



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Defense and Strategic Studies (Sem. III & 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 (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 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

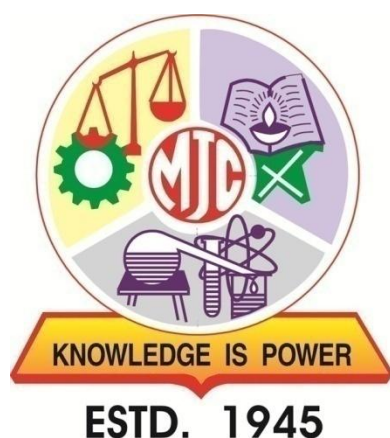
To :

- 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
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

B.A. Honours / Honours with Research
(S.Y.B.A. Defence & Strategic Studies)
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.

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.

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

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

Semester	Course Module	Credit	Hours/ week	Th / PR	Code	Title
III	DSC	4	4	TH	DEF.DSC.231	Contemporary Security Issues – I
	DSC	2	2	TH	DEF.DSC.232	Geopolitics and Military Geography
	MIN	4	4	TH	DEF.MIN.231	Contemporary Security Issues – I
	MIN	2	2	TH	DEF.MIN.232	Geopolitics and Military Geography
	SEC	2	2	TH	DEF.SEC.231	National Security of India- I
	OE/GE	2	2	TH	DEF.OE.231	Security and Vigilance Management-I
	CEP	2	2	PR	DEF.FP.231	Community Engagement Programme
IV	DSC	4	4	TH	DEF.DSC.241	Contemporary Security Issues – II
	DSC	2	2	TH	DEF.DSC.242	Introduction to Indian Military System
	SEC	4	4	TH	DEF.SEC.241	National Security of India- II
	SEC	2	2	PR	DEF.SEC.242	Practical on National Security of India- II
	MIN	4	4	TH	DEF.MIN.241	Contemporary Security Issues –II
	OE/GE	2	2	TH	DEF.OE.241	Security and Vigilance Management-II
	FP	2	2	PR	DEF.FP.241	Field Project

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

SYBA

SEMESTER-III

SYBA
SEMESTR-III
DEF- DSC -231: Contemporary Security Issues – I

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To aware about contemporary warfare concept - To aware about modern warfare tactics - To understand traditional and non-traditional warfare - To understand about hidden activities as a security perspectives	
Course outcomes	After successful completion of this course, students are expected to: - Student can identify the anti national elements. - Students can analyze global security and contemporary issues. - Student can identify the contemporary security issues. - Student can identify the upcoming security issues as per activities.	
Unit	Contents	Hours
Unit I	Introduction i) Meaning, concept and scope of Contemporary security ii) Contemporary security importance iii) Security issues in Cold War Era iv) UN Role in contemporary warfare v) Security scrutiny thoughts in modern era Transaction Methodology : Classroom Teaching	15
Unit II	Types of security i) Traditional Contemporary Security ii) Non Traditional Contemporary Security iii) Challenges in Global Development iv) Major Security Issues Transaction Methodology: Classroom Teaching	15
Unit III	Traditional Security Challenges i) Bio-Chemical Weapons ii) Nuclear Weapons in modern age iii) Space War in 21 st century iv) Natural resources blocked v) Maritime Clashes vi) Border Clashes vii) Military Conflicts Transaction Methodology : Classroom Teaching	15
Unit IV	Non-traditional Security Challenges i) Environmental Security issues ii) Drug and Human Trafficking issues iii) Small Weapons iv) Illegal migration v) Cyber Threats vi) Ethnic Clashes vii) Fake Currency viii) Psychological, literature & legal clashes Transaction Methodology: Classroom Teaching, Documentary	15

Study Resources	1) Ashok Swain, Understanding Emerging Security Challenges threats and Opportunities, Routledge Publication, 2013 2) Craig A. Snyder. Contemporary Security and Strategy, Palgrave Macmillan, 2011 3) Edward Kehoe, Security Officer's Handbook Standard Operating Procedure, Elsevier Science Publisher, 1994. 4) Anthony J. Masys (ed.), Exploring the Security Landscape: Non-Traditional Security Challenges, Springer International Publishing, ebook. 5) Mely Caballero Anthony, Non-traditional Security in Asia 6) Issues, Challenges, and Framework for Action, Institute of Southeast Asian Studies, 2013.	
----------------------------	---	--

SYBA
SEMESTR-III
DEF – DSC- 232: Geopolitics and Military Geography

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	1) Understand the world geographic and diplomatic core issues 2) Understanding military geography issues 3) To identify future prospected geographic issues	
Course outcomes	After successful completion of this course, students are expected to: 1) Students can identify buffer zone 2) Explain the fact of current geopolitical issues. 3) Student can find out the India's national interest in geopolitical sector. 4) Students can guide to Indian Industrial sector regarding risk zone.	
Unit	Contents	Hours
Unit I	Introduction of Geopolitics a) Meaning, Definition, Scope b) Strategic importance c) Development of Political Geography d) Approaches and methodology e) Global strategic view f) Minerals importance Transaction Methodology : Classroom Teaching	8
Unit II	Geopolitical issues a) Elements of geopolitics b) Development c) International trade d) Population e) Migration Transaction Methodology: Classroom Teaching	7
Unit III	Military Geography a) Meaning, Definition, Scope, b) Strategic interest c) Military threats d) Importance of communication Transaction Methodology: Classroom Teaching	8
Unit IV	Military issues a) Military power b) Military expenditure c) Foreign policy d) Conflicts on border Transaction Methodology: Classroom Teaching	7
Study Resources	1) Abraham, I., How India Became Territorial foreign Policy, Diaspora, Geopolitics, Stanford, California: Stanford University Press, 2014. 2) Agnew, J., Geopolitics re-visioning world politics, London: Routledge, 2003. 3) Dikshit R. D ,Political Geography: The Discipline and its	

	Dimensions, New Delhi: Tata Macgraw Hill, 1994. 4) Galgano, Francis A., and Eugene J. Palka, eds. Modern Military Geography. New York: Routledge, 2011. 5) Harm j. Di Blij, Systematic Political Geography, New York: John Wiley and Sons, 1973. 6) Kaplan, Robert D. The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle Against Fate. New York: Random House, 2012. 7) Mang, Reinhard, and Hermann Häusler, eds. International Handbook of Military Geography. Vol. 2. Vienna: Arbeitsgemeinschaft Truppendienst, 2006. 8) McDonald, Eric V., and Thomas Bullard, eds. Military Geosciences and Desert Warfare. New York: Springer, 2016. 9) Mahan A T., Sea Power, London: Methuem and Co, 1975. 10) Peltier Louis and G. EtzelPerarcy, Military Geography (New Delhi: East West 1981. 11) Presscot J. R. V, Political Geography, London: Methuem and Co, 1972. 12) Sukhwal b. L, Modern Political Geography, New Delhi: Sage, 1985. 13) Taylor P. J, Political Geography: World Economy, Nation State and Locality, London: Longman, 1895. 14) Thapliyal, U.P., Warfare in Ancient India: Organizational & Operational Dimensions, Manohar Publishers, 2010.	
--	--	--

SYBA
SEMESTR-III
DEF- MIN -231: Contemporary Security Issues – I

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To aware about contemporary warfare concept - To aware about modern warfare tactics - To understand traditional and non-traditional warfare - To understand about hidden activities as a security perspectives	
Course outcomes	After successful completion of this course, students are expected to: - Student can identify the anti national elements. - Students can analyze global security and contemporary issues. - Student can identify the contemporary security issues. - Student can identify the upcoming security issues as per activities.	
Unit	Contents	Hours
Unit I	Introduction i) Meaning, concept and scope of Contemporary security ii) Contemporary security importance iii) Security issues in Cold War Era iv) UN Role in contemporary warfare v) Security scrutiny thoughts in modern era Transaction Methodology : Classroom Teaching	15
Unit II	Types of security i) Traditional Contemporary Security ii) Non Traditional Contemporary Security iii) Challenges in Global Development iv) Major Security Issues Transaction Methodology: Classroom Teaching	15
Unit III	Traditional Security Challenges i) Bio-Chemical Weapons ii) Nuclear Weapons in modern age iii) Space War in 21 st century iv) Natural resources blocked v) Maritime Clashes vi) Border Clashes vii) Military Conflicts Transaction Methodology : Classroom Teaching	15
Unit IV	Non-traditional Security Challenges i) Environmental Security issues ii) Drug and Human Trafficking issues iii) Small Weapons iv) Illegal migration v) Cyber Threats vi) Ethnic Clashes vii) Fake Currency viii) Psychological, literature & legal clashes Transaction Methodology: Classroom Teaching, Documentary	15

Study Resources	7) Ashok Swain, Understanding Emerging Security Challenges threats and Opportunities, Routledge Publication, 2013 8) Craig A. Snyder. Contemporary Security and Strategy, Palgrave Macmillan, 2011 9) Edward Kehoe, Security Officer's Handbook Standard Operating Procedure, Elsevier Science Publisher, 1994. 10) Anthony J. Masys (ed.), Exploring the Security Landscape: Non-Traditional Security Challenges, Springer International Publishing, ebook. 11) Mely Caballero Anthony, Non-traditional Security in Asia 12) Issues, Challenges, and Framework for Action, Institute of Southeast Asian Studies, 2013.	
----------------------------	--	--

SYBA
SEMESTR-III
DEF – MIN- 232: Geopolitics and Military Geography

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	4) Understand the world geographic and diplomatic core issues 5) Understanding military geography issues 6) To identify future prospected geographic issues	
Course outcomes	After successful completion of this course, students are expected to: 5) Students can identify buffer zone 6) Explain the fact of current geopolitical issues. 7) Student can find out the India's national interest in geopolitical sector. 8) Students can guide to Indian Industrial sector regarding risk zone.	
Unit	Contents	Hours
Unit I	Introduction of Geopolitics a) Meaning, Definition, Scope b) Strategic importance c) Development of Political Geography d) Approaches and methodology e) Global strategic view f) Minerals importance Transaction Methodology : Classroom Teaching	8
Unit II	Geopolitical issues a) Elements of geopolitics b) Development c) International trade d) Population e) Migration Transaction Methodology: Classroom Teaching	7
Unit III	Military Geography a) Meaning, Definition, Scope, b) Strategic interest c) Military threats d) Importance of communication Transaction Methodology: Classroom Teaching	8
Unit IV	Military issues a) Military power b) Military expenditure c) Foreign policy d) Conflicts on border Transaction Methodology: Classroom Teaching	7
Study Resources	1) Abraham, I., How India Became Territorial foreign Policy, Diaspora, Geopolitics, Stanford, California: Stanford University Press, 2014. 2) Agnew, J., Geopolitics re-visioning world politics, London: Routledge, 2003. 3) Dikshit R. D ,Political Geography: The Discipline and its	

	Dimensions, New Delhi: Tata Macgraw Hill, 1994. 4) Galgano, Francis A., and Eugene J. Palka, eds. Modern Military Geography. New York: Routledge, 2011. 5) Harm j. Di Blij, Systematic Political Geography, New York: John Wiley and Sons, 1973. 6) Kaplan, Robert D. The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle Against Fate. New York: Random House, 2012. 7) Mang, Reinhard, and Hermann Häusler, eds. International Handbook of Military Geography. Vol. 2. Vienna: Arbeitsgemeinschaft Truppendienst, 2006. 8) McDonald, Eric V., and Thomas Bullard, eds. Military Geosciences and Desert Warfare. New York: Springer, 2016. 9) Mahan A T., Sea Power, London: Methuem and Co, 1975. 10) Peltier Louis and G. EtzelPerarcy, Military Geography (New Delhi: East West 1981. 11) Presscot J. R. V, Political Geography, London: Methuem and Co, 1972. 12) Sukhwal b. L, Modern Political Geography, New Delhi: Sage, 1985. 13) Taylor P. J, Political Geography: World Economy, Nation State and Locality, London: Longman, 1895. 14) Thapliyal, U.P., Warfare in Ancient India: Organizational & Operational Dimensions, Manohar Publishers, 2010.	
--	--	--

SYBA
SEMESTR-III
DEF – SEC- 231: National Security of India-I

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	- To develop special subject knowledge on the vital concept of National Security and the approaches to achieve National Security. - To identify the national security key elements. - To understand the role of security forces as per neo challenges to National security. - Strategic Security thoughts base national security analysis.	
Course outcomes	After successful completion of this course, students are expected to: - Student can focused on national security issues. - Strategic security challenges decode. - Student can give the opinion as per security quest. - Student can write an security reports on emerging issues.	
Unit	Contents	Hours
Unit I	National Security of India a) Introduction b) Meaning c) Concept d) Scope e) Values of India's National Security Transaction Methodology : Classroom Teaching	8
Unit II	Regionalism in India a) Introduction b) Meaning c) Concept d) Causes of Regionalism e) Effect of Regionalism in India f) Type of Regionalism (Language, Religious, Political, Financial) Transaction Methodology: Classroom Teaching	7
Unit III	Social Problems in India a) Introduction b) Illiteracy c) Communalism d) Migration e) Gender Issue Transaction Methodology : Classroom Teaching	8
Unit IV	Social Media & Security a) Introduction b) Uses of Social Media (Positive & Negative) i) Social ii) Education iii) Security iv) Health v) Environment c) Effects, d) Solutions Transaction Methodology: Classroom Teaching	7

Study Resources	1) Chaudhari A.P., Chaudhari Archana, India's National Security, Prashant Publication, Jalgaon, 2003. 2) Sing Ashok kumar, Rashtriya Raksha evam Surksha. Prayag Pustak Sadan, Allahabad 1989. 3) Bajpai U.S., India's Security, Lancer Publication, Delhi, 1983. 4) Buzan Barry, People States & Fear, The National Security Problem in International Relation, Trance Asia Publisher, New Delhi, 1983. 5) Vappala Balachandran, National Security and Intelligence Management: a new Paradigm, Published by Indus Source Book, Mumbai, 2014. 6) Dixit Arunkumar and kumar Pankaj, Nakshalwad: Mudde, Chunotia Evam Vikalp, Satyam Publishing House, New Delhi, 2014. 7) Udagavakr M.N., Ekvisaya Shatkatil Dahashatwad, Diamand Publication, Pune, 2013. 8) Dharmadhikari K.D., Vispute Devendra, Valvi Arun, "India's Internal Security", Prashant Publication, Jalgaon, 2014. 9) Ternikar Sulbha, Borjes Johnson, "Diamond's Social Dictionary, Diamond Publication, Pune, 2008. 10) Gupta Arvind, How India Manages its National Security, Viking Publication, New Delhi, 2018. 11) Bajpai K.P., Pant V.P., India's National Security, Oxford Publication, New Delhi, 2013. 12) Singh Ashok Kumar, Challenges to Internal Security of India, McGraw Hill Publication, New Delhi, 2018.	
------------------------	--	--

SYBA
SEMESTR-III

DEF.OE.231: Security and Vigilance Management-I

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	• Student can understand the importance of Security. • Student can understand the role of vigilance in VIP security. • Student can acknowledge about physical security.	
Course Outcomes	After successful completion of this course, students are expected to: • Student can identify the vital installations in strategic point of view. • Student can give the security audit report. • Can do document and key security issues.	
Unit	Contents	Hou rs
Unit I	Fundamentals of Security a) Meaning, scope, limitations b) Historical aspects while dealing with security, c) Aim and objectives of security in contemporary view Importance of security, d) Present problems and challenges. e) Types of security Transaction Methodology : Classroom Teaching, Documentary	8
Unit II	Vigilance Policies a) Vigilance (means, Importance and objective), b) Types of vigilance, c) Checking types, d) Control room management (CRM), e) Communication and alert system, f) Document security, g) Computer and cyber security, h) Key Security. Transaction Methodology : Classroom Teaching and discussion	7
Unit III	Concepts of Industrial Securities Policies a) Types of Industries and Installations, b) Document and key security, c) Types of documents, Perimeter wall security, d) Kaizen Techniques and importance in security management, e) Sabotage, f) Suspicious article Finding, g) New Trend of Sabotage, Control Room and communication Transaction Methodology : Classroom Teaching, Video	8
Unit IV	Human & technical intelligence coordination: a) Importance and scope, b) Awareness of resources, c) time and place factor, d) role of vigilance officer, e) discipline in duties, (Quality and style of a leader, leadership	7

	traits, Leadership Principles, Discipline, Morale) Transaction Methodology: Classroom Teaching, caseanalysis.	
Study Resources	1) WG. CDR. S. M. SHUKLA, Security ManagementA Comprehensive Guide for Improving Security Environment, Notion Press, 6 October 2017. 2) R.P. Sharma, Industrial Security Management, New Age International (P) Limited, 2005. 3) WiemTounsi, Cyber-Vigilance and Digital TrustCyber Security in the Era of Cloud Computing and IoT, Wiley Publisher, 2019 4) Brian R. Johnson, Principles of Security Management, Pearson Prentice Hall, 2005.	

SYBA
SEMESTR-III
DEF.CEP.231: Community Engagement Programme

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

[See Guidelines at the end of this document](#)

S.Y. B.A.

Semester –IV

**SYBA
SEMESTR-IV**

DEF.DSC.241: Contemporary Security Issues – II

**Credits- 4
Marks: 100**

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

Course Objectives	- To aware about contemporary warfare concept - To aware about modern warfare tactics - To understand traditional and non-traditional warfare - To understand about hidden activities as a security perspectives	
Course Outcomes	After successful completion of this course, students are expected to: - Student can identify the anti national elements. - Students can analyze global security and contemporary issues. - Student can identify the contemporary security issues. - Student can identify the upcoming security issues as per activities.	
Unit	Contents	Hours
Unit I	Balance of Power a) Cold War era b) Theory of Balance of Power c) Peace making process d) Arms race in global Transaction Methodology : Classroom Teaching, Documentary	15
Unit II	Peace and Diplomacy Theory a) USA & USSR Conflict causes b) Space Conflicts and development issues c) Science and Technology development d) Nuclear Arms race issues and challenges Transaction Methodology : Classroom Teaching and Discussion	15
Unit III	Engagements and Multi Engagements a) SALT – I & II b) START – I & II c) CTBT d) NPT Transaction Methodology : Classroom Teaching, Video Conferencing with experts	15
Unit IV	Role of UN Security Council a) Basic information about UNSC b) VETO power issues c) UN Peace keeping forces d) Major Powers role global peace and stability e) Role regional powers in contemporary security issues. Transaction Methodology : Classroom Teaching, case analysis	15
Study Resources	- Ashok Swain, Understanding Emerging Security Challenges threats and Opportunities, Routledge Publication, 2013 - Craig A. Snyder. Contemporary Security and Strategy, Palgrave Macmillan, 2011 - Edward Kehoe, Security Officer's Handbook Standard Operating Procedure, Elsevier Science Publisher, 1994. - Anthony J. Masys (ed.), Exploring the Security Landscape: Non-	

	Traditional Security Challenges, Springer International Publishing, ebook. 5) Mely Caballero Anthony, Non-traditional Security in Asia Issues, Challenges, and Framework for Action, Institute of Southeast Asian Studies, 2013.	
--	--	--

**SYBA
SEMESTR-IV**

DEF.DSC.242: Introduction to Indian Military System

Credits- 2

Marks: 50

Internal Examination: 20

External Examination: 30

Course Objectives	1) Understand the Indian Armed Forces. 2) Understanding the Forces Technology. 3) To identify future development requirement. 4) Forces General Knowledge to reach students for their research skills.	
Course Outcomes	After successful completion of this course, students are expected to: 1) Students can identify the new innovation. 2) Explain the facts of Indian Military Forces. 3) Identify the changes as per modern war required. 4) Students can identify the upcoming innovation.	
Unit	Contents	Hours
Unit I	Armed Forces Who's Who and Treaties. a) Ministry of Defence and Personalities. b) Tri Services personalities / leadership. c) Joint Exercises (Army, Navy & Air Forces) d) Joint Military Conferences with other Countries. e) National Security related activities. Transaction Methodology : Classroom Teaching, Documentary	15
Unit II	Technology and Weapons a) Latest Military Missiles. b) Latest Drones. c) Latest Ships & Submarine. d) Latest Air planes. e) Latest Radar and Navigation Technology Transaction Methodology : Classroom Teaching and discussion	15
Study Resources	1. Department of Defence Production: https://www.ddpmod.gov.in/gallery/missile-weapon-systems 2. Military & Strategic System : https://drdo.gov.in/technology-cluster/technologies-products/missiles-and-strategic-systems 3 Indian National Portal: https://www.india.gov.in/my-government/whos-who 4. Indian Army Official Website: https://indianarmy.nic.in/ 5. Indian Navy Official Website: https://www.indiannavy.nic.in/ 6. Indian Air Force Official Website: https://indianairforce.nic.in/ 7. जनसंपर्कनिदेशालय, रक्षामंत्रालय, सैनिकसमाचार, https://sainiksamachar.nic.in/ 8. Indian Defence Review 9. FORCE Magazine. 10. Indian Aerospace and Defence Bulletin. 11. India Strategic Magazine. 12. Vayu Aerospace Magazine. 13. SP's Land Forces Magazine. 14. SP's Naval Forces Magazine. 15. Defence Monitor Magazine.	

SYBA
SEMESTR-IV
DEF – SEC- 241: National Security of India-II

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	- To develop special subject knowledge on the vital concept of National Security and the approaches to achieve National Security. - To identify the national security key elements. - To understand the role of security forces as per neo challenges to National security. - Strategic Security thoughts base national security analysis.	
Course Outcomes	After successful completion of this course, students are expected to: - Student can focused on national security issues. - Strategic security challenges decode. - Student can give the opinion as per security quest. - Student can write an security reports on emerging issues.	
Unit	Contents	Hours
Unit I	Security issues in Northern Border a) Jammu & Kashmir Border Issues b) Law and Order issues in J&K c) Terrorist attacks on Indian Military d) Unlawful activities Transaction Methodology : Classroom Teaching, Documentary	15
Unit II	Security issues in North East India a) Illegal migration from Myanmar and Bangladesh b) Ethnic Conflicts c) Drug Trafficking from Myanmar e) Unlawful activities Transaction Methodology : Classroom Teaching and discussion	15
Unit III	Maoist Movement a) Maoist structure b) Attack modus operandi c) Urban and Jangle strategies d) Joint operations by CRPF & State Police. e) C-60 and Intelligence agencies work process. f) Salawa Judum Transaction Methodology : Classroom Teaching, Video Conferencing with experts	15
Unit IV	Neighboring Threats a) Small arms supply b) Anti India propaganda c) Terrorist insurgency in J&K and Attacks on Armed Forces location d) Water issues e) Drug Supply Transaction Methodology : Classroom Teaching, case analysis	15
Study Resources	1)Chaudhari A.P., Chaudhari Archana, India's National Security, Prashant Publication, Jalgaon, 2003. 2) Sing Ashok kumar, RashtriyaRakshaevamSurksha.	

	PrayagPustakSadan, Allahahad 1989. 3) BajpaiU.S.,India’s Security, Lancer Publication, Delhi, 1983. 4) BuzanBarry,People States & Fear, The National Security Problem in International Relation, Trance Asia Publisher, New Delhi, 1983. 5) Vappala Balachandran, National Security and Intelligence Management: a new Paradigm, Published by Indus Source Book, Mumbai, 2014. 6) Dixit Arunkumar and kumar Pankaj, Nakshalwad: Mudde, ChunotiaEvamvikalp, Satyam Publishing House, New Delhi, 2014. 7) Udagavakr M.N., EkvisayaShatkatilDahashatwad, Diamand Publication, Pune, 2013. 8) DharmadhikariK.D.,VisputeDevendra, ValviArun, “India’s Internal Security”, Prashant Publication, Jalgaon, 2014. 9) TernikarSulbha, Borjes Johnson, “Diamond’s Social Dictionary, Diamond Publication, Pune,2008. 10) Gupta Arvind, How India Manages its National Security, Viking Publication, New Delhi, 2018. 11) Bajpai K.P., Pant V.P., India’s National Security, Oxford Publication, New Delhi,2013. 12) Singh Ashok Kumar, Challenges to Internal Security of India, McGraw Hill Publication, New Delhi, 2018.	
--	---	--

SYBA
SEMESTR-IV
DEF.SEC.242: Practical on National Security of India- II
(Practical)

Credits- 2
Marks: 50

Internal Examination: 20
External Examination: 30

Course Objectives	- To develop special subject knowledge on the vital concept of National Security and the approaches to achieve National Security. - To identify the national security key elements. - To understand the role of security forces as per neo challenges to National security. - Strategic Security thoughts base national security analysis.	
Course Outcomes	After successful completion of this course, students are expected to: - Student can focused on national security issues. - Strategic security challenges decode. - Student can give the opinion as per security quest. - Student can write an security reports on emerging issues.	
Unit	Contents	Hours
Unit I	Security issues in Northern Border a) Jammu & Kashmir Border Issues b) Law and Order issues in J&K c) Terrorist attacks on Indian Military d) Unlawful activities Transaction Methodology : Classroom Teaching, Documentary	7
Unit II	Security issues in North East India a) Illegal migration from Myanmar and Bangladesh b) Ethnic Conflicts c) Drug Trafficking from Myanmar e) Unlawful activities Transaction Methodology : Classroom Teaching	8
Unit III	Maoist Movement a) Maoist structure b) Attack modus operandi c) Urban and Jangle strategies d) Joint operations by CRPF & State Police. e) C-60 and Intelligence agencies work process. f) Salawa Judum Transaction Methodology : Classroom Teaching, Video Conferencing with experts	8
Unit IV	Neighboring Threats a) Small arms supply b) Anti India propaganda c) Terrorist insurgency in J&K and Attacks on Armed Forces location d) Water issues e) Drug Supply Transaction Methodology : Classroom Teaching, case analysis	7

Study Resources	1) Chaudhari A.P., Chaudhari Archana, India's National Security, Prashant Publication, Jalgaon, 2003. 2) Sing Ashok kumar, Rashtriya Rakshaevam Surksha. Prayag Pustak Sadan, Allahabad 1989. 3) Bajpai U.S., India's Security, Lancer Publication, Delhi, 1983. 4) Buzan Barry, People States & Fear, The National Security Problem in International Relation, Trance Asia Publisher, New Delhi, 1983. 5) Vappala Balachandran, National Security and Intelligence Management: a new Paradigm, Published by Indus Source Book, Mumbai, 2014. 6) Dixit Arunkumar and kumar Pankaj, Nakshalwad: Mudde, Chunotia Evam Vikalp, Satyam Publishing House, New Delhi, 2014. 7) Udagavakr M.N., Ekvisaya Shatkatil Dahashatwad, Diamand Publication, Pune, 2013. 8) Dharmadhikari K.D., Vispute Devendra, Valvi Arun, "India's Internal Security", Prashant Publication, Jalgaon, 2014. 9) Ternikar Sulbha, Borjes Johnson, "Diamond's Social Dictionary, Diamond Publication, Pune, 2008. 10) Gupta Arvind, How India Manages its National Security, Viking Publication, New Delhi, 2018. 11) Bajpai K.P., Pant V.P., India's National Security, Oxford Publication, New Delhi, 2013. 12) Singh Ashok Kumar, Challenges to Internal Security of India, McGraw Hill Publication, New Delhi, 2018.	
------------------------	---	--

**SYBA
SEMESTR-IV**

DEF.MIN.241: Contemporary Security Issues – II

**Credits- 4
Marks: 100**

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

Course Objectives	• To aware about contemporary warfare concept • To aware about modern warfare tactics • To understand traditional and non-traditional warfare • To understand about hidden activities as a security perspectives	
Course Outcomes	After successful completion of this course, students are expected to: • Student can identify the anti national elements. • Students can analyze global security and contemporary issues. • Student can identify the contemporary security issues. • Student can identify the upcoming security issues as per activities.	
Unit	Contents	Hours
Unit I	Balance of Power a) Cold War era b) Theory of Balance of Power c) Peace making process d) Arms race in global Transaction Methodology : Classroom Teaching, Documentary	15
Unit II	Peace and Diplomacy Theory a) USA & USSR Conflict causes b) Space Conflicts and development issues c) Science and Technology development d) Nuclear Arms race issues and challenges Transaction Methodology : Classroom Teaching and Discussion	15
Unit III	Engagements and Multi Engagements a) SALT – I & II b) START – I & II c) CTBT d) NPT Transaction Methodology : Classroom Teaching, Video Conferencing with experts	15
Unit IV	Role of UN Security Council a) Basic information about UNSC b) VETO power issues c) UN Peace keeping forces d) Major Powers role global peace and stability e) Role regional powers in contemporary security issues. Transaction Methodology : Classroom Teaching, case analysis	15
Study Resources	1) Ashok Swain, Understanding Emerging Security Challenges threats and Opportunities, Routledge Publication, 2013 2) Craig A. Snyder. Contemporary Security and Strategy, Palgrave Macmillan, 2011 3) Edward Kehoe, Security Officer's Handbook Standard Operating Procedure, Elsevier Science Publisher, 1994. 4) Anthony J. Masys (ed.), Exploring the Security Landscape: Non-Traditional Security Challenges, Springer International Publishing,	

	ebook. 5) Mely Caballero Anthony, Non-traditional Security in Asia Issues, Challenges, and Framework for Action, Institute of Southeast Asian Studies, 2013.	
--	---	--

SEMESTR-IV

DEF.OE.241: Security and Vigilance Management-II

Credits- 4
Marks: 100

Internal Examination: 40
External Examination: 60

Course Objectives	• Student can understand the importance of Security. • Student can understand the role of vigilance in VIP security. • Student can acknowledge about physical security.	
Course Outcomes	After successful completion of this course, students are expected to: • Student can identify the vital installations in strategic point of view. • Student can give the security audit report. • Can do document and key security issues.	
Unit	Contents	Hou rs
Unit I	Unarmed Combat a) General Principles, b) Vulnerable of the body, c) Krav Maga & Hapkido techniques Basic throws Release and counter attacks, d) Disarming and counter attacking. Transaction Methodology : Classroom Teaching, Documentary	15
Unit II	Industrial, Office Sabotage and Precaution Security a) Types of sabotage, b) equipment anti sabotage, c) helping contains, d) security arrangement, e) Medical Aid, f) Fire and protection Transaction Methodology : Classroom Teaching and discussion	15
Unit III	Security System a) Types of project and security system, b) Security equipment and handling process, c) Situation based security duties, d) Institutional functions and security matter understandings. Transaction Methodology : Classroom Teaching, Video Conferencing with experts	15
Unit IV	Security perspective about records a) Office records, b) Orders hierarchy, c) Emergency meetings, d) Briefing and de-briefing methods e) Practice of actions to be taken in case of any contingency Transaction Methodology : Classroom Teaching, case analysis	15
Study Resources	1) Cadets Hand Book Basic Training 2) Comprehensive Hand Book for NCC Cadets – by Lt. Col R.S. Malik (Retd) 3) Military Training - by Satish Kumar 4) VyayamVidnyan, Editor, VyayamVidyan H.V.P. Mandal Amravati 5) Scientific Journal in ‘ Sports Exercise’, Laxmibai Sports Education & Welfare Society, R2 – T-94 Shukar Bazar, Uttam Nagar, New Delhi – 59	

	6) Introduction of Human Body, by Tortora G. J. Ed. 4th Colifornia 7) VyayamacheSharirKriya Shastra, Lt. Dr. Vijaya Joshi 8) KridaManas Shastra, Dr. AalegaonkarRaghuvanshiPrakashan, Pune 9) Intelligence Management – IPS Asthana 10) Intelligence: An Insider’s View” written by Ashok Karnik 11) http://ddpmod.gov.in/showfile.php?lid=151 (Defence Production Department Report)	
--	---	--

**SYBA
SEMESTR-IV
DEF.FP.241: Field Project**

**Credits- 2
Marks: 50**

**Internal Examination: 20
External Examination: 30**

[See Guidelines at the end of this document](#)

**DEF-CEP-231: Community Engagement Programme
&
DEF-FP-241: Field Project**

Guidelines for CEP and FP

In alignment with the National Education Policy (NEP) 2020, MooljiJaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities

- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

• **Course Structure: 2 Credits Course (30 hours)**

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages", rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment
4	Rural and National Development Programmes	History of rural development and current national programmes in India: SarvaShikshaAbhiyan, BetiBachao, BetiPadhao, Ayushman Bharat, Swachh Bharat, PM AwaasYojana, Skill India, Gram Panchayat Decentralised Planning, National Rural	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special	– Classroom – Each student selects one program for field visit – Written assignment

		Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), AtmaNirbhar Bharat, etc.	focus on the urban informal sector and migrant households.	
--	--	---	--	--

Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;

- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers’ livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women’s empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

--- 000---

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