



Anekant Education Society's

**Tuljaram Chaturchand College,
Baramati**

(Empowered Autonomous)

CURRICULUM FOR THIRD YEAR BACHELOR OF ARTS

CBCS Syllabus

T. Y. B. A Semester -VI

For Department of Defence and Strategic Studies

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2025-2026

Title of the Programme: B.A. (Defence and Strategic Studies)**Preamble****Introduction:**

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in National Security scenario and science and technology and new approaches in different areas of Defence and Strategic Studies and related subjects, Board of Studies in Defence and Strategic Studies of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of S.Y.B.A. Defence and Strategic Studies Semester - III under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCeF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April and 16th May 2023 and Circular of SPPU, Pune dated 31st May 2023.

The department was established in 1974 as military studies at general level. In 1982 the subject got extended to a special level. In 1984 the department was renamed as the department of 'Defence and strategic studies', DDSS offers B.A. in Defence and Strategic Studies. Since then, it has striven to impart superlative knowledge to students who are intent on pursuing a career in the defence stream. The department has seen a success rate of 90%. DDSS has been building up institutional knowledge about various aspects of India's national security. The candidates who have passed bachelor's / master's degree in this subject, can start career as lecturers and go for research fields like international relations, geostrategic, geopolitical socio-economic and tactical aspect of war. As well as one can get jobs at Indian Army, Navy, Air Force, education corps, defence journalism, corporate sectors and many more fields.

Programme Outcomes (POs)

Programme Outcomes for Defence and strategic Studies B. A. Degree Programme in accordance with National Education Policy-2020. w.e.f. Academic Year 2025-2026

PO1	Critical and Creative Thinking: Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence . The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations
PO2	Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself
PO3	Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups
PO4	Research Skills: The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships
PO5	Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living

PO6	Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches
PO7	Collaboration and Teamwork: The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
PO8	Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to
PO9	Digital and technological skills: The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data
PO10	Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the wellbeing of society.



Anekant Education Society's
TuljaramChaturchand College
of Arts, Science and Commerce Baramati, Dist-Pune
(Empowered Autonomous)

Board of Studies in Defence and Strategic Studies
(Academic Year 2025-26 to 2027-28)

Sr.No.	Name of Member	Designation
1.	Dr. Bhosale Devidas Vijay Head & Assistant Professor, Department of Defence and Strategic Studies, T. C. College, Baramati.	Chairperson
2.	Mr. Gadhawe Ganesh Assistant Professor, Department of Defence and Strategic Studies, T. C. College, Baramati	Member
3.	Mr. Ravindra Kambale Assistant Professor, Department of Defence and Strategic Studies, T. C. College, Baramati	Member
4.	Dr. Raut Ramesh	Vice-Chancellor Nominee Subject Expert from SPPU, Pune
5.	Prof. Dr. Bhange Chandrakant	Subject Expert from Outside the Parent University
6.	Prof. Dr. Patil Nimba Zopa	Subject Expert from Outside the Parent University
7.	Lt. Gen. Chavan Avinash	Representative from industry/corporate sector/allied areas
8.	Mr. Nitin Khomane	Member of the College Alumni
9.	Mr. Aditya Vanave	UG Student
10.	Mr. Akash Jadhav	UG Student

Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4- 6 (4+2)		-	2+2	VSC:2, SEC:2	AEC:2, VEC:2,IKS:2	CC:2	20-22	UG Certificate 40-44
	II	4- 6 (4+2)		2	2+2	VSC:2, SEC:2	AEC:2, VEC:2	CC:2	20-22	
	Cum Cr.	8-12	-	2	8	4+4	4+4+2	4	40-44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.0	III	6(4+2)- 8(2*4)		4	2	VSC:2,	AEC:2	FP:2 CC:2	20-22	UG Diploma 80-88
	IV	6(4+2)- 8(2*4)		4	2	SEC:2	AEC:2	CEP: 2 CC:2	20-22	
	Cum Cr.	20-28		10	12	6+6	8+4+2	8+4	80-88	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati (Autonomous)**

Course & Credit Structure for T.Y.B.A. Defence Studies (2023 Pattern as per NEP-2020)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V (5.5)	Major Mandatory	DEF-301-MJM	National Security Policy of India	Theory	04
	Major Mandatory	DEF-302-MJM	War and Warfare	Theory	04
	Major Mandatory	DEF-303-MJM	Environmental Security	Theory	02
	Major Elective (MJE)	DEF-304-MJE(A)	Defence Expenditure and Economics	Theory (Any One)	04
	Major Elective (MJE)	DEF-304-MJE(B)	Military Thinkers		
	Minor	DEF-311-MN	Role of International Organizations	Theory	04
	Vocational Skill Course (VSC)	DEF-321-VSC	Fire Safety	Theory	02
	Community Engagement Project (CEP) / Field Project	DEF-335-CEP / DEF-335-FP	-	Practical	02
	Total Credits Semester-V				22
VI (5.5)	Major Mandatory	DEF-351-MJM	Indias National Security	Theory	04
	Major Mandatory	DEF-352-MJM	Modern Warfare	Theory	04
	Major Mandatory	DEF-353-MJM	Road Safety	Theory	02
	Major Elective (MJE)	DEF-354-MJE(A)	Defence Economics	Theory (Any One)	04
	Major Elective (MJE)	DEF-354-MJE(B)	Military Psychology		
	Minor	DEF-361-MN	International and Regional Organization	Theory	04
	On Job Training (OJT)	DEF-385-OJT	-	Practical	04
	Total Credits Semester-VI				22
	Total Credits Semester-V + VI				44

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)**

Name of the Programme : B.A Defence and Strategic Studies

Programme Code : UADEF

Class : T.Y.B.A.

Semester : VI

Course Type : Major Mandatory (Theory)

Course Code : DEF-351-MJM

Course Title : Indias National Security

No. of Credits : 04

No. of Teaching Hours : 60

Course Objectives :

The objective of this paper is to make aware the students of the following key points.

1. The basic Learning Objective of this course is to make aware the students about changing scenario of Indian National Security.
2. To provide knowledge about the various Indian Policies.
3. Through various India's strategic polices students will be able understand issues of India's national security.
4. Enrich students with critical analyzing skills regarding how national security factors influence strategy, tactics, and military operations.
5. To develop the necessary theoretical & experimental knowledge, and aptitude regarding national security issues.
6. Students can analyze what are the challenges of Indian National Security.
7. The security has an extended meaning beyond its military dimension there is a better appreciation now of its non-military and human dimensions national security it comprises every action of the government by which a society seeks to assure its survival or realizes it's aspirations internationally aimed at to create favorable National and international condition for the protection or extension of national interest against existing or potential any methods in this context the aim of this paper is to make students to understand ever changing different issue directly or indirectly involved in this study.

Course Outcomes:

A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

- CO1: Student will be able to understand the historical context that led to the formulation of India's
CO2: Look East Policy and Analyze the geopolitical factors that influenced the initiation of the policy.
CO3: Student will be able to define and understand the concept of Geopolitical Dynamics for National Security.
CO4: Analyze the geopolitical, economic, and security dynamics shaping the region.
CO5: Evaluate potential trajectories for the strategic environment in South Asia.
CO6: Student will be able to explore the historical context and events that led to the formation of the China Pakistan alliance and its impact on India's national security.
CO7: Student will be able to understand Strategic Environment of South Asia.

TOPICS/CONTENTS:

- | | |
|--|-----------|
| 1) India's Look East and Act East policy | 10 |
| 1.1 - Background | |
| 1.2- Aims and Objectives | |
| 1.3-CurrentRelevance | |
| 2) Strategic environment of South Asia | 25 |
| 2.1- Historical Background | |
| 2.2-Current Status | |
| 2.3-Way Forward | |
| 3) China-Pakistan Alliance | 15 |
| 3.1- Historical Background | |
| 3.2- Current Status | |
| 3.3- Impact over India's National Security | |
| 4) Future Reconstruction of Forces | 10 |
| 4.1-Indias Theater Commands | |
| 4.2- Reconstruction of Indian Armed Forces With special Reference to theater command | |

References:

- 1) K Subramanyam our National Security economic and Scientific Perspective," Director ESRF Federation House" Delhi 1952
- 2) Bandi pradnya, "Making of India's Foreign Policy," Allied Publisher, Delhi,1991
- 3) Barry Nutan, "People state and Fear, National security Problem in International Relations, "Trance Asia Publisher, New Delhi.
- 4) Khan J.A. "Probing War and Warfare-APH New Delhi.
- 5) Shrikant Paranjape, "Santosh Astra (in Marathi)", Continental Pune 1994
- 6) Dr. Todkar B.D. India and World in Marathi, Diamond Publication-2010
- 7) Dr. M. L. Sali. "India-China Border Dispute" A.P.H Publication New Delhi-1998
- 8) Dr. Khare, "International Politics" K Sagar Publication. (Marathi)-2011
- 9) Dr. Jadhav V. Y. "India's National Security, Send Vardhan-2011
- 10) Dr. Todkar B.D. "India's Foreign Policy and National Security-2009
- 11) Dr. Vijay Khare, "Influence of Social Media on India's Foreign Policy. (Pentagon Press LLP 2021)
- 12) डॉ. देवेंद्र जी. विसपुते "आंतरराष्ट्रीय सुरक्षा समस्या- प्रशांत पब्लिकेशन 2020
- 13) Brig Ashok Pathak "Unified Theatre Command: Breaking Free of Military Silos" Vitasta Publishing Private Limited 2024
- 15) Virendra Singh "Integrated Theatre Command Ki or Bharat Ke Badhte Kadam" Transworld Publishers 2024

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (SEM-VI)**Subject:** Defence and Strategic Studies**Course:** Indias National Security**Course Code:** DEF-351-MJM**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	2	1
CO2	3	2	3	3	1	3	2	2	2	1
CO3	3	2	2	2	1	3	1	2	2	1
CO4	3	3	3	3	2	3	2	2	3	1
CO5	3	2	2	3	2	3	2	2	3	1
CO6	3	2	3	3	1	3	2	3	2	1
CO7	3	2	3	3	2	3	2	3	3	2

Justification for the mapping

PO1 – Critical and Creative Thinking: This Program Outcome is strongly supported by all Course Outcomes (CO1–CO7). Each CO encourages analytical reasoning, interpretation of geopolitical and historical events, and creative evaluation of strategic issues. Students critically examine the historical background of India's Look East Policy (CO1), analyze geopolitical factors (CO2), and understand the dynamics of national security (CO3). Through CO4, CO5, and CO7, learners apply critical thinking to evaluate strategic environments and forecast policy outcomes. CO6 further enhances this by analyzing the China–Pakistan alliance, requiring synthesis of multiple perspectives. Hence, PO1 is strongly integrated across the course as students develop an analytical mindset and apply creative solutions to complex geopolitical problems.

PO2 – Communication Skills: This outcome is moderately to strongly supported through CO1–CO7, as students must articulate analytical findings in oral and written forms. While understanding historical contexts (CO1) and geopolitical factors (CO2), learners practice concise academic writing and structured argumentation. They also engage in discussions, presentations, and debates (CO3–CO7), which strengthen verbal and non-verbal communication abilities. The continuous use of research papers, policy briefs, and report writing enhances their ability to communicate complex ideas clearly and persuasively. Thus, PO2 is effectively developed through all COs.

PO3 – Multicultural Competence: This Program Outcome is strongly addressed through CO2, CO4, CO6, and CO7 and moderately through CO1 and CO3. The course exposes students to diverse cultural, political, and economic systems in South and Southeast Asia, promoting global awareness and respect for cultural diversity. When analyzing India's regional relations and foreign policy (CO2, CO6), students learn to appreciate different perspectives and diplomatic sensitivities. CO7 emphasizes understanding the multicultural environment of South Asia, enabling students to engage respectfully with diverse societies. Hence, PO3 is reinforced through multicultural and regional case studies, promoting inclusivity and global competence.

PO4 – Research Skills: A strong linkage exists between PO4 and CO2, CO4, CO5, CO6, and CO7, with moderate support from CO1 and CO3. Each outcome involves systematic inquiry, data interpretation, and evidence-based analysis. Students learn to design and conduct short research tasks on regional security, gather secondary data from reliable sources, and apply qualitative and quantitative reasoning to geopolitical studies. Through CO4 and CO5, they also develop predictive analytical skills to evaluate future strategic trends. The course thus cultivates a spirit of inquiry and independent research aptitude essential for higher studies and professional analysis.

PO5 – Environmental Awareness: This outcome is partially supported by CO4, CO5, and CO7. Although the focus of the course is geopolitical, students are introduced to regional environmental concerns like maritime security, sustainable development, and resource conflicts. Through CO4 and CO5, they understand how environmental and economic factors influence national and regional security. CO7 extends this awareness to shared natural resources in South Asia, highlighting the need for regional cooperation. Hence, PO5 is indirectly integrated into the course through the lens of environmental geopolitics and sustainable strategic development.

PO6 – Problem-Solving Abilities: PO6 has a strong linkage with all COs, particularly CO2, CO4, CO5, CO6, and CO7. Students identify and address complex strategic challenges by applying theoretical knowledge to practical regional and global issues. They analyze problems such as border disputes, maritime conflicts, and power rivalries to propose informed solutions. The analytical nature of the course encourages innovative and evidence-based reasoning, helping students evaluate national security scenarios and policy options. Hence, PO6 is a central outcome of the course, ensuring that students develop logical, research-based, and solution-oriented thinking.

PO7 – Collaboration and Teamwork: This outcome is moderately addressed through CO2, CO4, CO5, CO6, and CO7. The course promotes teamwork through group projects, case study discussions, simulation exercises, and collaborative presentations. Students work together to analyze complex geopolitical case studies and share diverse perspectives, learning to respect different opinions and coordinate effectively. CO4 and CO6 particularly strengthen this outcome, as regional security analysis often requires multi-perspective group interpretation. Thus, PO7 helps students function efficiently in cooperative academic and professional settings.

PO8 – Value Inculcation: PO8 is supported by CO1, CO2, CO4, CO6, and CO7, as the course reinforces ethical reasoning, respect for national integrity, and commitment to peaceful coexistence. Students learn about India's diplomatic principles and the moral dimensions of defence policies. They understand values of peace, cooperation, and mutual respect among nations, which are central to both India's foreign policy and global citizenship. Through CO6 and CO7, the course instills a sense of responsibility and ethical conduct in analysing sensitive geopolitical issues. Hence, PO8 ensures that learners develop both intellectual and moral maturity.

PO9 – Digital and Technological Skills: This Program Outcome is strongly linked to CO4, CO5, and CO7, and moderately linked to CO1, CO2, and CO6. Students are trained to use digital platforms for accessing policy documents, scholarly databases, and statistical resources. They employ ICT tools for geopolitical mapping, data visualization, and presentation of research findings. The inclusion of digital learning enhances students' ability to analyze complex datasets and visual patterns, fostering digital literacy that is vital in modern geopolitical studies and defence analysis. Thus, PO9 ensures technological competence and data-driven analytical proficiency.

PO10 – Community Engagement and Service: This PO has an indirect but meaningful relation with CO5, CO6, and CO7. By studying regional cooperation and security issues, students understand how national policies impact societal welfare, economic stability, and peace in the community. The knowledge gained enables them to engage in informed civic discussions, awareness programs, and community-based activities promoting national integration and regional harmony. Through understanding security and diplomacy, learners appreciate their social responsibility toward peace and sustainable development. Thus, PO10 is partially integrated through the civic and humanitarian dimensions of the course.

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)**

Name of the Programme : B.A Defence and Strategic Studies

Programme Code : UADEF

Class : T.Y.B.A.

Semester : VI

Course Type : Major Mandatory (Theory)

Course Code : DEF-352-MJM

Course Title : Modern Warfare

No. of Credits : 04

No. of Teaching Hours : 60

Course Objectives :

Course Objective: The objective of this paper is to make aware the students of the following key points.

1. The basic Learning Objective of this course is to make aware the students about changing nature of warfare.
2. Aim of this paper is to evaluate the contemporary changes in warfare is especially after 1945.
3. This course highlights on changing nature of war opening to various development inventions in science and technology.
4. Enrich students with critical analyzing skills regarding type of war and its influence on strategy, tactics, and military operations.
5. To develop the necessary theoretical & experimental knowledge, and aptitude regarding type of warfare and weaponries used in the same.
6. Students can analyze types of wars and its implications.
7. Student can understand the new modern warfare and its process of execution as well as new technological and hybrid warfare.

Course Outcomes:

Course Outcome: A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

- CO1: Student will be able to understand the definition and conceptual framework of psychological warfare.
- CO2: Evaluate the consequences of psychological warfare on individuals, societies, and nations.
- CO3: Student will be able to Define the concept of economic warfare and its distinguishing features and analyze historical instances of economic warfare and their impact.
- CO4: Analyze the impact of technology on military capabilities and strategic considerations.
- CO5: Explore emerging technologies and their potential impact on the future of warfare.
- CO6: Analyze the role of space in modern military strategies.
- CO7: Student will be able to Define the concept of cyber warfare and its objectives and analyze the role of cyber operations in modern military strategies.

TOPICS/CONTENTS:

1) Psychological Warfare	10
1.1- Meaning and Concept Objectives	
1.2- Means and Method of Psychological Warfare	
1.3- Consequences	
1.4 Health Problems of Soldiers	
2) Economic Warfare	10
2.1- Meaning and Concept	
2.2- Aim and Objectives	
2.3- Mean and Method	
2.4- Nature and Consequences	
3) Technological Warfare / Modern Technology in Warfare	15
3.1- Meaning Definition and Concept 3.2- Nature and Scope	
3.2- Current Status	
3.3- Impact over India's National Security	
3.3- Sources	
3.4.- Emerging Technology and its Impact in Warfare Domain	
4) Cyber Warfare	15
4.1- Meaning Definition and Objectives	
4.2- Means and Methods	
4.3- Preventive Measures	
5) Space Warfare	10
5.1- Meaning and Concept	
5.2- Means and Methods	
5.3- Consequence	

References:

- 1) J.F.C. fuller, "conductive war," (London ,1961)
- 2) Clausewitz, "On War" Antok Rapport (London, 1968)
- 3) Khan J.A "Probing war and Warfare"
- 4) Vikrant Deshpande "Hybrid Warfare: The changing Character of Conflict.
- 5) श्रीकांत परांजपे, " सामरिकशास्त्र"
- 6) प्रा. तोडकर "समकालीन युद्ध पद्धती"
- 7) प्रो. डॉ.चंद्रकांत बन्सीधर भांगे "युद्धतंत्र" स्वरांजली पब्लिकेशन गाजियाबाद उ.प्र.
- 8) प्रा. देविदास विजय भोसले "संरक्षण आणि सामरिकशास्त्र वेध स्पर्धा परीक्षांचा" स्वरांजली पब्लिकेशन गाजियाबाद उ.प्र.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (SEM-VI)**Subject:** Defence and Strategic Studies**Course:** Modern Warfare**Course Code:** DEF-352-MJM**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	1	3	2	2	2	1
CO2	3	2	2	3	1	3	2	3	2	2
CO3	3	2	2	3	1	3	2	2	2	2
CO4	3	2	1	3	1	3	2	2	3	1
CO5	3	2	1	3	1	3	2	2	3	2
CO6	3	2	1	3	1	3	2	2	3	1
CO7	3	2	1	3	1	3	2	2	3	2

Justification for the mapping

PO1: Critical and Creative Thinking: This program outcome is strongly supported by all course outcomes (CO1–CO7). Through CO1, students develop an analytical understanding of psychological warfare concepts, enhancing their ability to interpret and evaluate mental and behavioural dimensions of conflict. CO2 and CO3 require critical evaluation of warfare consequences and economic dimensions, promoting synthesis and judgment skills. CO4–CO6 foster creative and analytical thinking about technology, space, and strategic implications in modern warfare. CO7 enhances problem-solving through understanding cyber operations. Together, these outcomes cultivate the students' ability to think critically, evaluate complex defence phenomena, and creatively conceptualize new strategic frameworks.

PO2: Communication Skills: This outcome is moderately related to all COs. Throughout the course, students are expected to present case studies, debates, and written analyses of psychological, economic, and technological warfare (CO1–CO7). They learn to articulate ideas clearly in both oral and written formats, interpret strategic issues effectively, and present their evaluations using appropriate terminology and communication tools. Group discussions on cyber and space warfare further enhance their collaborative communication competence.

PO3: Multicultural Competence: This PO is partially addressed through CO2 and CO3, and to some extent CO1 and CO7. While learning about psychological and economic warfare, students gain awareness of how diverse cultural values, national ideologies, and societal differences shape perceptions of warfare and strategy. The multicultural dimensions of propaganda, morale, and cyber influence operations expose students to global perspectives and foster cultural sensitivity and respect for diversity in strategic contexts.

PO4: Research Skills: This is one of the most strongly integrated POs (linked with CO1–CO7). Students learn to investigate, analyze, and interpret data related to warfare psychology, economic impacts, and technological developments. CO3, CO4, and CO5 specifically demand application of research methodologies for analyzing historical instances and modern trends. Students formulate research questions, evaluate evidence, and use qualitative and quantitative approaches to draw conclusions about strategic implications, aligning strongly with the core components of PO4.

PO5: Environmental Awareness: This PO has limited but indirect relevance (partially related through CO3, CO4, CO5, and CO6). Students gain awareness of how technological and military developments affect the environment, such as through the militarization of space, resource competition, or cyber infrastructure vulnerabilities. Discussions on sustainable security and responsible technological innovation indirectly contribute to environmental and ethical

consciousness.

PO6: Problem-Solving Abilities: A core strength of this course, strongly reflected in all COs (especially CO2–CO7). By analyzing real-world psychological, economic, and technological challenges in warfare, students develop the ability to identify problems, evaluate options, and propose practical solutions. CO4–CO6 emphasize strategic assessment of technology and space, while CO7 fosters cyber defence problem-solving. The course equips students to think strategically and address complex military and security challenges with interdisciplinary insight.

PO7: Collaboration and Teamwork: Moderately supported across all COs through group discussions, simulations, and collaborative research. Students engage in team-based activities analyzing case studies of psychological and cyber warfare (CO1–CO7). These tasks promote cooperative problem-solving, mutual respect, and leadership skills. The collaborative component strengthens their ability to function effectively within diverse groups, an essential quality for defence professionals and researchers.

PO8: Value Inculcation: This PO is moderately integrated through CO1–CO7. The study of warfare psychology, cyber ethics, and propaganda introduces students to ethical dilemmas in modern warfare. They learn to assess moral responsibilities, respect human rights, and uphold universal values even in conflict scenarios. CO2, CO5, and CO7 particularly nurture ethical reflection on psychological manipulation, technology use, and digital warfare.

PO9: Digital and Technological Skills: This PO is strongly aligned with CO4–CO7 and moderately with CO1–CO3. Students explore the application of technology in military strategy, digital propaganda, and cyber operations, using ICT tools for analysis and presentations. CO7 particularly enhances understanding of cyber warfare and cybersecurity principles. The course also encourages the use of online databases, research tools, and simulation platforms to strengthen technological literacy.

PO10: Community Engagement and Service: This outcome is partially related to CO2, CO3, and CO7. Students develop awareness of the social, psychological, and ethical implications of warfare on communities and societies. Discussions on psychological resilience, public morale, and the societal impact of information warfare foster civic responsibility and the motivation to contribute to peace-building and community well-being.

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)****Name of the Programme** : B.A Defence and Strategic Studies**Programme Code** : UADEF**Class** : T.Y.B.A.**Semester** : VI**Course Type** : Major Mandatory (Theory)**Course Code** : DEF-353-MJM**Course Title** : Road Safety**No. of Credits** : 02**No. of Teaching Hours** : 30**Course Objectives :****Course Objective:** The objective of this paper is to make aware the students of the following key points.

- 1) Understand the importance of road safety education in reducing accidents and promoting safer road behavior.
- 2) Identify the reasons why road safety is essential for preventing accidents, injuries, and fatalities.
- 3) Interpret statistics and trends related to road accidents at the national level.
- 4) Recognize common road signs and their meanings.
- 5) Identify specific challenges and opportunities for improving road safety within the state.
- 6) This course objectives are designed to guide students in developing a comprehensive understanding of road safety issues and the factors influencing road safety at local, national, and global levels.
- 7) Provide clear learning outcomes that align with the content covered in each unit of the syllabus.

Course Outcomes:**Course Outcome:** A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

CO1: Student will be able to understand the importance of road safety education in mitigating road accidents and promoting public welfare.

CO2: Student will be able to understand demonstrate knowledge Recognition of the Need for Road Safety

CO3: Student will be able to understand Integration of Road Safety with Human Security

CO4: Students will be able to understand Appreciation Students will be of the Importance of Studying Road Safety

CO5: Students will be able to demonstrate of Knowledge of Road Infrastructure and Its Impact

CO6: Students will be able to Appreciation of the Importance of Studying Road Safety

CO7: Student will be able to understand Interpretation of Traffic Signs and Signals

TOPICS/CONTENTS:**1) Road network and its Impact****1.1 Types of Roads****10**

1.2 Road sign

1.3 License System of Vehicles

2) Natural Calamities and Road

10

2.1 Analyses of Road Accidents

2.2 Scale of Road Accidents (National Contest)

2.3 Scale of Road Accidents (Maharashtra State Contest)

3) Traffic Signs and Signals

10

3.1 Road Safety Facts

3.2 Initiatives of Corporate world for Road Safety

3.3 Transport and Safety Initiatives

References:

1. Dealing With Disaster Awareness Preparedness Response mini of Urban Developme401,2004
2. The Report of the working group on Road various five-year plan 401.
3. Disaster Management Act-2005-Gazzet of India, 2005
4. Sunder Committee Report on Road safety and Traffic Management 2006
5. Accidental Death in India, Ministry of Home Affair 401 Various
6. Practical Guide on Road Safety, International Federation of Red Cross and Red Crescent society Geneva-2007
7. Dinesh Mohan, Road Traffic Injuries in India, Indian Institute of Technology, New Delhi 2009
8. P.S. Pasaricho, Road safety Guide, Natasha Publication, Mumbai 2006
9. Paleri Prabhakaran, National Security Imperative and Challenges, Tata Mac Grew-Hill New Delhi, 2008
10. The world Report on Road Traffic Injury Prevention, WHO and World Bank, Geneva 2004
11. Yogesh Bagul, Safe Driving Manual (Marathi) Akanksha Publication Pune,2010
12. Book on Safety Signage and Signs by Ministry of Road Transport & Highways, Government of India
13. Progressive Year Book May-2015 by Ministry of Road Transport & Highways, Government of India

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (SEM-VI)

Subject: Defence and Strategic Studies

Course: Road Safety

Course Code: DEF-353-MJM

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	2	2	2	3	3	2	3	2	3
CO3	3	2	3	2	3	3	2	3	2	3
CO4	3	3	2	2	3	2	2	3	1	3
CO5	3	2	1	3	3	3	2	2	3	2
CO6	3	3	2	2	3	2	2	3	2	3
CO7	3	2	1	2	3	3	2	2	3	3

Justification for the mapping

PO1: Critical and Creative Thinking: CO1–CO5 strongly contribute (3) as students critically analyze causes of road accidents, evaluate safety measures, and creatively propose preventive solutions. CO6–CO7 moderately contribute (2) by encouraging analytical interpretation of road signs and safety systems.

PO2: Communication Skills: CO1–CO4 strongly contribute (3) as students learn to communicate road safety importance through presentations, campaigns, and reports. CO5–CO7 moderately contribute (2) through interpretation and explanation of road symbols and infrastructure.

PO3: Multicultural Competence: CO1, CO3, CO4 moderately contribute (2) since road safety is a shared societal concern across diverse communities. CO2, CO5–CO7 partially contribute (1) by addressing inclusivity and cultural sensitivity in road safety practices.

PO4: Research Skills: CO1–CO5 strongly contribute (3) as students investigate accident data, identify causes, and analyze patterns. CO6–CO7 moderately contribute (2) in applying research to interpret safety indicators.

PO5: Environmental Awareness: CO1, CO3, CO5 moderately contribute (2) through studying sustainable and eco-friendly transport systems. CO2, CO4, CO6, CO7 partially contribute (1) as they indirectly relate to pollution reduction and environmental protection.

PO6: Problem-Solving Abilities: CO1–CO5 strongly contribute (3) as students identify road safety challenges and propose actionable solutions. CO6–CO7 moderately contribute (2) in decoding and solving situational traffic issues.

PO7: Collaboration and Teamwork: CO1–CO4 strongly contribute (3) through group-based safety projects, awareness drives, and surveys. CO5–CO7 moderately contribute (2) during cooperative learning tasks.

PO8: Value Inculcation: CO1–CO4 strongly contribute (3) as they foster ethical responsibility and civic sense in ensuring road discipline. CO5–CO7 moderately contribute (2) by promoting respect for traffic rules and human life.

PO9: Digital and Technological Skills: CO1–CO5 moderately contribute (2) as students use ICT tools for surveys, data visualization, and digital campaigns. CO6–CO7 partially contribute (1) via technological awareness in traffic management systems.

PO10: Community Engagement and Service: CO1–CO4 strongly contribute (3) through involvement in community road safety programs. CO5–CO7 moderately contribute (2) by assisting in awareness and interpretation of road rules for public benefit.

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)****Name of the Programme** : B.A Defence and Strategic Studies**Programme Code** : UADEF**Class** : T.Y.B.A.**Semester** : VI**Course Type** : Major Elective (Theory)**Course Code** : DEF-354-MJE(A)**Course Title** : Defence Economics**No. of Credits** : 04**No. of Teaching Hours** : 60**Course Objectives :**

Course Objective: The objective of this paper is to make aware the students of the following key points.

1. The basic Learning Objective of this course is to make aware the students about budgetary process for defence expenditure.
2. Aim of this paper is to evaluate the changes in defence budget especially after 1945.
3. Student Can analyze the role and contributions of public sector undertakings in defence production.
4. Student will be able to analyze India's defence Expenditure
5. Student can identify the challenges in defence production.
6. Students can analyze the defence production from 1947.
7. India spends a significant number of resources on its national defence. Efficiency in utilization of resources is not only an economic imperative but vital for defence preparedness. Thus, the Government of India needs to create the capabilities necessary for facing future threats and challenges with the required budgetary support and correct perspectives. Against such backdrop, the aim of the paper is to teach the students the procedure of Defence Acquisition; trends in defence expenditure; trends in India's defence planning; the concept of self-reliance in Defence Production; role of Defence Public Sector Undertakings/Ordnance Factory; Private Sector Participation in Defence Production; role of Defence Research and Development etc.

Course Outcomes:

Course Outcome: A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

- CO1: Student will be able to understand how defense policies and investments can impact a nation's overall development.
- CO2: Identify and understand the characteristics of a war-time economy.
- CO3: Analyze how economic activities change during times of conflict.
- CO4: Explore the various sources of war finance.
- CO5: Student will be able to explore the scope of economic warfare and its impact on national and international economic systems
- CO6: Student will be able to assess the holistic factors that contribute to a nation's capacity for war.
- CO7: The course aims to equip students with insights into the economic dimensions of conflict and warfare.

TOPICS/CONTENTS:

1) Defence and Development	16
1.1 Defence R&D and innovation	
1.2 Role of DRDO, ISRO, BEL, etc.	
1.3 Impact of new technologies (AI, cyber, drones, space, nuclear) on economy and warfare	
2) War Finance	10
2.1 - Importance	
2.2- Source Effects	
3) Economic Warfare	10
3.1- Nature	
3.2- Scope	
3.3- Means	
4) War Potential	12
4.1- Economic Elements Contributory Elements	
4.2- Strategic Minerals	
4.3 Supply Chain Security	
5) Arms Industry and Production	10
5.1 Indigenous defence production and self-reliance	
5.2 Role of DPSUs, DRDO, Ordnance Factories, private sector, and FDI	
5.3 Defence industrial base and make in India initiatives	
5.4 Import dependency and challenges of indigenization	

References:

- 1) Military of Defence: Annual report
- 2) Ghosh Ashok: Indian Economy its Nature and Problem
- 3) Thomas Raju: The Defence of India: A budgetary Perspective
- 4) Subramanyam K: perspective of Defence planning
- 5) Lakshmi Y: Trends in Defence Expenditure
- 6) Romnathew: Defence production in India
- 7) Dr.Mukund Mahajan: Bhartachi Arthrachna
- 8) Dr. Laxman Kumar Behara: India's Defence Economy
- 9) M. Dutta and J.N. Sharma "Defence Economics" Deep & Deep Publications 2025
- 10) Bharat Vohra "Defence Economics" IBP Books 2010

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (SEM-VI)**Subject:** Defence and Strategic Studies**Course:** Defence Economics**Course Code:** DEF-354-MJE(A)**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	2	3	2	2
CO2	3	2	1	3	1	3	1	2	2	2
CO3	3	2	1	3	1	3	2	2	2	2
CO4	3	2	1	3	1	3	2	2	3	2
CO5	3	2	2	3	2	3	2	3	2	3
CO6	3	2	1	3	2	3	3	2	2	3
CO7	3	3	2	3	2	3	2	3	2	3

Justification for the mapping

PO1 – Critical and Creative Thinking: All COs (CO1–CO7) are strongly related (3) as students analyze defence policies, economic systems, and war impacts critically and creatively, developing the ability to evaluate economic strategies in national defence contexts.

PO2 – Communication Skills: All COs show moderate relation (2–3) since students interpret, present, and discuss defence-economic data, express analytical ideas clearly through written reports and oral presentations.

PO3 – Multicultural Competence: Mostly partially to moderately related (1–2) as the course provides awareness of global economic systems, international trade, and war impacts across nations with varied cultural and political backgrounds.

PO4 – Research Skills: CO2–CO7 are strongly related (3) because learners analyze data, explore financial sources, assess economic policies, and interpret empirical trends in defence economics using research methodology.

PO5 – Environmental Awareness: Moderately related (1–3) in CO1, CO5, CO6, and CO7 where students understand the link between defence production, resource utilization, and sustainable economic planning in wartime.

PO6 – Problem-Solving Abilities: Strongly related (3) across most COs as students identify and evaluate economic challenges during conflict, propose practical fiscal solutions, and assess policy impacts on national security.

PO7 – Collaboration and Teamwork: Moderately related (2–3) as students engage in group discussions, collaborative policy analysis, and simulation exercises related to wartime economy and finance.

PO8 – Value Inculcation: Strongly related (2–3) since the course develops ethical understanding regarding resource use, war financing, and the moral implications of defence expenditure on society.

PO9 – Digital and Technological Skills: Moderately related (2–3) through the use of data analysis tools, ICT-based research, and digital presentation of defence economic data and financial trends.

PO10 – Community Engagement and Service: Moderately to strongly related (2–3) as students connect theoretical understanding to real-world policy implementation, contributing awareness of economic resilience and national welfare.

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)****Name of the Programme** : B.A Defence and Strategic Studies**Programme Code** : UADEF**Class** : T.Y.B.A.**Semester** : VI**Course Type** : Major Elective (Theory)**Course Code** : DEF-354-MJE(B)**Course Title** : Military Psychology**No. of Credits** : 04**No. of Teaching Hours** : 60**Course Objectives :****Course Objective:** The objective of this paper is to make aware the students of the following key points.

1. To introduce students to the basic concepts and scope of Military Psychology.
2. To understand psychological factors influencing soldier behaviour in peace and war.
3. To study motivation, leadership, morale, and discipline from a psychological perspective.
4. To examine the process of selection, training, and adjustment of military personnel.
5. To analyse the role of psychological testing and assessment in armed forces.
6. To understand stress, fatigue, and combat-related psychological issues.
7. To develop the ability to apply psychological principles to enhance military efficiency and mental well-being.

Course Outcomes:**Course Outcome:** A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

CO1: Explain the nature, scope, and significance of Military Psychology.

CO2: Analyze psychological aspects of soldier behaviour and performance.

CO3: Identify factors affecting morale, leadership, and group cohesion in armed forces.

CO4: Evaluate methods of psychological selection and training used in the military.

CO5: Discuss causes and management of stress, fatigue, and war neurosis.

CO6: Apply psychological techniques to improve motivation and discipline.

CO7: Integrate psychological insights into broader defence and strategic studies contexts.

TOPICS/CONTENTS:

- | | |
|--|-----------|
| 1) Introduction to Military Psychology | 12 |
| 1.1 Definition, nature, and scope of Military Psychology | |
| 1.2 Importance in armed forces and defence planning | |
| 2) Psychological Factors in Military Life | 12 |
| 2.1 Motivation and morale: concepts and determinants | |
| 2.2 Discipline and leadership: types and psychological basis | |
| 2.3 Group dynamics and cohesion in military units | |

2.4 Communication and decision-making under pressure	
3) Selection and Training	12
3.1 Psychological testing in military selection (Aptitude, Intelligence, Personality tests)	
3.2 Interview and assessment center techniques	
3.3 Psychological aspects of military training	
3.4 Adjustment and adaptation in service life	
4) Combat Behaviour and Stress	12
4.1 Behaviour under battle conditions	
4.2 Fear, courage, and coping mechanisms	
4.3 Fatigue, frustration, and conflict resolution	
4.4 Combat stress reaction, post-traumatic stress disorder (PTSD), and rehabilitation	
5) Psychological Warfare and Modern Challenges	12
5.1 Psychological warfare: concept, tools, and impact	
5.2 Propaganda, misinformation, and perception management	
5.3 Cyber and cognitive warfare psychology	
5.4 Mental health and well-being in modern armed forces	

References:

- 1) Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to Psychology. McGraw-Hill.
- 2) Bartone, P. T., & Adler, A. B. (2017). Military Psychology: Clinical and Operational Applications. Guilford Press.
- 3) Gal, R., & Mangelsdorff, A. D. (1991). Handbook of Military Psychology. Wiley.
- 4) Mangal, S. K. (2013). General Psychology. Sterling Publishers.
- 5) Ahuja, Ram. (2014). Introduction to Psychology. Rawat Publications.
- 6) McCormick, E. J., & Sanders, M. S. (1982). Human Factors in Engineering and Design. McGraw-Hill.
- 7) Sargent, S. (2016). Battlefield of the Mind: Psychology in Military Contexts. Routledge.
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Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (SEM-VI)**Subject:** Defence and Strategic Studies**Course:** Military Psychology**Course Code:** DEF-354-MJE(B)**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	1	2	1	2	1	1
CO2	3	2	2	3	1	3	2	2	1	2
CO3	2	2	3	2	1	3	3	2	1	2
CO4	3	2	1	3	1	3	2	2	2	1
CO5	3	2	2	2	1	3	2	3	1	2
CO6	2	3	2	2	1	3	3	3	1	2
CO7	3	2	3	3	2	3	2	3	2	3

Justification for the mapping

PO1 – Critical and Creative Thinking: Military Psychology develops analytical and evaluative skills through CO1 (understanding scope and nature), CO2 (analyzing soldier behaviour), CO4 (evaluating selection methods), and CO7 (integrating insights into strategy), enabling students to think critically and creatively about human behaviour in military contexts.

PO2 – Communication Skills: Through CO1 (concept explanation), CO5 (discussion of stress and neurosis), and CO6 (application of motivation techniques), learners enhance their ability to articulate psychological findings, communicate effectively in team environments, and present research or case studies clearly.

PO3 – Multicultural Competence: CO2 (analysis of soldier behaviour), CO3 (identifying morale and group cohesion), and CO7 (integrating insights globally) foster respect for cultural diversity and awareness of how multicultural factors influence teamwork, morale, and military efficiency.

PO4 – Research Skills: CO2 (behaviour analysis), CO4 (evaluation of selection and training), and CO7 (integration into defence strategy) promote the formulation of research questions, data interpretation, and evidence-based understanding of psychological factors affecting military performance.

PO5 – Environmental Awareness: CO1 (understanding scope), CO5 (stress and fatigue analysis), and CO7 (integration with defence studies) build awareness of environmental and situational factors—like terrain, climate, and operational conditions—affecting soldier psychology and wellbeing.

PO6 – Problem-Solving Abilities: CO2 (behavioural analysis), CO3 (leadership and group cohesion), CO5 (stress management), and CO6 (motivation and discipline) develop learners' capability to apply psychological principles in diagnosing and solving complex human and operational problems.

PO7 – Collaboration and Teamwork: CO3 (group cohesion), CO5 (managing stress collectively), and CO6 (enhancing motivation and discipline) encourage teamwork, leadership, and cooperation, reflecting the collaborative demands of military units and psychological practice.

PO8 – Value Inculcation: CO3 (leadership and morale), CO5 (stress and empathy), CO6 (discipline and motivation), and CO7 (strategic integration) instill ethical, moral, and constitutional values vital for integrity, empathy, and responsible behaviour within military and civil systems.

PO9 – Digital and Technological Skills: CO4 (psychological testing and training) and CO7 (strategic integration) foster the use of digital tools, data analysis software, and ICT platforms for research, assessment, and presentation of psychological data in defence contexts.

PO10 – Community Engagement and Service: CO5 (mental health management), CO6 (motivational enhancement), and CO7 (strategic application) prepare learners to engage in welfare, counselling, and resilience-building programs, contributing to the wellbeing of defence personnel and the wider community.

**CBCS Syllabus as per NEP 2020 for TYBA Sem-VI
(2023 Pattern)**

Name of the Programme	: B.A Defence and Strategic Studies
Programme Code	: UADEF
Class	: T.Y.B.A.
Semester	: VI
Course Type	: Minor (Theory)
Course Code	: DEF-361-MN
Course Title	: International and Regional Organization
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives :

The objective of this paper is to make aware the students of the following key points.

1. The basic Learning Objective of this course is to make aware the students about various international and regional organizations and role of them in maintaining peace.
2. Aim of this paper is to evaluate the contemporary changes in world order especially after 1945.
3. Student Can analyze the main objective of formation of International and Regional Organization
4. To give the students a better understanding of the structure of international relations through various International and Regional Organization
5. To provide a general understanding of the major international organizations, with particular emphasis on the analysis of its powers and areas of operation.
6. To promote further study of the newly Emerged Organization and the United Nations.
7. To promote thought within the student how global and regional organizations play an important role in the development of legal and policy frameworks, as well as in the design of effective action plans to betterment of world Peace and development.

Course Outcomes:

A candidate who has completed his or her qualification will have the following learning outcomes in terms of Knowledge, skills, and concepts.

- CO1: Student will be able to analyze the current role of ASEAN in promoting regional collaboration and addressing common challenges.
- CO2: Understand the organizational structure of BIMSTEC and analyze the aims and objectives that guide BIMSTEC's regional cooperation.
- CO3: Analyze the current role of BRICS in global governance, economic cooperation, and geopolitical dynamics.
- CO4: Analyze the aims and objectives that guide the EU's regional integration and cooperation.
- CO5: Student will be able to analyze the aims and objectives that guide SCO's regional cooperation.
- CO6: Understand the current role of SCO in promoting security, economic cooperation, and cultural exchanges in the Eurasian region.
- CO7: This course provides a comprehensive understanding of various regional and international organizations

TOPICS/CONTENTS:

1) ASEAN	12
1.1 - Structure Aim and Objectives	
1.2- Role and Evaluation	
2) BIMSTEC	12
2.1- Structure Aim and Objective	
2.2- Role and Evaluation	
3) BRICS	12
3.1- Structure Aim and Objectives	
3.2- Role and Evaluation	
4) EU	12
4.1- Structure Aim and Objectives	
4.2- Role and Evaluation	
5) Shanghai Cooperation Organization	12
5.1- Structure Aim and Objective	
5.2- Role and Evaluation	

References:

- 1) Agrawal S K(RD) Essay on the Law of Treaties-Bombay Orient LongMax-1973
- 2) Saksena K.P -Reforming the United Nation-New Delhi Sage Publication-1993
- 3) Bitgrami SJR- International Organization -New Delhi, Vikas Publication-1983
- 4) Anand R.P. Newand International law- New Delhi, Vikas Publication 1972
- 5) Anand P. Studies in International Adjudication- New Delhi- Vikas Publication 1963
- 6) K.M. Bhosale- World economic environment -Kolhapur, Fadake Publication 2000
- 7) International Relations and politics-R.G. Waradkar, Vidya Publication, Nagpur 2001
- 8) Prof. B.Y. Kulkarni International Relations-Vidya Publication, Nagpur 2005
- 9) Dr. Todkar B D, International Relation, Diamond Publication Pune 2000
- 10) प्रा. देविदास विजय भोसले "संरक्षण आणि सामरिकशास्त्र वेध स्पर्धा परीक्षांचा" स्वरांजली पब्लिकेशन गाजियाबाद उ.प्र.

Choice Based Credit System Syllabus (2023 Pattern)

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (SEM-VI)**Subject:** Defence and Strategic Studies**Course:** International and Regional Organization**Course Code:** DEF-361-MN**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	2	3	2	2	1	3
CO2	3	2	2	2	2	2	1	2	1	2
CO3	3	2	3	3	2	3	2	3	2	3
CO4	3	2	3	3	2	3	2	3	2	2
CO5	3	2	3	2	2	3	2	2	2	3
CO6	3	2	3	2	2	3	3	2	2	3
CO7	3	3	3	3	2	3	3	3	2	3

Justification for the mapping

PO1 – Critical & Creative Thinking: All COs (1–7) promote critical analysis of political, economic, and security dimensions of regional organizations, enhancing evaluative and interpretative ability.

PO2 – Communication Skills: CO1–CO7 improve the learner's written and oral expression through structured presentation and comparative analysis of global cooperation frameworks.

PO3 – Multicultural Competence: CO1, CO3, CO4, CO5, CO6, and CO7 develop respect for diverse cultures, ideologies, and global governance mechanisms in regional alliances.

PO4 – Research Skills: CO1, CO3, CO4, and CO7 enhance research aptitude through data analysis, comparative study, and policy evaluation across international bodies.

PO5 – Environmental Awareness: CO1–CO7 sensitize students to sustainable regional cooperation addressing climate, trade, and development challenges.

PO6 – Problem-Solving Abilities: CO1–CO7 cultivate the ability to assess and suggest solutions for regional political, economic, and cultural issues through analytical reasoning.

PO7 – Collaboration & Teamwork: CO3, CO6, and CO7 encourage group-based learning, simulations, and debates on regional cooperation for shared global goals.

PO8 – Value Inculcation: CO3–CO7 instill respect for peace, justice, equality, and cooperative values underpinning international organizations' objectives.

PO9 – Digital & Technological Skills: CO4–CO7 promote use of ICT tools for research, data interpretation, and understanding institutional frameworks of regional cooperation.

PO10 – Community Engagement & Service: CO1, CO3, CO5, CO6, and CO7 foster awareness of global citizenship and active participation in socio-political dialogue and community welfare.