

## The Geopolitical Strategy of AI Literacy: Preparing the Future Workforce for "Cognitive Warfare"

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### Abstract

The transition of global conflict from kinetic domains to the "Cognitive Domain" marks the most significant shift in statecraft since the advent of nuclear deterrence. Cognitive Warfare (CW)—defined as the weaponization of the human mind through algorithmic manipulation, synthetic media, and information operations—seeks to erode the "Epistemological Security" of adversary nations. This paper posits that AI literacy is no longer a peripheral educational goal but a core component of National Power. By analysing India's National Education Policy (NEP) 2020 through a strategic lens, this research argues for a "Defence-Ready" civilian population. It explores the nexus between AI-driven STEM skills and cognitive resilience, proposing a governance framework that integrates educational leadership with national security imperatives. The paper concludes that a nation's ability to defend its "Cognitive Commons" is directly proportional to the AI literacy of its workforce.

**Keywords:** AI, India, NEP, Cognitive Warfare, Algorithmic Colonialism, National Security.

### 1. Introduction: The Epistemological Battlespace

In the contemporary global order, the traditional Westphalian concept of sovereignty—defined by physical borders and territorial integrity—is being challenged by the "Borderless Domain" of the digital mind. As Artificial Intelligence (AI) permeates every facet of human interaction, it has birthed a new form of asymmetric conflict: Cognitive Warfare. Unlike traditional psychological operations (PSYOPs), CW leverages Large Language Models (LLMs), Generative Adversarial Networks (GANs), and high-frequency recommendation algorithms to manipulate social cohesion, influence electoral outcomes, and degrade a population's capacity for critical thought. In this context, a technologically illiterate citizenry is not just an economic liability; it is a profound national security vulnerability.

This paper argues that the classroom is the new frontline. We propose that AI Literacy must be redefined as the "Strategic Ability to decode, analyse, and counter algorithmic influence." By leveraging the multidisciplinary framework of India's NEP 2020, the state can transform the civilian population from a passive target of CW into an active, "Defence-Ready" agent of national resilience.

### 2. Theoretical Framework: The Anatomy of Cognitive Warfare

To position AI literacy as a geopolitical imperative, it is necessary to first deconstruct the exact mechanisms of the threat it seeks to mitigate. Cognitive Warfare (CW) is not simply "propaganda on the internet"; it represents a structural evolution in how state and non-state actors project power. This section examines the anatomy of the algorithmic battlespace, detailing how artificial intelligence is deployed to exploit human psychology and degrade a nation's epistemological security.

#### 2.1 The Evolution from PSYOPs to Algorithmic Determinism

Traditional Psychological Operations (PSYOPs) relied on mass communication—radio broadcasts, leaflet drops, or state-sponsored television—to influence a target population. These methods were broadcast-oriented, static, and generalized. AI-enabled Cognitive Warfare, conversely, is hyper-personalized, dynamic, and autonomous.

The modern digital ecosystem—primarily social media and search engines—is governed by recommendation algorithms designed to maximize user engagement. These algorithms prioritize content that elicits high-arousal emotional responses, particularly outrage, fear, and tribalistic belonging. Adversaries weaponize this "attention economy" by injecting bespoke, highly inflammatory content into the system. The algorithm, acting as an unwitting accomplice,

amplifies this content, fundamentally shifting the battlespace from physical territory to what political scientists' term algorithmic determinism—where the architecture of the digital platform dictates the cognitive behaviour of the populace.

## 2.2 Weaponizing the Human OODA Loop

Military strategist John Boyd's "OODA Loop" (Observe, Orient, Decide, Act) provides a critical framework for understanding cognitive vulnerability. In traditional kinetic warfare, the goal is to operate inside the adversary's OODA loop, acting faster than they can respond. Cognitive warfare achieves this by corrupting the "Orient" phase of the civilian populace.

\* **Observation:** Citizens are flooded with a relentless stream of targeted data, overwhelming cognitive processing capacities.

\* **Orientation:** This is the most critical vulnerability. AI algorithms segment populations into isolated "echo chambers," systematically feeding them information that reinforces preexisting biases (confirmation bias). When a population cannot agree on a shared baseline of objective reality, their orientation to national issues becomes fragmented and hostile.

\* **Decision and Action:** Paralyzed by conflicting, hyper-realistic, yet fabricated information, the population's ability to make rational democratic decisions or unify during a national crisis is neutralized.

## 2.3 Vectors of Synthetic Destabilization

The deployment of Generative AI has drastically lowered the cost and increased the fidelity of cognitive attacks. The key vectors include:

\* **Large Language Models (LLMs) and Hyper-Scaled Propaganda:** Historically, creating convincing propaganda required human intelligence agents who understood the cultural nuances of the target nation. Today, adversarial states utilize autonomous LLM agents to generate millions of localized, contextually accurate social media posts, blog articles, and comments per minute. This creates a synthetic consensus, making marginal or extremist viewpoints appear as majority opinions.

\* **Deepfakes and "The Liar's Dividend":** Generative Adversarial Networks (GANs) allow for the creation of photorealistic synthetic media. While the direct impact of a deepfake (e.g., a fabricated video of a political leader declaring war) is severe, the secondary geopolitical effect is equally damaging: the "Liar's Dividend." As the public becomes aware that anything can be faked, adversaries can dismiss genuine, incriminating evidence as AI-generated, effectively destroying the concept of evidentiary truth.

\* **Micro-Targeted Neuro-Hacking:** By scraping vast amounts of commercial and social data, adversaries build psychographic profiles of civilian populations. AI is then used to target specific psychological vulnerabilities. For example, a foreign actor might identify a demographic historically prone to vaccine hesitancy and utilize AI-generated, hyper-specific messaging to exacerbate that distrust precisely during a public health crisis.

## 2.4 The Strategic Objective: Epistemic Attrition and Truth Decay

The ultimate objective of AI-driven cognitive warfare is rarely to convince the adversary's population of a specific alternative ideology. Instead, the goal is Epistemic Attrition—the systematic wearing down of a society's trust in institutions, journalism, science, and the electoral process.

By flooding the informational zone with synthetic noise, adversaries induce "Truth Decay." The civilian population, unable to discern fact from algorithmic fiction, retreats into apathy and cynicism. From a geopolitical standpoint, a deeply polarized, apathetic, and distrustful nation is incapable of mobilizing its resources, supporting decisive foreign policy, or maintaining internal economic stability. In this state of societal paralysis, the attacking nation achieves its strategic objectives without firing a single kinetic weapon.

Understanding these mechanics makes it unequivocally clear why an educational framework like NEP 2020 must be leveraged to create a cognitive shield. A citizenry oblivious to these

vectors is entirely defenceless; a populace trained to recognize and deconstruct them forms an impenetrable strategic deterrent.

### 3. AI Literacy as a Metric of National Power

Historically, the "Elements of National Power" (DIME: Diplomatic, Informational, Military, Economic) focused on state-controlled assets. In the AI era, we must add a fifth element: C (Cognitive). CW operates in the "Grey Zone"—the space between peace and open conflict. It is an expression of Noopolitik (the politics of ideas and knowledge). In this domain, the power of a nation is measured by its "Cognitive Depth"—the collective intelligence and discernment of its citizens.

#### 3.1 The Algorithmic Border

If a nation relies on foreign-developed AI models for its education, news, and social interaction, it has essentially outsourced its "Cognitive Border" to a foreign power. AI literacy involves understanding the Geopolitics of Code—recognizing that algorithms are never neutral; they carry the values, biases, and strategic intents of their creators.

#### 3.2 Technological Sovereignty

A "Defence-Ready" population must possess the skills to build, audit, and secure indigenous AI ecosystems. Without this, a nation faces "Data Colonialism," where its citizens' cognitive patterns are harvested to train models that may later be used against them.

### 4. Strategic Audit of NEP 2020: Architecture for Resilience

If cognitive warfare is the weaponization of the human mind, then the classroom must evolve from a passive site of knowledge transfer into an active proving ground for epistemic resilience. In cyber-security and military strategy, "Red-Teaming" is the practice of rigorously challenging plans, policies, systems, and assumptions by adopting an adversarial approach. Translating this concept into educational pedagogy is the central mechanism for building a "Defence-Ready" civilian population.

India's National Education Policy (NEP) 2020 provides the structural flexibility required to implement a national strategy for cognitive defence.

#### 4.1 The 5+3+3+4 Structure as a Defensive Tiering

The NEP's pedagogical restructuring allows for a "layered defence" approach to AI literacy:

- \* Foundational Stages: Cultivating "Pre-Digital Logic." Focus on critical thinking and basic pattern recognition to inoculate against early-stage digital manipulation.

- \* Middle Stage: The introduction of Computational Thinking. This is where students must learn the "Ethics of the Algorithm"—how machines make decisions and how those decisions affect human behaviour.

- \* Secondary Stage: Strategic thinking and "Red-Teaming." Students should be taught to deconstruct disinformation campaigns as part of their social studies and STEM curricula.

This section outlines a structured, four-year curriculum for the Secondary Stage (Grades 9-12) designed to institutionalize adversarial thinking and algorithmic literacy.

##### 4.1.1 Red-Teaming as a Pedagogical Imperative

Traditional media literacy programs are fundamentally reactive; they teach students to spot grammatical errors in phishing emails or cross-reference news sources. While necessary, this is insufficient against AI-driven, high-fidelity synthetic media.

Red-Teaming pedagogy is proactive. It requires students to understand how the weapon is built to understand how it inflicts damage. By teaching students to construct rudimentary disinformation campaigns, manipulate recommendation algorithms in sandbox environments, and generate synthetic media, educators demystify the technology. This "maker" approach to understanding cognitive threats transforms the psychological impact of a deepfake from ontological shock into manageable technical analysis.

##### 4.1.2 The 9-12 Cognitive Defence Curriculum Progression

To align with the NEP 2020 Secondary Stage, the integration of AI red-teaming must be

scaffolded, moving from foundational awareness to strategic application.

Grade 9: Foundations of Algorithmic Awareness and Data Sovereignty

The objective in Grade 9 is to break the illusion of algorithmic neutrality. Students must learn that the digital platforms they inhabit are engineered environments.

\* The Architecture of Attention: Curriculum focuses on the business models of social media. Students analyse how algorithms optimize for engagement through emotional triggering (e.g., outrage algorithms).

\* Data Exhaust and Profiling: Students conduct personal "data audits" to understand how their seemingly benign online actions (clicks, dwell time) are harvested to create psychographic profiles used for micro-targeting.

\* Exercise: Algorithm Deconstruction. Students are assigned different political or social "personas" and must train fresh, blank social media accounts to see how rapidly the algorithm pushes the persona toward extremist or polarized content.

Grade 10: The Mechanics of Synthetic Realism

As students mature, the focus shifts to the technical generation of information and the erosion of evidentiary truth.

\* Generative AI and GANs: Introduction to the mechanics of Generative Adversarial Networks. Students learn how AI models are trained on datasets to produce deepfakes, voice clones, and synthetic text.

\* The Liar's Dividend in Action: Case studies on how the mere existence of AI-generated media allows malicious actors to dismiss genuine, factual evidence as "fake."

\* Exercise: The Deepfake Sandbox. Using strictly controlled, localized, and ethical AI tools, students attempt to create synthetic audio or video. They then reverse-engineer the process to identify the digital artifacts and anomalies that reveal the media as synthetic.

Grade 11: Applied Red-Teaming and Information Operations

This grade marks the transition to formal adversarial thinking, blending computer science with civics, history, and psychology.

\* Anatomy of an Information Operation (IO): Students study historical and contemporary IOs (e.g., election interference, vaccine disinformation). They map the "Kill Chain" of a campaign: from narrative inception to bot-network amplification, to mainstream media penetration.

\* Prompt Injection and Model Vulnerabilities: Understanding that AI itself can be manipulated. Students learn how adversaries can "jailbreak" Large Language Models to bypass safety filters and generate malicious code or propaganda.

\* Exercise: Simulated Information Siege. In a closed, simulated social network environment, students are divided into "Red Teams" (attackers trying to spread a specific false narrative) and "Blue Teams" (defenders attempting to detect, flag, and counter the narrative using logic and fact checking).

Grade 12: Geopolitics of Code and Strategic Defence

In their final year, students synthesize their technical knowledge with grand strategy, preparing them to enter the workforce or higher education as cognitively resilient citizens.

\* AI Governance and National Security: Exploring the ethical, legal, and geopolitical implications of AI. Topics include data sovereignty, autonomous weapon systems, and the global race for AI supremacy.

\* Epistemic Vigilance: Training the mind to maintain objective reality under conditions of high information noise and uncertainty.

\* Exercise: Wargaming the Cognitive Domain. Students participate in a tabletop exercise (TTX) mirroring a national crisis (e.g., a natural disaster compounded by a coordinated foreign disinformation campaign). They must role-play as policymakers, tech CEOs, and journalists to navigate the crisis, demonstrating an understanding of how to protect the public's cognitive commons.

**4.2 Multidisciplinarity: The Strategic Edge**

The NEP's emphasis on breaking silos between "Arts" and "Sciences" is the cornerstone of cognitive defence. CW is a fusion of Computer Science and Behavioural Psychology. Therefore, an effective AI literacy program must teach:

- \* **Technical Logic:** Understanding how Neural Networks functions and understanding the probability models and datasets that underpin machine learning.
- \* **Psychological Vulnerability:** Studying how the brain's "Amygdala Hijack" is exploited by viral AI content and studying human cognitive biases (availability heuristic, confirmation bias) that make AI-driven micro-targeting so effective.
- \* **Historical Context:** How propaganda has evolved from print to pixels to algorithms.

By institutionalizing this Red-Teaming pedagogy, the education system produces graduates who do not merely consume information; they audit it. This epistemic vigilance is the ultimate deterrent against cognitive warfare.

**5. AI for Skill Development and Future Job Readiness**

Economic resilience is the bedrock of cognitive defence. A population that is economically displaced by AI is more susceptible to radicalization and external manipulation. While the preceding sections have focused on the external threats of cognitive warfare, a comprehensive geopolitical strategy must also address internal vulnerabilities. National security is inextricably linked to economic security. In the age of artificial intelligence, a workforce that is economically displaced by automation becomes a fertile ground for algorithmic radicalization. Therefore, leveraging NEP 2020 for AI skill development is not solely an economic imperative to boost GDP; it is a critical security measure to prevent "Internal Cognitive Unrest."

To understand the economic-security nexus, one must analyse the psychological impact of technological unemployment. As generative AI and automation disrupt traditional labour markets, populations facing sudden economic disenfranchisement experience high levels of societal alienation.

- \* **The Radicalization Funnel:** Idle, economically anxious populations are prime targets for adversaries conducting cognitive warfare. Recommendation algorithms inherently prey on anxiety and grievance. A disenfranchised worker is far more susceptible to micro-targeted disinformation campaigns that scapegoat democratic institutions or minority groups for their economic plight.
- \* **Internal Cognitive Unrest:** When economic displacement is widespread, the resulting cognitive manipulation can lead to severe domestic polarization, civil unrest, and the destabilization of the state from within. Thus, an AI-illiterate workforce is a ticking geopolitical time bomb. Ensuring "Future Job Readiness" is the primary mechanism to defuse this threat.

**5.1 The "Dual-Use" Workforce**

The skills required to thrive in the 21st-century commercial tech economy are practically identical to the skills required to defend the nation's digital and cognitive infrastructure. By aligning educational outcomes with these shared requirements, NEP 2020 can engineer a "Dual-Use Workforce."

- \* **Overlapping Competencies:** A machine learning engineer developing commercial recommendation systems possesses the exact understanding needed to audit adversarial algorithms. A data scientist analysing consumer trends for a corporation has the foundational skills required for cyber-threat intelligence and anomaly detection.
- \* **The Strategic Talent Pipeline:** By aggressively scaling AI literacy across the higher education sector, the state ensures a massive, agile talent pool. During times of geopolitical crisis or intense cognitive attack, this civilian workforce can be rapidly mobilized (conceptually, if not literally) to bolster national cybersecurity, fact-checking apparatuses, and digital infrastructure defence.

- \* **Strategic STEM:** Moving beyond rote coding to "Systemic Problem Solving."

\* AI-Human Augmentation: Preparing students to work with AI (Centaur Model) to enhance productivity, ensuring they are not replaced by it.

### **5.2 Micro-Credentials and Continuous "Cognitive Upgrading"**

The traditional model of front-loaded education (acquiring a degree in one's twenties to sustain a forty-year career) is fundamentally incompatible with the rapid evolution of artificial intelligence. The "half-life" of technical skills is shrinking dramatically; what is cutting-edge today may be obsolete in 36 months.

NEP 2020's structural reforms provide the agility needed to address this reality through continuous skill development:

\* Vocational Integration from the Middle Stage: By introducing vocational exposure and coding in Grades 6-8, NEP 2020 normalizes technical fluency long before students enter the job market. This early exposure demystifies technology, fostering an adaptable mindset rather than a rigid, task-specific skill set.

\* Incubation and Indigenous Innovation: The National Research Foundation (NRF) mandated by NEP 2020 must heavily subsidize university incubators focused on dual-use AI technologies. By fostering a domestic ecosystem of AI startups, the nation reduces its reliance on foreign platforms, thereby securing its economic supply chains and its epistemological borders simultaneously.

### **5.3 Epistemic Resilience as an Employability Metric**

Finally, the definition of "Job Readiness" must be expanded. Employers in the 21st century—whether in the private sector, civil service, or military—require more than just technical proficiency. They require professionals who exhibit "Epistemic Resilience."

In an environment saturated with synthetic media and automated reporting, employees must possess the critical faculties to discern verified data from AI-generated hallucinations or deliberate corporate/state espionage. Therefore, the strategic thinking and Red-Teaming skills developed in the secondary stage directly translate into premium employability traits. A worker who cannot be manipulated by false data is an invaluable asset to any enterprise, and by extension, to the economic stability of the state.

## **6. Educational Leadership, Governance, and the "Geopolitics of AI"**

The transformation of AI literacy into a strategic instrument of national defence cannot be achieved through pedagogical shifts alone. It requires a fundamental restructuring of educational governance. If the minds of the citizenry are the new battlespace, then the digital infrastructure that educates them—specifically EdTech platforms and AI-driven learning tools—must be classified and protected as critical national infrastructure. This section explores the governance models, data sovereignty imperatives, and cross-sector partnerships necessary to defend the "Cognitive Commons" under the purview of NEP 2020.

### **6.1 The Geopolitics of Code and Algorithmic Hegemony**

A core tenet of cognitive defence is the recognition that algorithms are not neutral mathematical constructs; they are expressions of the Geopolitics of Code. An AI model trained in Silicon Valley or Shenzhen inherently encodes the cultural biases, legal frameworks, and strategic intents of its origin.

When a nation relies predominantly on foreign-developed AI models for its educational infrastructure, it risks intellectual and cultural subversion—a modern iteration of "Data Colonialism."

\* Algorithmic Hegemony: If foreign algorithms curate the historical data, social science concepts, and news feeds utilized in domestic classrooms, the host nation effectively outsources its epistemological borders.

\* The Strategic Imperative: Educational leadership must prioritize the procurement and development of indigenous AI educational models (e.g., initiatives akin to "Bharat GPT" or culturally aligned LLMs). Governance frameworks must mandate algorithmic transparency,

ensuring that the "weights and biases" of educational AI are auditable by national regulatory bodies to prevent subtle ideological manipulation.

### **6.2 Data Sovereignty in the Classroom**

As NEP 2020 champions the integration of digital tools and personalized learning, the volume of data generated by students will grow exponentially. This "Data Exhaust"—comprising learning speeds, cognitive aptitudes, psychological profiles, and behavioural vulnerabilities—is highly sensitive intelligence.

In the context of cognitive warfare, an adversary possessing the psychometric data of a nation's youth holds the key to micro-targeting future generations. Therefore, EdTech regulation must be viewed through the lens of national security.

\* **Strict Data Localization:** Policy must dictate that all student data generated via educational platforms be stored locally on sovereign servers.

\* **Prohibition of Extractive EdTech:** Educational governance boards must ban the use of EdTech platforms that monetize student data through third-party data brokers. The cognitive profiling of students by foreign commercial or state entities must be treated as an act of espionage.

\* **Anonymization and Ephemeral Processing:** AI tools utilized in schools should operate on principles of data minimization, processing inputs ephemerally without building long-term, identifiable psychographic dossiers on individual students.

### **6.3 The Public-Private-Military Partnership (PPMP) Model**

The bureaucratic life cycle of curriculum development is historically sluggish, often taking years to update. Conversely, AI capabilities evolve on a scale of months. To prevent the cognitive defence curriculum from becoming instantly obsolete, traditional educational governance must be replaced by a dynamic, tripartite model: The Public-Private-Military Partnership (PPMP).

\* **Academia and the Ministry of Education (The Public):** Responsible for pedagogical design, teacher training, and integrating strategic concepts into the NEP 2020 framework. They ensure the curriculum remains age-appropriate and ethically grounded.

\* **The Tech Industry (The Private):** Domestic tech giants and AI startups must provide the actual "sandbox" environments, cloud infrastructure, and localized LLMs for students to practice "Red-Teaming." They offer real-time insights into commercial AI developments.

\* **National Security and Intelligence Agencies (The Military/Defence):** Entities such as the National Security Council or cyber command must act as intelligence conduits. They provide sanitized threat intelligence regarding emerging cognitive warfare tactics (e.g., new vectors of deepfake distribution or state-sponsored disinformation campaigns) directly to educational boards, ensuring the curriculum defends against current adversary capabilities, not past ones.

### **6.4 Empowering Educational Leadership for the AI Era**

The successful execution of this governance model hinges on the capacity of educational leaders—school principals, district officers, and university chancellors. Under NEP 2020, leadership must transition from administrative oversight to strategic technological management.

\* **Security Clearances and Threat Briefings:** Top-tier educational policymakers should receive periodic, classified briefings on the state of global cognitive warfare, bridging the historic divide between the education sector and the national security apparatus.

\* **Aggressive Capacity Building:** The NRF (National Research Foundation), envisioned in NEP 2020, must fund immediate, large-scale upskilling programs for educators. Teachers cannot facilitate "Red-Teaming" exercises or discussions on algorithmic bias if they themselves lack AI literacy. Intelligent Tutoring Systems (ITS) can be deployed to rapidly bring educators up to speed on the fundamentals of cognitive defence.

By establishing rigorous data sovereignty laws, recognizing the geopolitics of code, and

implementing a PPMP governance model, the state ensures that its educational system is not an exposed flank, but a fortified bastion of national resilience.

### **7. Conclusion: The Sovereign Mind as the Ultimate Deterrent**

The fundamental nature of geopolitical conflict has irrevocably altered. As the theatre of war expands from the physical domains of land, sea, and aerospace into the neuro-cognitive networks of the human mind, the traditional metrics of national power must be drastically recalibrated. In the era of "Cognitive Warfare," a nation's sovereignty is no longer guaranteed merely by the strength of its kinetic military assets, but by the "Epistemological Security" of its civilian population.

This paper has argued that Artificial Intelligence is the primary vector for modern asymmetric warfare. Through algorithmic micro-targeting, the hyper-scaled distribution of synthetic media, and the exploitation of human cognitive biases, adversaries seek to induce "Truth Decay" and societal paralysis. Consequently, an AI-illiterate populace represents an acute strategic vulnerability—an exposed flank in the digital battlespace. To counter this existential threat, a nation must transition its educational infrastructure from a passive system of knowledge transfer into an active apparatus for national defence. India's National Education Policy (NEP) 2020 provides the visionary blueprint required for this transformation. By leveraging its flexible 5+3+3+4 pedagogical structure and its emphasis on multidisciplinary inquiry, the state can architect a rigorous, multi-tiered shield of cognitive resilience. The integration of "Red-Teaming" and adversarial thinking into the Secondary Stage (Grades 9-12) empowers students to deconstruct disinformation campaigns, audit algorithms, and verify synthetic media. This shifts the national posture from reactive censorship to proactive cognitive immunity. Furthermore, as explored in the Economic-Security nexus, the rapid upskilling of a "Dual-Use" workforce not only secures the nation's position in the global digital economy but also neutralizes the internal vulnerabilities of algorithmic displacement and radicalization. However, this pedagogical shift cannot occur in a vacuum. It demands a robust governance framework—a Public-Private-Military Partnership (PPMP)—that treats EdTech and student data as critical national infrastructure. Strict data sovereignty, algorithmic transparency, and the indigenous development of foundational AI models are non-negotiable prerequisites for defending the "Cognitive Commons."

Ultimately, the geopolitical strategy of AI literacy is about forging the "Sovereign Mind." It is about cultivating a citizenry capable of navigating the complex, high-noise information environments of the 21st century with critical discernment and unwavering epistemic vigilance. The future of global hegemony will not be decided by the algorithms that govern our screens, but by the educated minds that govern those algorithms. A "Defence-Ready" civilian population is, therefore, the ultimate strategic deterrent, ensuring that the democratic values, economic vitality, and sovereign will of the nation remain inviolable in the age of artificial intelligence.

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