



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Defense and Strategic Studies (Sem. V & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Defense and Strategic Studies (Fifth and Sixth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

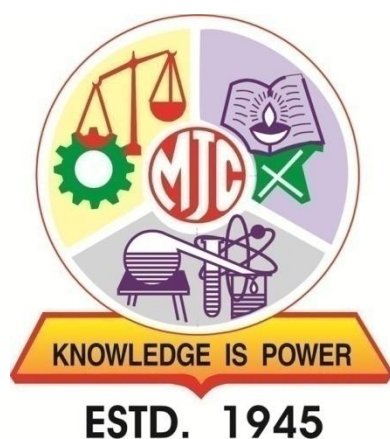
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
KavayitriBahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

T.Y.B.A. (Defence & Strategic Studies)
(Major [DSC], Minor, SEC, OE & CEP [FP])
B.A. Honours / Honours with Research

Under Choice Based Credit System (CBCS)
and
As per NEP-2020 Guidelines

[W.e.f. Academic Year: 2025-26]

Preface

Capable Human Resource is a prerequisite in Higher Education, and it is to be acquired thorough knowledge of theoretical concepts and hands-on laboratory methods of the subject. The Moolji Jaitha College (Autonomous) has adopted a Department-Specific Model as per the Guidelines of UGC, NEP-2020 and the Government of Maharashtra. The Board of Studies in Defence & Strategic Studies of the college has prepared the Syllabus for the First-year undergraduate of Defence & Strategic Studies. The syllabus cultivates theoretical and practical know-how of different fields of Defence & Strategic Studies. The contents of the syllabus have been prepared to accommodate the fundamental aspects of various disciplines of Defence & Strategic Studies and to build the foundation for various applied sectors of Defence & Strategic Studies.

Defence and Strategic Studies is a subject of Great importance in today's complex and interconnected World. It encompasses the study of Defence policies, Military strategy, National Security, and the Broader Geopolitical landscape. **National Security:** Understanding Defence and strategic concepts is vital for ensuring the Security and Protection of a Nation. It involves analyzing potential threats, developing effective Defence policies, and formulating Military strategies to deter aggression and safeguard the interests of the country. **Conflict Prevention and Management:** Defence and Strategic Studies help in identifying the root causes of conflicts and exploring ways to prevent or manage them effectively.

Military Planning and Operations: The subject provides insights into Military planning, Operations, and Decision-Making processes. It equips Military leaders and Policymakers with the knowledge and skills necessary to assess threats, develop appropriate responses, and conduct successful Military Campaigns while minimizing casualties and collateral damage. **Geopolitical Analysis:** Defence and Strategic Studies involve analyzing Geopolitical trends and understanding the dynamics of International Relations. This knowledge helps Policymakers and Strategists Comprehend the interests, Motivations, and actions of other States and Non-state actors, enabling them to make informed decisions on alliances, Security Partnerships, and resource allocation. **Technology and Innovation:** The subject also examines the impact of emerging technologies on Defence and security. It explores the role of artificial intelligence, Cyber warfare, Space capabilities, and other advanced technologies in Modern warfare, thereby informing Defence planners and policymakers about the potential risks and opportunities associated with these developments. **Diplomacy and Negotiation:** Defence and Strategic Studies contribute to the study of Diplomacy and Negotiation, which are crucial in resolving conflicts peacefully and achieving favorable outcomes for National interests. It provides insights into the strategies and tactics employed during Negotiations and the role of Military Power in shaping Diplomatic outcomes.

Military History and Lessons Learned: The subject delves into Military History, Analyzing past conflicts and their outcomes. By studying Historical examples, both successful and unsuccessful, scholars can draw lessons that inform current Defence policies, strategic thinking, and military Doctrines. **Defence Industry and Economic Implications:** Defence and Strategic Studies explore the connections between Defence policies, Military capabilities, and Economic considerations. It examines the Defence Industry, Defence budgets, Arms trade, and the impact of Defence spending on National Economies. This understanding is crucial for policymakers, as it helps in allocating resources effectively and fostering Economic development while maintaining a strong Defence posture.

In summary, Defence and Strategic Studies is of paramount importance as it equips individuals with the knowledge and skills needed to analyze and address Contemporary Security Challenges. It provides a comprehensive understanding of Defence policies, Military Strategy, and International Relations, helping to ensure National Security, Promote Peace, and effectively respond to evolving threats in the Global landscape.

The overall curriculum of three / four-year covers Strategic Thinking about Military Strategy and the Art of War. They will study concepts such as Grand Strategy, Operational Planning, Tactics, and the role of Leadership in Warfare. This knowledge enables students to think strategically and assess the effectiveness of different Military approaches. They develop a broader perspective on the complex factors that contribute to Armed Conflicts. Professional opportunities studying War can lead to various professional opportunities. Graduates may pursue careers in Academia, Research Institutions, Think Tanks, Government Agencies, Military Organizations, International Organizations, Journalism, and Advocacy Groups focusing on War, Conflict Resolution, Security, and International Relations. The detailed syllabus of each paper is appended with a list of suggested readings.

**Bachelor of Arts (Faculty of Humanities):
Programme Outcomes (POs)**

PO1: Multidisciplinary Knowledge Acquisition: Develop foundational and advanced knowledge in diverse disciplines including languages, literature, history, political science, sociology, psychology, philosophy, and economics, fostering holistic and integrative thinking.

PO2: Critical Thinking and Problem Solving: Cultivate the ability to critically analyse texts, discourses, cultural narratives, and social phenomena using interdisciplinary approaches to address real-world issues and challenges.

PO3: Effective Communication Skills: Demonstrate proficiency in written, oral, and digital communication in English and other Indian languages, with sensitivity to context, audience, and purpose, enabling participation in academic, professional, and societal conversations.

PO4: Cultural and Aesthetic Sensitivity: Appreciate the richness of Indian and world literatures, languages, arts, and cultures, fostering a sense of identity, diversity, and aesthetic sensibility.

PO5: Ethical and Social Responsibility: Apply humanistic and social science knowledge to promote ethical reasoning, empathy, inclusivity, and a commitment to democratic values, social justice, and environmental sustainability.

PO6: Research and Inquiry Skills: Develop abilities to formulate research questions, engage with qualitative and quantitative methods, and critically evaluate information sources in languages and social sciences.

PO7: Digital and Media Literacy: Effectively use digital tools and media platforms for information gathering, content creation, academic collaboration, and responsible engagement with the digital public sphere.

PO8: Lifelong Learning and Employability: Acquire transferable skills such as teamwork, leadership, time management, and adaptability, enhancing readiness for careers in education, media, translation, public service, civil society, and further academic pursuits.

PO9: Indian Knowledge Systems and Global Perspectives: Engage with Indian knowledge traditions alongside global theoretical frameworks, enabling a comparative and context-sensitive understanding of knowledge systems.

PO10: Constitutional and Human Values: Demonstrate awareness of constitutional values, gender equity, human rights, and civic duties, contributing meaningfully to nation-building and global citizenship.

Credit distribution structure for Three/ Four year Honors/ Honors with Research Degree Programme with Multiple Entry and Exit

Sem- Semester, **DSC-** Department Specific Course, **DSE-** Department Specific Elective, **T-** Theory, **P-** Practical, **CC-** Co-curricular **RM-** Research Methodology, **OJT-** On Job Training, **FP-** Field Project, **Int-** Internship, **RP-** Research Project,

Program Specific Outcome PSO (B.A. Defence& Strategic Studies):

After completion of this course, students are expected to learn/understand the:

PSO No.	PSO
1	Students develop empathy and a Humanitarian perspective by examining the experiences of individuals affected by War, including Soldiers, Civilians, Refugees, and Humanitarian Workers.
2	They develop a Broader perspective on the complex factors that contribute to Armed Conflicts.
3	The study of War fosters Global awareness by examining conflicts beyond one's own Country.
4	Students will enhance their research skills through the study of War.
5	The study of war encompasses various aspects, including its Historical, Social, Political, and Strategic dimensions.
6	They develop the ability to examine complex Military and Strategic issues from multiple perspectives.

Credit distribution structure for Three/ Four year Honors/ Honors with Research Degree Programme with Multiple Entry and Exit

Credit distribution structure for Three Year four year Honors Honors with Research Degree Programme with Multiple Entry and Exit										
Level 1	Sem	Major (Core) Subjects		Minor Subjects (MIN)	GE/ OE	VSC, SEC (VESC)	AEC, VEC, IKS	CC, FP, CEP, OJT/Int, RP	Cumulative Credits/Sem	Degree/ Cumulative Cr.
		Mandatory (DSC)	Elective (DSE)							
4.5	I	DSC (4T) DSC(2T)	—	Minor (4T)	GE- (2T)	SEC-(2T) SEC-(1P)	AEC-1 (2T) (ENG) VEC-1 (2T) (ES) IKS (1T)	CC-1 (2T)	22	UG Certificate 44
	II	DSC(4T) DSC(2T)	...	MIN(4T)	GE- (2T)	SEC-(2T) SEC-(1P)	AEC-2 (2T) (ENG) VEC-2 (2T) (CI) IKS (1T)	CC-2 (2T)	22	
	Cum. Cr	12	...	8	4	6	4+4+2	4	44	
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.										
5.0	III	DSC(4T) DSC(4T)	...	MIN (4T)	GE-(4T)		AEC-(2T) (MIL)	CC- (2T) FP (2T)	22	UG Diploma 44
	IV	DSC(4T) DSC(4T)	...	MIN(4T)	GE-(4T)		AEC-(2T) (MIL)	CC- (2T) FP (2T)	22	
	Cum. Cr	16	...	08	08	--	2+2=4	4+4=8	44	

Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.										
5.5	V	DSC(2T) DSC(4T) DSC(4T)	DSE- A(2T) DSE-B(2T)	MIN-(2T)	...	VSC- (4T)	...	OJT/Int(2)	22	UG Degree 44
	VI	DSC (2T) DSC (4T) DSC (4T)	DSE-A(2T) DSE-B(2T)	MIN-(2T)	—	VSC-(4T)	...	OJT/Int(2)	22	
	Cum. Cr.	20	08	4	--	8	--	2+2=4	44	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										
6.0	VII	DSC(4T) DSC(4T) DSC(4T) DSC (2T)	DSE A(2T) DSE B(2T)	RM (2T)	—	...	...	OJT/Int (2)	22	UG Honors Degree 44
	VIII	DSC (4T) DSC(4T) DSC(4T) DSC (2T)	DSE A(2T) DSE B(2T)	RM (2T)	—	...	...	OJT/Int (2)	22	
	Cum. Cr.	28	08	4				4	44	
Four Year UG Honors Degree in Major and Minor with 176 credits										
6.0	VII	DSC-(4T) DSC-(4T) DSC- (2P)	DSE A(2T) DSE B(2T)	RM (2T)	...	...	...	RP (6)	22	UG Honors with Research Degree 44
	VIII	DSC-(4T) DSC-(4T) DSC- (2T)	DSE A(2T) DSE B(2T)	RM (2T)	...	...	...	RP (6)	22	
	Cum. Cr.	20	08	4	--	--	--	12	44	
Four Year UG Honours with Research Degree in Major and Minor with 176 credits										

Sem- Semester, **DSC-** Department Specific Course, **DSE-** Department Specific Elective, **T-** Theory, **P-** Practical, **CC-Co** curricular **RM-** Research Methodology, **OJT-** On Job Training, **FP-** Field Project, **Int-** Internship, **RP-** Research Project,

Multiple Entries and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

T. Y. B. A. Defence& Strategic Studies Course Structure 2025-26

Semester	Course Module	Credit	Hours/ week	TH/ PR	Code	Title
V	DSC	2	2	TH	DEF-DSC-351	India's Border Security
	DSC	4	4	TH	DEF-DSC-352	India and BRICS
	DSC	4	4	TH	DEF-DSC-353	India's Maritime Security – I
	DSE	4	4	TH	DEF-DSE-351 -A	External Security
	DSE			TH	DEF-DSE-351 -B	Internal Security
	VSC	4	4	TH	DEF-VSC-351	Banned Terrorist Organisation in India

	OJT	4	4	OJT/Int	DEF-OJT-351	On Job Training / Internship
		22	22			
VI	DSC	2	2	TH	DEF-DSC-361	Defence Production of India
	DSC	4	2	TH	DEF-DSC-362	India and G20
	DSC	4	2	TH	DEF-DSC-363	India's Maritime Security– II
	DSC	4	4	TH	DEF-DSC-364	Nuclear Warfare
	DSE	4	4	TH	DEF-DSE-361 -A	Defence Economics
	DSE	4	4	TH	DEF-DSE-361 -B	Insurgency issues in India
	VSC	4	4	TH	DEF-VSC-361	Area Study
		22	22			
DSC : Department-Specific Core course DSE : Department-Specific elective GE/OE : Generic/ Open elective SEC : Skill Enhancement Course MIN : Minor course AEC : Ability Enhancement Course VEC : Value Education Courses ENG : English ES : Environmental studies CI : Constitution of India IKS : Indian Knowledge System CC : Co-curricular course TH : Theory PR : Practical						

Exam Pattern

- Each theory and practical course will be of 50 marks comprising of 10 marks internal and 40 marks external examination.

External Theory Examination (40 marks)

- External examination will be of two hours duration for each theory course. There shall be 4 questions each carrying equal marks (10 marks each) while the tentative pattern of question papers shall be as follows;
- Q1 (A), Q2 (A) and Q3 (A), each will be of 6 marks (attempt any 2 out of 3 sub-questions).
- Q1 (B), Q2 (B) and Q3 (B), each will be of 4 marks (attempt any 1 out of 2 sub-questions).
- Q4 will be of 10 marks (attempt any 2 out of 3 sub-questions).

External Practical Examination (40 marks):

- Practical examination shall be conducted by the respective department at the end of the semester. Practical examination will be of minimum 3 hours duration and shall be conducted as per schedule. There shall be 05 marks for journal, 10 marks for *viva-voce*. Certified journal is compulsory to appear for practical examination.

Internal Theory/ Practical Examination (10 marks):

- Internal theory assessment of the student by respective teacher will be comprehensive and continuous, based on written test/ assignment. The written test may comprise of both objective and subjective type questions.
- Internal practical examination should be conducted by respective department as per schedule given. For internal practical examination student should perform at least one major and one minor experiment and should have completed journal.

TYBA SEMESTER-V

TYBA
SEMESTR-VI
DEF. DSC. 351 India's Border Security

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	- Students must know about India's Borders - Students must aware India's Border Security threats - Students should know the weakest border of India.	
Course outcomes	After successful completion of this course, students are expected to: - Students can identify the Indian borders. - Students can give the report on border security issues - Students can join armed forces, intelligence units	
Unit	Contents	Hours
Unit I	Introduction a) Read the Indian Map b) Geography of India c) Importance of borders d) Critical borders Transaction Methodology: Classroom Teaching	7
Unit II	India's Western and North border a) Radcliffe Line (Drawn in 1947 to demarcate India and Pakistan (Punjab and Bengal regions). Name after Sir Cyril Radcliffe. b) Line of Control (LoC) (Military control line between India and Pakistan in Jammu & Kashmir (post-1972). c) Sir Creek(Disputed) d) Line of Actual Control (LAC) e) India-Nepal Border f) India-Bhutan Border g) Durand Line(between Afghanistan and Pakistan) Transaction Methodology: Classroom Teaching	8
Unit III	Eastern Borders a) McMahon Line b) India-Bangladesh Border c) India-Myanmar Border d) Andaman & Nicobar Islands Transaction Methodology: Classroom Teaching	7
Unit IV	Challenges to Indian Borders a) Conflicts with China b) Conflict with Pakistan c) Illegal migration d) Smuggling e) Arms Supply f) Fake Currency g) Terrorism Transaction Methodology: Classroom Teaching, Documentary	8
Study Resources	https://www.mha.gov.in/en/banned-organisations https://www.satp.org/terrorist-groups/india - Carl Ungerer, David Martin Jones, Michael L. R. Smith, Paul Schulte, Handbook of Terrorism and Counter Terrorism Post 9/11, Edward Elgar	

	Publishing, 2019. 4) Subramanian Swamy, Terrorism in India A Strategy of Deterrence for India's National Security, Har-Anand Publications, 2007. 5) V.S. Subrahmanian, Aaron Mannes, AnimeshRoul, R.K. Raghavan, Indian Mujahideen Computational Analysis and Public Policy, Springer International Publishing, 2013. 6) https://www.idsa.in/?s=terrorist+organisation 7) https://nia.gov.in/banned-terrorist-organisations.htm	
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**TYBA
SEMESTR-V
DEF-DSC-352: India and BRICS**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	1) Students must acknowledge about new world order issues. 2) BRICS is today's leading organization 3) Understanding the role of India's economic and strategic power 4) Understanding the role of BRICS in world's peace and balance.	
Course outcomes	After successful completion of this course, students are expected to: 1) Students can analyze the role of BRICS as consultant. 2) Students can make a report for future trade purposes. 3) Student can indicate future strategic assets and locations towards India's National interest.	
Unit	Contents	Hours
Unit I	About BRICS Establishment a) BRICS History b) Objectives c) Economy d) Members e) Conferences Transaction Methodology: Classroom Teaching, Documentary	15
Unit II	BRICS and New Geopolitical Views a) India's role in BRICS b) Geopolitical shifting after BRICS establishment c) Effects on other organizations d) Asia-Pacific and BRICS e) Chinese Hold on BRICS f) New economic World Order and BRICS Transaction Methodology: Classroom Teaching, Documentary	15
Unit III	BRICS plus a) Strategic failure of SDG's agenda b) Currency option c) Changing trade directions d) Western dominance over Bretton Woods multilateral financial institutions e) Advance reform of major international financial institution Transaction Methodology: Classroom Teaching, Documentary	15
Unit IV	The Future of BRICS: Between Objectives and Challenges a) North-South Dialogue and BRICS b) Global South in the World Order c) West versus East d) Intra-BRICS trade relations e) Economic corridor issues Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Ana Garcia (Economist), Ana Garcia (économiste.), Patrick Bond, Brazil, Russia, India, China, South Africa An Anti-capitalist Critique, Haymarket Books, 2015. 2) Cedric de Coning, Liselotte Odgaard, Thomas Mandrup, The BRICS and Coexistence An Alternative Vision of World Order, Taylor & Francis, 15 September 2014. 3) https://infobrics.org/	

TYBA
SEMESTR-V
DEF-DSC-353: India's Maritime Security – I

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	1) Maritime security is one of the most buzzwords of international relations and National security. 2) Understand the Maritime security and its importance.	
Course outcomes	After successful completion of this course, students are expected to: 1) Students can analyze the maritime security. 2) Students can identify issues, threats, and the Importance of marine.	
Unit	Contents	Hours
Unit I	Maritime Concepts & Theories a) Topography b) K. M. Pannikar c) Maritime Laws d) EEZ, Minerals e) Territorial Water f) High Seas g) Maritime Domain Awareness Transaction Methodology: Classroom Teaching	15
Unit II	Order at Sea a) Governing the Sea b) Ecological Challenge c) Supremacy at Sea d) Regional choke points (Malacca Strait of Hormoz) e) Trade Issues f) Sagarmala Project Transaction Methodology: Classroom Teaching	15
Unit III	Challenges to India's Maritime Security a) Piracy b) Trafficking c) Environmental d) String of Pearls e) Island Security f) Ecology Transaction Methodology: Classroom Teaching	15
Unit IV	Recent Development at Indo-Pacific a) Strategic Alignments (QUAD) b) Naval Exercises (Malbar, Milan) c) USA Pivot to Asia (2005 to on words) d) India's Double Hooke Strategy Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Bimal N. Patel, Aruna Kumar Malik, William Nunes (edited.), Indian Ocean and Maritime Security: Competition, Cooperation and Threat, Rutledge. New York, 2017. 2) Rahul Roy Chaudhury, India's Maritime Security, IDSA and Knowledge World, New Delhi, 2000.	

	3) R.C. Sharma, PC Sinha, India's Ocean Policy, Kannan Publication. New Delhi, 1994). 4) Chris Rahman, Concepts of Maritime Security, Centre for Strategic Studies. Wellington, 2009.	
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**TYBA
SEMESTR-V
DEF-DSE-351 A): External Security**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	1) To understand the India's External Security Issues. 2) To create an awareness Security activities.	
Course outcomes	After successful completion of this course, students are expected to: 1) To provide capable youth for external security. 2) To find out lacunas in India's External Security.	
Unit	Contents	Hours
Unit I	Basic of external a) Concept of external security b) Importance of External Security c) Contain of externals Transaction Methodology: Classroom Teaching	15
Unit II	Issues of External Security a) Extremism from external borders b) Mafia c) Sea Pirates d) Small Arms Transaction Methodology: Classroom Teaching	15
Unit III	Challenges a) International Border Laws b) International Maritime laws c) UN and VETO Transaction Methodology: Classroom Teaching	15
Unit IV	Solutions a) Confidence Building Measures b) Regional Organisation Conference c) Multi issues treaties d) Diplomacy Dialogue e) Secret treaties f) Military Operations g) Joint Exercise h) Intelligence Bureau i) National Investigation Agency Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) V K Singh, India's External Intelligence: Secret of Research & Analysis Wing (RAW), Manas Publication, 2007 2) Arvind Gupta, How India Manages Its National Security 3) Shivendra Shahi, Amar Singh, Perspectives on India's National Security Challenges : External and Internal Dimensions, Pentagon Press, 2016 4) Gurmeet Kanwal, The New Arthashastra A Security Strategy for India, Harper Collins Publishers. 5) Satish Kumar, India's National Security: Annual Review 2015-16,	

	Raid and Tailor Publication. 6) S.K. Shah, India's External and Internal Security policy in 21st Century, Alpha Editions, 2018.	
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**TYBA
SEMESTR-V
DEF-DSE-351 B): Internal Security**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	1) To understand the India's External Security Issues. 2) To create an awareness Security activities.	
Course outcomes	After successful completion of this course, students are expected to: 1)To provide capable youth for paramilitary forces who aware about Internal Security. 2) To find out lacunas in India's Internal Security.	
Unit	Contents	Hours
Unit I	Importance of Security a) Concept of Security b) Scope and importance of Security c) Structure of National Security d) India's Geopolitics Transaction Methodology: Classroom Teaching	15
Unit II	India's Policy a) Ministry of Home Affairs Internal Security Policy b) Guidelines to Military and Para Military c) Human Rights Commission and Home Ministry d) UN and MHA of India Transaction Methodology: Classroom Teaching	15
Unit III	Internal Security Challenges a) Insurgents b) Maoist c) Human Trafficking d) Fake Currency e) Social Media issues f) Communal Riots g) Unemployment Transaction Methodology: Classroom Teaching	15
Unit IV	Actions a) Join Activity of Paramilitary Forces b) Cyber Commission c) NITI Aayog and MHA d) Intelligence Bureau e) National Investigation Agency Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1. Singh, Nagendra The theory of force and organisation of Defence in Indian Constitutional History 2. Longer, V.Red Coat to Olive green 3. Prasad, B.The Indian Armed Forces in World War II 4. Sen, S.N. Eighteen Fifty Seven 5. Chopra, M.K. India-The search for power 6. Dalvi, J.P. Himalayan Blunder	

	11. Kaul, B.M. The Untold Story 12 B. Raman Terrorism Yesterday, Today and Tomorrow 13. A Dharmadhikari, 14. Hello Buster 15. Ashok Kulkarni, Intelligence 16. Kavic, L.J. India's Quest for Security 21. Kaul, T.N. Diplomacy in Peace and War 23. Subrahmanyam, K. Indian Security Perspectives 24. Annual Report : Ministry of Home Affairs	
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TYBA
SEMESTR-V
DEF-VSC-351: Banned Terrorist Organization

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Students must learn Terrorist groups use unconventional warfare, propaganda, and guerrilla tactics. - Understanding groups like ISIS, Al-Qaeda, LTTE, or others provides insight into the geopolitical consequences of terrorism. - Students can know about terrorist networks is crucial for those fields—whether in predicting attacks, formulating foreign policy, or ensuring homeland security.	
Course outcomes	After successful completion of this course, students are expected to: - Students can acknowledge these groups recruit, radicalize, and fund themselves helps in building effective counterterrorism frameworks. - Studying these helps students analyze root causes and how state policies can address or inflame them. - Defence studies often lead into careers in intelligence, military, or policy-making.	
Unit	Contents	Hours
Unit I	Concept and Importance a) Meaning & Concept of Terrorism b) Strategic history of India's terrorism security threats c) Traditional Security & Non-Traditional Security and terrorism Transaction Methodology: Classroom Teaching	15
Unit II	Causes of banned terrorist Organization a) Law & order b) Peace and harmony c) Control the crimes d) Religious, Ethnic, Economic Balance e) Sustainable Development Transaction Methodology: Classroom Teaching	15
Unit III	Sorting of Banned Organisation a) Geography, Ideological and Religion based terrorist organization b) Sikh Organisation c) Muslim Organisation d) Communist Organisation e) Assam Organisation f) Tamilnadu base organization g) Nepali Organisations h) Banned by United Nations and India Transaction Methodology: Classroom Teaching	15
Unit IV	Solutions on terrorist organization a) Address the root cause b) Intelligence and Law enforcement c) Cut Off Financing d) Community Engagement & De-radicalization e) International Cooperation f) Stable governance & Conflict Resolution	15

	Transaction Methodology: Classroom Teaching, Documentary	
Study Resources	1) https://www.mha.gov.in/en/banned-organisations 2) https://www.satp.org/terrorist-groups/india 3) Carl Ungerer, David Martin Jones, Michael L. R. Smith, Paul Schulte, Handbook of Terrorism and Counter Terrorism Post 9/11, Edward Elgar Publishing, 2019. 4) Subramanian Swamy, Terrorism in India A Strategy of Deterrence for India's National Security, Har-Anand Publications, 2007. 5) V.S. Subrahmanian, Aaron Mannes, AnimeshRoul, R.K. Raghavan, Indian Mujahideen Computational Analysis and Public Policy, Springer International Publishing, 2013. 6) https://www.idsa.in/?s=terrorist+organisation 7) https://nia.gov.in/banned-terrorist-organisations.htm	

TYBA
SEMESTR-V
DEF-OJT-351: On Job Training/ Internship

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Students can understand about defence journalism - Students will know responsibility about media and national security	
Course outcomes	After successful completion of this course, students are expected to: - Students can do performed in Media - Students can write about national security related articles in national media.	
Unit	Contents	Hours
Unit I	An Introduction i) Introduction, History of Defence Journalism, ii) Civil & Defence Journalism iii) Essentials for Def Journalists iv) Contemporary Indian Journalism	15
Unit II	Defence Organization & Defence Terminology i) National Security ii) International Relations, iii) Ministry of Defence iv) Armed Forces & Central Arms Police Force, v) Terminology & Abbreviations, vi) Weapon System, vii) Def. Functions & programmes.	15
Unit III	Defence Reporting & Writing i) Types, nature, sources of news, ii) News, features and article writing, interviews iii) Human rights issues iv) Press & cyber law, official secret Act	15
Unit IV	Tools of Defence Journalism i) Defence Public Relations Officer, ii) Official Websites, iii) News & feature agencies iv) Defence Expert's views, v) Annual Reports, Think Tanks vi) Defence Events	15
Study Resources	1. Sangeeta Saxena, Defence Journalism in India, Manas Publications, New Dehi, 1997 2. Dr. Praveen Tiwari, The Great Indian Conspiracy, Bloomsbury, New delhi 3. Bill Kovach, Tom Rosenstie, The Elements of Journalism: What News people Should Know and the Public, Three Rivers Press 2014.	

T.Y. B.A.

Semester –VI

TYBA
SEMESTR-VI
DEF-DSC-361: Defence Production of India

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Students will aware about defence production products - Students will understand about privatization role in defence production. - Students must aware about current defence equipments needs and technology.	
Course outcomes	After successful completion of this course, students are expected to: - Students can perform as inventor in defence production. - Students can give the suggestions to armed forces.	
Unit	Contents	Hours
Unit I	Introduction of IDP i) Key developments in Arms producing Countries ii) Policies of Indian Government in 21 st Century iii) Changing demands by Armed Forces iv) Development and Defence Mechanism	15
Unit II	DPSU & OFB i) Organizations ii) Issues of Privatization in OFB iii) Current Scenario of Private Defence Production Industries iv) Role of OFB's in War & Peace	15
Unit III	Strategies through Mergers & Acquisitions in Defence Productions i) Takeover Defence Strategies ii) Merger & Acquisitions Policies iii) Defence Production Policies	15
Unit IV	Cyber Security as national security issues i) Securitization of Cyber space ii) Cyber disaster iii) Rise of Cyber security market iv) Cyber Security Provisions v) Types of cyber security measures	15
Study Resources	1) Laxman Kumar Behera, Indian Defence Industry An Agenda for Making in India, Pentagon Press, New Delhi, 2016. 2) ManMohan S. Sodhi, Rajiv Bhargava, Perspectives on India's Defence Offset Policy, SAGE Publications, New Delhi, 2015 3) Gautam Sen, The Purpose of India's Security Strategy Defence, Deterrence and Global Involvement, Taylor & Francis, USA, 2019 4) Richard A. Bitzinger, Stephanie G. Neuman, Çağlar Kurc (ed.), Defence Industries in the 21st Century A Comparative Analysis, Routledge, USA, 2020. 5) James M. Kaplan, Tucker Bailey, Derek O'Halloran, Alan Marcus, Chris Rezek (ed.), Beyond Cybersecurity Protecting Your Digital Business, Wiley, USA, 2015.	

TYBA
SEMESTR-VI
DEF-DSC-362: India and G20

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- Students can acknowledge about international organization importance. - Students can understand the role of India in major 20 countries	
Course outcomes	After successful completion of this course, students are expected to: - Students can perform in ministry of external affairs as consultant - Students can make a report	
Unit	Contents	Hours
Unit I	Introduction a) History of G20 b) Aim and Objectives c) Members d) Conference e) Supportive organization f) Strategic importance of G20	15
Unit II	India's role in International market a) International North South Transport Corridor b) India's Role in G20 c) India-Meddle East- Europe Trade Route	15
Unit III	Comparison with new geopolitics a) G20 Current status b) G20 Economy c) NATO and G20 d) SCO & G20 e) BRICS & G20	15
Unit IV	Issues and Challenges a) Environmental Issues b) Trade issues c) Health issues d) Sustainable development e) Energy issues f) Corruption	15
Study Resources	https://g20.org/ - Manjunatha J, India's Contribution to Global Governance, INTERDISCIPLINARY INSTITUTE OF HUMAN SECURITY & GOVERNANCE, 2024 - Global Policy, The Making of a Global Bharat, Global Policy, 19 February 2024 - Andrew F. Cooper, Ramesh Thakur, The Group of Twenty (G20), Taylor & Francis, 2012	

TYBA
SEMESTR-VI
DEF-DSC-363: India's Maritime Security– II

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	1) Maritime security is one of the most buzzwords of international relations and National security. 2) Understand the Maritime security and its importance.	
Course outcomes	After successful completion of this course, students are expected to: 1) Students can analyze the maritime security. 2) Students can identify issues, threats, and the Importance of marine.	
Unit	Contents	Unit
Unit I	Current Challenges to Indian Maritime a) Sea Pirates b) Accidents c) Maritime Law issues d) High Risk Area Transaction Methodology: Classroom Teaching	15
Unit II	India's Sagarmala Project a) Enhancing Port Infrastructure b) Boosting Trade & Exports c) Multimodal Connectivity d) Industrial and Economic Growth e) Employment Generation f) Environmental Benefits g) Strategic and Geopolitical Significance Transaction Methodology: Classroom Teaching	15
Unit III	Indo-Pacific issues a) QWAD's geopolitics b) India's Double Hook policy c) Over Fishing issues d) Trade routes issues Transaction Methodology: Classroom Teaching	15
Unit IV	Chines threat to Indian Ocean a) Arms Supply to Pakistan b) Spying Navigation to Indian Installations c) String of Pearls Strategy d) Chinese Naval Expansion e) Debt-Trap Diplomacy f) Intelligence and Surveillance Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	5) Bimal N. Patel, Aruna Kumar Malik, William Nunes (edited.), Indian Ocean and Maritime Security: Competition, Cooperation and Threat, Rutledge. New York, 2017. 6) Rahul Roy Chaudhury, India's Maritime Security, IDSA and Knowledge World, New Delhi, 2000. 7) R.C. Sharma, PC Sinha, India's Ocean Policy, Kannan Publication. New Delhi, 1994).	Study Resources

	8) Chris Rahman, Concepts of Maritime Security, Centre for Strategic Studies. Wellington, 2009.	
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**TYBA
SEMESTR-VI
DEF-DSC-364: Nuclear Warfare**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	1) To aware about Nuclear fusion process 2) Understand the radiation security and its importance.	
Course outcomes	After successful completion of this course, students are expected to: 1) Students can analyze the Nuclear Security issues and Challenges. 2) Students can identify threats, and the Importance of nuclear doctrine.	
Unit	Contents	Unit
Unit I	Introduction a) History of Nuclear b) Nuclear development in Second World War c) Hiroshima and Nagasaki Nuclear Bomb explosion. d) Nuclear race in Cold war Transaction Methodology: Classroom Teaching, Documentary	15
Unit II	Nuclear Warfare: Issues and Challenges a) Nuclear Deterrence b) Detant c) Nuclear testing issues d) Nuclear Treaties issues e) UN and Nuclear warfare issues f) Radiation threats to Environment Transaction Methodology: Classroom Teaching, Documentary	15
Unit III	India's Role in Nuclear Warfare a) India's Nuclear Policy b) India's and Nuclear Treaties c) North-South Dialogue d) Uranium purchasing and sanctions Transaction Methodology: Classroom Teaching	15
Unit IV	Nuclear Warfare in 21st Century a) Tactical development in modern warfare b) Spying and CBRN control policy by UN c) Russia and North Korea's role d) Peace and Nuclear conflicts. Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Parag Diwan, A Manual on Disaster Management, Pentagon Earth, Nea Delhi. 2) Capt. (Retd.) M.L. Vaidya, Defence Modernization and Military Strategy, Sumit Entreprises, New Delhi, 2009.	Study Resou rces

**TYBA
SEMESTR-V
DEF-DSE 361 (A): Defence Economics**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	- Understand the importance of Defence Budgeting and depending issues - Acknowledge the defence budgeting strategies	
Course outcomes	After successful completion of this course, students are expected to: - Students can analyze the defence budgeting - Beneficiary to advice on defence economics	
Unit	Contents	Hours
Unit I	Introduction a) Concept of Defence Economics b) Great economic depression c) Weapons demand d) Defence Budgeting process Transaction Methodology: Classroom Teaching	15
Unit II	Defence Economics Theories a) Adam Smith, b) Kens, c) Say d) Private Vs Government e) Gun Vs Butter Theory Transaction Methodology: Classroom Teaching	15
Unit III	Budgeting a) India's Defence Budget from 1947 b) Defence challenges and budget c) Modern Defence development Transaction Methodology: Classroom Teaching	15
Unit IV	Solution on Defence budget a) De-militarization b) Peaceful talk c) Zero Sum Game theory d) Strategic engagement Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Keith Hartley, Defence Economics Achievements and Challenges, Cambridge University Press, 20 August 2020. 2) Laxman Kumar Behera, India's Defence Economy Planning, Budgeting, Industry and Procurement, Taylor & Francis 29 October 2020. 3) Mark Wheeler, The Economics of the Great Depression, the University of Michigan, 1998. 4) Fanny Coulomb, Economic Theories of Peace and War, Taylor & Francis, 2004. 5) Marcus Matthias Keupp, Defense Economics an Institutional Perspective, Springer International Publishing, 2021. 6) Gurmeet Kanwal, Neha Kohli, Defence Reforms A National Imperative, Institute for Defence Studies and Analyses, 2018 7) Amiya Kumar Ghosh, India's Defence Budget and Expenditure	

	Management in a Wider Context, Lancer Publishers, 1996. 8) Ron Matthews, The Political Economy of Defence, Cambridge University Press, 2019. 9) The International Institute for Strategic Studies (IISS), The Military Balance 2022, Taylor & Francis, 2022. 10) Richard A. Bitzinger, Stephanie G. Neuman, ÇağlarKurçDefence Industries in the 21st Century A Comparative Analysis, Taylor & Francis, 2021. 11) Kevin Burgess, Peter D. Antill, Emerging Strategies in Defense Acquisitions and Military Procurement, IGI Global, 2016. 12) Forrest P. Anderson, Defense Cutbacks: Some Effects and Solutions Volume 4, Part 36, Industrial College of the Armed Forces, 1971.	
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**TYBA
SEMESTR-VI
DEF. DSE.361 B) Insurgency Issues in India**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	- Understand the causes of insurgency in India. - Acknowledge the basic problems in insurgency and military.	
Course outcomes	At the end of the course, the student will be able to 1) Students can analyze the insurgency issues and ethnic problems 2) Student can analyze the socio economic and ethnic tensions	
Unit	Contents	Hours
Unit I	Introduction a) Meaning, concept, scope b) Causes, c) Insurgency demands, d) Effects Transaction Methodology: Classroom Teaching	15
Unit II	Issues a) Small arms trafficking b) Fake currency c) External support d) Human rights issues Transaction Methodology: Classroom Teaching	15
Unit III	Challenges a) Separatism b) Anti-democratic c) Military operations for civilians d) Development e) Strategic settlement Transaction Methodology: Classroom Teaching	15
Unit IV	Solutions a) Dialogue b) Quick actions c) Constructive work d) Employment and special schemes Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Crispin Bates, Alpa Shah, Savage Attack: Tribal Insurgency in India, Routledge, 06-Jul-2017. 2) Sanjib Baruah, Beyond Counter-insurgency: Breaking the Impasse in Northeast India, Oxford University Press, 2009. 3) Onkar Pawar, Internal Security Problems in Northeast India: Insurgency and Counter Insurgency in Assam Since 1985, Kalpaz Publication, New Delhi, 2016. 4) Shrikant Paranjpe, India's Internal Security: Issues and Perspectives, Kal Publications, New	

	Delhi, 2009. 5) VedMarwah, India in Turmoil: Jammu & Kashmir, the Northeast and Left Extremism, Rupa Publications India, New Delhi, 2009. 6) Annual report, Ministry of Home, Government of India. 7) SubirBhaumik, Insurgency in India's northeast: Conflict, co-option & Change, East-West Center Washington Working Papers, 2007. 8) Jeremy Black, Insurgency and Counterinsurgency: A Global History, Rowman & Littlefield, Maryland, 2016. 9) Steven Metz, Rethinking Insurgency, the Routledge Handbook of Insurgency and Counterinsurgency, 2012.	
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**TYBA
SEMESTR-VI
DEF-VSC-361: Area Studies**

**Credits- 4
Marks: 100**

**Internal Examination: 40
External Examination: 60**

Course Objectives	- Students must know about Territory - Students will be aware the importance of national security	
Course outcomes	After successful completion of this course, students are expected to: - Students can give the brief about prior areas - Students can identify India's interest	
Unit	Contents	Hours
Unit I	Introduction a) Meaning, Concept b) Importance of area studies c) Scope in International relations Transaction Methodology: Classroom Teaching	15
Unit II	South Asia a) Geography b) Importance c) Trade d) Cultural e) Ethnic connectivity Transaction Methodology: Classroom Teaching	15
Unit III	South East Asia a) Geography b) Importance c) Trade d) Cultural e) Ethnic connectivity f) Look East Asia Policy Transaction Methodology: Classroom Teaching	15
Unit IV	West and Central Asia a) Geography b) Importance c) Trade d) Cultural e) Ethnic connectivity f) Look North Policy Transaction Methodology: Classroom Teaching, Documentary	15
Study Resources	1) Stanley Wolpert, India and Pakistan Continued Conflict or Cooperation?, University of California Press, 2010. 2) Rajpal Budania, India's National Security Dilemma the Pakistan Factor & India's Policy Response, Indus Publication Co. Delhi, 2001 3) ThazhaVarkey Paul, The India-Pakistan Conflict An Enduring Rivalry, Cambridge University Press, 2005. 4) Sarbjit Johal, Conflict and Integration in Indo-Pakistan Relations, The University of Michigan, 1989. 5) J. N. Dixit, India-Pakistan in War and Peace, Taylor & Francis, 2003	

	6) Dr. UdaiVir Singh, Indo-Pak Relations: Beyond Pulwama and Balakot, Pentagon Press LLP, 2019	
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BOS Panel

Sr. No.	Name of Members	Designation
1	Dr. L. P. Wagh	Chairman
2	Prof. Dr. L. A. Khan	Member
3	Prof. Dr. D. G. Vispute	Member
4	Dr. J. D. Lekurwale	Member
5	Dr. Ramesh I. Raut	Member
6	Major Laxikant H. Daware (Retd.)	Member
7	Capt. (Dr.) Y. S. Borse	Member