum Development Committee of International Relations, the Committee recommended.

3. Moreover, it was noted that the HEC’s recruitment policy emphasizes the Universities/DAIs to recruit the teaching faculty on the basis of the terminal degree which is PhD or MS/MPhil. In this regard, it was noted that this policy needs to be revised as most of the Universities/DAIs ignore the basic BS/MS degrees of the candidate, which may be History, Sociology, Journalism, Economics etc., and select such a candidate for teaching International Relations on the basis of just PhD. Such a person having not MS or BS in International Relations can hardly teach this subject properly, even though just fulfilling the requirement of the terminal degree which may be PhD. Therefore, the HEC was requested to review this policy and make the basic degree (BS/MS) in the relevant subject compulsory along with the terminal degree.

4. The research component in the given curriculum should be made compulsory. It is observed that certain Universities/DAIs allow their students to replace the thesis with the equivalent taught courses at MS/MPhil level. The Committee recommended that thesis should be made compulsory in MS/MPhil by HEC. For admission of a PhD scholar, thesis in Master or MPhil should be made compulsory in all disciplines.
5. Also, the research should be encouraged and facilitated by the Universities/DAIs. In this connection it was observed and recommended that most of the universities do not give any weightage to research supervision while calculating the total workload of a teacher. This needs to be clarified by the HEC that the supervision of research at any level (BS, MS, PhD) must be considered as normal workload equivalent to certain credit hours of taught. It was requested that a notification to this effect may be issued by the HEC to all the Universities/DAIs, it was requested.

6. In addition, it was suggested that the HEC/VCs and HoDs of IR Department of all the Universities/DAIs should ensure firstly their own participation in future or the senior Professors and Associate Professors be nominated for the NCRC and their participation must be made mandatory.

7. HEC is requested to please ensure the revision of the curriculum of the discipline after three years’ time.
CURRICULUM FOR MS/M.PHIL

SCHEME OF STUDIES

MS/MPhil 2-3 YEARS PROGRAM
(30 CREDIT HOURS)

Following is the scheme of studies for 2 – Years MS/MPhil in International Relations of 30 credit hours including 6 credit hours of thesis, which is compulsory.

List of Core Courses:

It is suggested that the core courses should be of 3 credit hours and also all the optional courses of 3 credit hours. However, the academic bodies of the universities are autonomous to determine the weightage of each course.

1. International Relations: Advanced Theory and Practice (3 Credit Hours)
2. Advanced Research Methodology (3 Credit Hours)
3. Traditional and Non-traditional Security Paradigms (3 Credit Hours)

List of Optional Courses:

Following is an optional list of courses to be offered by the universities concerned. The course teacher(s) would provide the course contents and the core/recommended books at the time of the offering of a course. The academic bodies of the respective universities are free to add other titles as well in the given list of optional courses.

1. Global Political Economy
2. Politics of South Asia
3. Ethnic Conflict in Global Perspective
4. Politics of Middle East
5. International Law and Use of Force
6. Contemporary Trends in International Law
7. Comparative Analyses of Foreign Policy of Major Powers (any two)
8. Foreign Policy Analysis
9. Role of International Financial Institutions in International Relations
10. An Analysis of Pakistan’s Foreign Policy
11. Politics and Security of Asia-Pacific Region
12. National Security Issues in Contemporary Pakistan
13. Contemporary Environmental Issues
14. Major Issues of Muslim World
15. Conflict and Cooperation in South Asia
16. Peace Building in Post-conflict Societies
17. International Organizations
18. Power Sharing in Multiethnic States
19. International Security, Arms Control, and Nuclear Non-Proliferation
20. Chemical, Biological, Nuclear, and Radiological Terrorism
22. Kinetic and Non-Kinetic Warfare
23. Central Asian and Caucasus Regions
24. Politics of Human Rights
25. Contemporary Political Theories
<table>
<thead>
<tr>
<th>Semester</th>
<th>Name of Subject</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>First</td>
<td>International Relations: Advanced Theory and Practice</td>
<td>3</td>
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<tr>
<td></td>
<td>Advanced Research Methodology</td>
<td>3</td>
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<tr>
<td></td>
<td>Traditional and Non-traditional Security Paradigms</td>
<td>3</td>
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<td>OPTIONAL-I</td>
<td>3</td>
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<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>Second</td>
<td>OPTIONAL-II</td>
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<td>OPTIONAL-III</td>
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<td>OPTIONAL-IV</td>
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<td>OPTIONAL-V</td>
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<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Third and Fourth</td>
<td>Thesis/Dissertation</td>
<td>6</td>
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</table>
Courses mentioned in the MS Scheme of Study have been developed on the Blooms Taxonomy, which includes (i) cognitive domain, (ii) psychomotor domain, and (iii) affective domain. Each course has been upgraded on the above three professional development core knowledge competencies vested in the Bloom’s Taxonomy. Therefore, new outlines will follow a standard pattern such as course objectives, course learning outcomes, course contents, teaching methodology, assessment, and the list of reference books. The Scheme of Study of the 2-Years MS Program spreads over to 04 semesters and includes the following courses:

<table>
<thead>
<tr>
<th>Semester– I</th>
<th>International Relations: Advanced Theories and Practice</th>
<th>03 Cr. Hrs.</th>
</tr>
</thead>
</table>

**Course Objectives:**
The course aims:
- To introduce the major theoretical and conceptual paradigms of International Relations.
- To explore the theoretical propositions required to analyze the discipline of International Relations with a critical introduction to key theories.
- To develop the conceptual frameworks and theories to facilitate the understanding and explanation of the philosophy of the subject.

**Course Learning Outcomes:**
Upon successful completion of the course, the scholars will be able to:
- Comprehend conceptual models and phenomena of the subject
- Evaluate, compare, and operationalize the theories of the subject
- Construct the theoretical framework to understand the practical aspects of the research undertaken

**Course Contents:**
1. Philosophy and Evolution of Political Theory, Ideas and Concepts
2. Levels of Analysis
3. Ism(s) as an instrument in International Relations
4. Realism: Its precursors and off-shoots
5. Classical Realism
6. Neo-realism
7. Neo-classical realism
8. Liberalism: Its precursors and off-shoots
9. Liberalism
10. Neo-liberalism
11. Marxism and Leninism
12. Constructivism
13. Feminism
14. Critical Theory (Frankfurt School)
15. Green Theory
16. English School of Thought

**Teaching Methodology:**
- Lecturing
- Written Assignments
- Guest Speaker

**Assessment:**
**Sessional (35%)**
- Quizzes (15%)
- Presentation (10%)
- Assignments/ Report Writing (10%)

**Mid Term (25%)**
- Written (Long Questions, Short Questions, MCQs)

**Final Term (40%)**
- Written (Long Questions, Short Questions, MCQs)

**Recommended Books:**
Course Objectives:
The course aims:
- To understand the philosophical debates of advance political analysis
- To develop an understanding of various research designs and techniques
- To provide students with the tools and skills required to evaluate published literature
- To generate an awareness for the ethical dimensions of research

Course Learning Outcomes
Upon successful completion of the course, the scholars will be able to:
- Understand the role of research in advancing knowledge and policy development
- Design a context-applicable research project including construction of hypotheses or research questions, appropriate sampling, data collection and analysis
- Analyze and present complex data or situations clearly
- Use different software for conducting and interpreting research

Course Contents
1. Philosophical Foundation: Epistemology and Ontology
2. Sources of Knowledge
   - Rationalism
   - Empiricism
   - Reflectivism
3. Theory Building
4. Research Problem/ Questions
5. Literature Review
6. Concept, Variables, Hypothesis and Theory Construction
7. Classification of Research
8. Research Design
9. Proposal Writing
10. Research Methods
    - Qualitative
    - Quantitative
    - Mix Method
11. Tools for Data Collection
    - Sampling
    - Case Study
    - Observation and Content Analysis
    - Survey and Use of Various Softwares
    - Focused Group Discussion
12. Research Ethics

Teaching Methodology:
- Lecturing
- Written Assignments
- Guest Speaker
- Field Visits

Assessment:
Sessional (35%)
- Quizzes (15%)
- Presentation (10%)
- Assignments/ Report Writing (10%)

Mid Term (25%)
- Written (Long Questions, Short Questions, MCQs)

Final Term (40%)
- Written (Long Questions, Short Questions, MCQs)

Recommended Books:

<table>
<thead>
<tr>
<th>Semester- I</th>
<th>Traditional and Non-traditional Security Paradigms</th>
<th>03 Cr. Hrs.</th>
</tr>
</thead>
</table>

Course Objectives:
The course aims:
- To offer a detailed review of traditional and non-traditional security paradigms.
- To provide debates over the concept of security, causes of war, strategies, methods and practices
- To examine the various non-traditional security issues.
Course Learning Outcomes:
Upon successful completion of the course, the scholars will be able to:

- Understand key concepts, theories, and explanations of international security.
- Demonstrate a comprehension of the idea of security and its relevance for policy.
- Highlight the challenges to international and national security.

Course Contents:
1. Conceptualizing Security and Perception of Threat
2. Traditional Security: Paradigm of State Security
3. Traditional Security Strategies
   a. Power Distributions
   b. Power Transitions
   c. War
   d. Deterrence
   e. Arms Control and Disarmament
   f. Anarchy/ Stability
4. Non-Traditional Security Paradigm
   a. Constructive security
   b. Human security
   c. Copenhagen School
   d. Post-Structural Security
   e. Feminist Security
   f. Critical Security
   g. Post-Colonial Security
   h. Peace Education
   i. Securitization
5. Non-Traditional Security Challenges/ Issues
   a. Terrorism
   b. Environmental degradation/ Climate Change
   c. Water Security
   d. Energy Security
   e. Financial crises/ economic security
   f. Health
   g. Illegal Immigration
   h. Transnational Crimes

Teaching Methodology:
- Lecturing
- Written Assignments
- Guest Speaker
- Field Visits
Assessment:

Sessional (35%)
- Quizzes (15%)
- Presentation (10%)
- Assignments/ Report Writing (10%)

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- Written (Long Questions, Short Questions, MCQs)

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Recommended Books: