

Savitribai Phule Pune University

(Formerly University of Pune)



BA With Major: Defence and Strategic Studies
(Faculty of Humanities)

Syllabus for T.Y.B.A Defence and Strategic Studies

(For Colleges Affiliated to Savitribai Phule Pune University)

As Per National Education Policy (NEP-2020)

To be implemented from

2026-2027

(For Colleges Affiliated to Savitribai Phule Pune University)

(To be implemented with effect from Academic Year 2026-2027)

Board of Studies in Defence and Strategic Studies

Savitribai Phule Pune University, Pune

T.Y.B.A Defence and Strategic StudiesSemester V					
Vertical	Course Code	Title	Credits		
			Theory	Practical	Total
MJ- Major Core	DEF-301 MJT	Peace and conflict Studies- I	4	-	4
	DEF-302 MJT	U.N. System-I	4	-	4
	DEF-303 MJP	Case Study Analysis- I	-	2	2
	DEF-304 MJP	UN peacekeeping operation	-	2	2
MJ- Major Elective	DEF-310 MJT	Defence Economics - I	2	-	2
	DEF-311 MJP	Current Defence budget analysis	-	2	2
VSC	DEF 321 VSC	Indian Strategic thinkers	2	-	2
Field Project (FP)	DEF-331 FP	Visit to Security establishment	-	2	2
Minor(T)	DEF-341 MNT	International law	2	-	2
Total Credit			14	08	22

- 1 Credit = 25 Marks
- 1 Credit (Theory)= 15 Hours
- 1 Credit (Practical) = 30 Hours

T.Y.B.A Defence and Strategic Studies Semester VI					
Vertical	Course Code	Title	Credits		
			Theory	Practical	Total
MJ- Major Core	DEF-351 MJT	Peace and conflict Studies- II	4	-	4
	DEF-352 MJT	U.N. System- II	4	-	4
	DEF-353 MJP	Case Study Analysis- II	-	2	2
	DEF-354 MJP	India's role in UN peacekeeping operation	-	2	2
MJ- Major Elective	DEF-360 MJT	Defence Economics- II	2	-	2
	DEF-361 MJP	Defence production In India	-	2	2
VSC	DEF 371 VSC (P)	Military thinkers	-	2	2
OJT- On Job Training	DEF-381 OJT	Industrial security	-	4	4
Total Credit			10	12	22

- 1 Credit = 25 Marks
- 1 Credit (Theory)= 15 Hours
- 1 Credit (Practical) = 30 Hours

- AM : Assessment Method
- DSC : Discipline Specific Core
- DSE : Discipline Specific Elective
- GE : Generic Elective
- OE : Open Elective
- VSC : Vocational Skill Course
- SEC : Skill Enhancement Course
- IKS : Indian Knowledge System
- AEC : Ability Enhancement Course
- VEC : Value Education Course
- OJT : On Job Training (Internship)
- FP : Field project
- CEP : Community engagement project
- CC : Co-curricular Courses
- RM : Research Methodology
- RP : Research Project
- MJ : Major Course
- MN : Minor Course

Program Duration and Exit Options

The duration of the UG Program is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Program will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree Program. The minimum credit to be earned by a student per semester is 18 and the maximum 26 respectively. However, students are advised to earn 22-credits per semester. This provision is meant to provide students the comfort of the flexibility of semester- wise academic load. However, the mandatory numbers of credits which have to be secured for the award of Undergraduate Certificate/Undergraduate Diploma/Bachelor Degree in Defence and Strategic Studies are listed in **Table 1**.

Table1: List of award of Undergraduate Certificate/ Undergraduate Diploma/Appropriate Bachelor's Degree in Defence and Strategic Studies

S. No.	Type of Award	Stage of Exit	Mandatory Credits to be Secured for the Award
1	Undergraduate Diploma in Defence and Strategic Studies	After successful completion of Semester First year	44
2	Undergraduate Certificate in Defence and Strategic Studies	After successful completion of Semester Second Year	88
3	Bachelor in Defence and Strategic Studies	After successful completion of Third year	132
4	Bachelor in Defence and Strategic Studies (Honours)	After successful completion of Semester Fourth year	176

Objectives of the Program

The UG degree in Defence and Strategic Studies aims to provide:

1. Comprehensive knowledge and coherent understanding of the Defence and Strategic Studies.
2. Knowledge and skills in Defence and Strategic Studies and related interdisciplinary areas thereby enhancing students' employability /entrepreneurship.
3. In-depth knowledge in Defence and Strategic Studies through understanding of key concepts, principles, theories and their manifestations.
4. Critical and analytical thinking, scientific reasoning, creativity, problem-solving skills, communication skills and teamwork.
5. Competence and skill in solving both theoretical and applied problems.
6. Exposure to the latest advances in Defence and Strategic Studies, allied disciplines and research.

7. Inculcate digital skills in Defence and Strategic Studies and interdisciplinary areas.
8. Moral and ethical awareness, leadership qualities, innovation, and life-long learning.
9. Multicultural and multilingual competence, inclusive spirit, and value education.
10. Responsibility for Community engagement and service.

Program Outcomes

PO No	PO Statement	Knowledge and Skill
	After completing the Bachelor of Arts Program, students will be able to-	
PO - 1	Gain a thorough knowledge and understanding of concepts and principles in Defence and Strategic Studies and other subjects.	Disciplinary knowledge
PO - 2	Communicate the subject knowledge in a clear and simple manner in writing and oral.	Communication skill
PO - 3	Identify the given problem and apply, theories/assumptions for solving the same related to real life situations	Critical thinking & problem solving
PO - 4	Plan, execute, interpret and report the results of the experiments to investigate.	Research related skill
PO - 5	Work effectively and respectfully as a team member in the classroom, laboratory and field-based situations.	Co-operation / teamwork
PO - 6	Correlate the ideas, evidences and experiences to analyze and interpret the scientific information with learned scientific reasoning	Scientific reasoning
PO - 7	Get sensibly aware with the subject facts that can be applied for society.	Reflective thinking
PO - 8	Apply modern library search tools to locate, retrieve, and evaluate subject-related information.	Information /digitally literacy
PO - 9	Identify the subject resources required for a project and manage different projects	Self-directed learning

PO - 10	Motivate and inspire other colleagues/students in the subject- related activities.	Leadership readiness / qualities
PO - 11	Inculcate continuous learning habit through multiple Techniques	Lifelong readiness / qualities

Program Specific Outcomes

PSO No.	PSO Statement	Knowledge and Skill
	After completing the Bachelor of Arts in Defence and Strategic Studies students will be able to	
PSO-1	Demonstrate comprehensive knowledge and understanding of core principles, theories, and concepts in Defence and Strategic Studies	Disciplinary knowledge
PSO-2	Apply critical thinking skills to analyze complex, evaluate experimental data, and propose innovative solutions to theoretical and practical problems in Defence and Strategic Studies	Critical thinking & problem solving
PSO-3	Utilize resources such as textbooks, scientific literature, online courses, and professional networks to pursue self-directed learning and stay abreast of recent advancements in Defence and Strategic Studies.	Self-directed learning
PSO-4	Utilize digital tools, software, and databases effectively for literature research, data analysis, simulation, and visualization in Defence and Strategic Studies.	Digitally literacy
PSO-5	Exhibit leadership qualities and interpersonal skills essential for collaboration, teamwork, and effective communication within multidisciplinary research teams and professional environments.	Leadership
PSO-6	Demonstrate readiness for professional practice or further education in chemistry by exhibiting qualities such as adaptability, resilience, professionalism, and a commitment to lifelong learning.	Readiness/qualities

Structure of T. Y. B.A. Defence and Strategic Studies

The detailed framework of Undergraduate Degree Program in Defence and Strategic Studies is provided in

Table 2.

Table 2 Program Structure of undergraduate degree Program in Defence and Strategic Studies
Credit Framework for Under Graduate (2024-25) (3 Subjects) for Faculty of Humanity.

First Year (UG Degree)											
Level	Sem	Subject-1	Subject-2	Subject-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total
4.5/100	I	2(T) + 2(P)	2(T) + 2(P)	2(T) + 2(P)	2(T)	2(T/P)	2(T) (Generic)	2(T)	2(T)	—	22
	II	2(T) + 2(P)	2(T) + 2(P)	2(T) + 2(P)	2(T/P)	2(T/P)	—	2(T)	2(T)	2(T)	22
Total											44

Exit Option: Students on exit shall be awarded Undergraduate Certificate in Defence and Strategic Studies after securing the requisite 44 credits after completion of Semester II, followed by an exit 4-credit core NSQF Course(s) or Internship.

Continue Option: Students will select one subject as a major and one subject as a minor. One subject will be dropped.

Second Year (UG Degree)													
Level	Sem	Credits Related to Major				Minor	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major or Elective	VS C	FP/OJT/CEP								
5.0/200	III	4(T) + 2(P)	—	2(T)	2(FP)	2(T) + 2(P)	2(T)	—	2(T) (Major or Subject Specific)	2(T)	2(T)	2	22
	IV	4(T) + 2(P)	—	2(T)	2(CEP)	2(T) + 2(P)	2(T)	2(T)	—	2(T)	2(P)	2	22
Total													44

Exit Option: Students on exit shall be awarded Undergraduate Diploma in Major and Minor with 88 credits and additional 4-credit core NSQF Course (s) or Internship.

Continue Option: Students will continue with major and minor.

Third Year (UG Degree)													
Level	Sem	Credits Related to Major				Minor	GE/ OE	SE C	IKS	AEC	VE C	CC	Total
		Major Core	Major Elective	VS C	FP/OJ T/ CEP								
5.5/ 300	V	8(T) + 2(P)	2(T) + 2(P)	2(T)	2(FP)	2(T)	—	—	—	—	—	—	22
	VI	8(T) + 2(P)	2(T) + 2(P)	2(T)	4 OJT	—	—	—	—	—	—	—	22
Total													44

Exit Option: Students on exit shall be awarded UG Degree in Major after securing the requisite 132 credits after completion of Semester VI. Or Continue with Major

Fourth Year (Honours Degree with Research)													
Level	Sem	Credits Related to Major				Min or	G E/ O E	SE C	I K S	A E C	VEC	CC	Total
		Major Core	Major Elective	V S C	FP/O JT/ CEP								
5.5/ 300	VII	6(T)+4(P)	2(T) + 2(T/P)	—	4(RP)	4(R M)	—	—	—	—	—	—	22
	VIII	6(T)+ 4(P)	2(T) + 2(T/P)	—	8(RP)	—	—	—	—	—	—	—	22
Total													44

Students on exit shall be awarded Bachelor of Science (Honours with Research Degree) after securing the requisite 176 credits after completion of Semester VIII.

Fourth Year (Honours Degree with Research)													
Level	Sem	Credits Related to Major				Minor	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CEP								
6.0/400	VII	10(T)+4(P)	2(T) + 2(T/P)	–	–	4(RM)	–	–	–	–	–	–	22
	VII I	10(T)+4(P)	2(T) + 2(T/P)	–	4(OJT)	–	–	–	–	–	–	–	22
Total													44

Students on exit shall be awarded Bachelor of Science (Honours Degree) after securing the requisite 176 credits after completion of Semester VIII.

General guidelines for the selection of subjects

1. Student has to choose three subjects from the same faculty in first year and at the start of In the second year he/she has to opt for one subject as Major subject and one (from other two subjects) as Minor subject and the last one will be dropped by the students.
2. Students cannot select a subject as major or minor other than the subjects taken in first year.
3. OE is to be chosen compulsorily from faculty other than that of the major.
4. SEC to be selected from the basket of Skill courses approved by the university.
5. VSC, FP/OJT/CEP should be related to the major subject.
6. AEC, VEC, IKS (Generic), and CC will be provided by the university separately.

Teaching-Learning Process

- a. The courses will be taught through the traditional chalk and talk method, laboratory work, ICT enabled teaching learning tools, project work, seminars, case studies, field work, internships, hands-on training, etc.
- b. Students will be engaged in various student centric activities like experiential learning, problem solving methodologies, participative learning and ICT based teaching learning process.

- c. ICT tools in Basic and Advanced Defence and Strategic Studies software will be used to make the teaching learning process efficient and engaging.
- d. Critical, analytical and problem-solving abilities will be developed through project based learning, internships, industrial visits and hands-on training.
- e. The problem-solving methodologies like quizzes, review of books and research papers, workshops, and research-based competitions will be used.
- f. The vocational and skill training will be done through vocational and skill-based courses.
- g. The students will be introduced to advanced laboratory instruments for hands-on training.

Methods of Assessment

The primary objective of assessment will be to assess the learning outcomes of the course in tune with the broad outcomes of strengthening core theoretical knowledge base, practical laboratory skills, and research. Assessment will be based on continuous evaluation methods and end of semester examination of Savitribai Phule Pune University, Pune.

Continuous Internal Evaluation:

During a semester, students' mastery of the various learning outcomes as described in the syllabus will be assessed through like Short Questions, Class Tests, Seminars, Presentations, Group Discussion, Quizzes, MCQs, Assignments, Tutorials, Project work, etc. Each theory paper and practical paper will have 15 marks for internal assessment for 2 credit courses and 30 marks for internal assessment for 4 credit courses.

End Semester University Examinations:

The end-semester university examinations will be conducted for both theory and practical courses. Besides internal assessment, both theory paper and practical paper will be of 35 marks each (2 credit course) and 70 marks (4 credit course) for end of semester examination of the university.

Note: For open elective subjects, the examination should be conducted in both Marathi and English

Scheme of Examination:

The total marks for a 2-credits course are 50, and for a 4-credits course is 100.

Internal exams will be conducted by the college and external exams will be conducted by Savitribai Phule Pune University, Pune at the end of each semester.

Important for Practical Course:

- a. e. It is mandatory to have a certified journal during the practical examination.
 - b. Use molar concentrations for volumetric/ estimation / synthesis experiment.
 - c. Use optimum concentrations and volumes.
 - d. Two burette methods should be used for volumetric analysis. (Homogeneous mixtures)
- Use of microscale technique is recommended wherever possible

The Savitribai Phule Pune University as part of National Education Policy 2020 will adopt a Four Year Program in the Department of Defence and Strategic Studies from the academic year 2024. This course is open to students who have completed 10+2 schooling from any stream. The course will provide a multi-disciplinary foundation for an overall perspective on India's National Security, Defence and Strategic Studies, at the undergraduate level, with the scope of further specialization at the post graduate level to inculcate a holistic and interdisciplinary orientation towards Security and Strategic Studies.

The Savitribai Phule Pune University as part of National Education Policy 2020 will adopt a Four Year Program in the Department of Defence and Strategic Studies from the academic year 2024. This course is open to students who have completed 10+2 schooling from any stream. The course will provide a multi-disciplinary foundation for an overall perspective on India's National Security, Defence and Strategic Studies, at the undergraduate level, with the scope of further specialization at the post graduate level to inculcate a holistic and interdisciplinary orientation towards Security and Strategic Studies.

The programme is formulated over eight semesters to provide wide ranging perspectives, encourage analytical skills and understanding for resolving crucial problems confronted by contemporary society. The 3- year B. A./B. Sc. Eight semesters, the students who successfully complete Six semester courses will be provided with an exit option after 3 years with 132 credits and B. Sc. degree. and for the students with 176 credits. Bachelor of Science in Defence and Strategic Studies (Honours)

Vision

The course aims to develop a creative, enlightened and productive civil society through achieving a center of excellence in higher education with an innovative focus on teaching, learning, research, consultancy and extension activities so as to help in the field of Defence, Strategic Studies and National Security.

Mission

To provide students with knowledge, strategic skill, values, and sensitivity that is necessary for becoming a good citizen. To generate and disseminate knowledge through interdisciplinary research and creative inquiry for creating a meaningful and sustainable society. To equip the students with problem solving, leadership and team-work skills and to inculcate in them a sense of commitment to quality, ethical behavior and respect for others. To provide a platform for free flow of ideas and to create a climate that fosters discovery, creativity and professional development. To ensure academic excellence in the contemporary global security environment by exposing the students to new ideas, new ways of understanding, new ways of knowing in their intellectual and Strategic Thinking.

The Relevance of an Undergraduate Program:

The mandate of Savitribai Phule Pune University demands that the University provides quality education. The need for an integrated course is also felt due to growing richness of various disciplines in terms of ongoing developments in research and specialization. Today, for instance, National Security and Strategic Studies has emerged as a vibrant field of specialization. The changing character of disciplines demands a dynamic and comprehensive syllabus. The Five Year –Integrated MA/MSc course is an attempt to achieve the desired dynamism in the advanced training in National Security and Strategic Studies. Some of the

Skills that students develop are:

Analytical skills: Students learn how to collect, process, and interpret data and information from various sources and perspectives, and how to use them to support arguments and judgments.

Critical thinking Skills: Students learn how to question, challenge, and evaluate assumptions, claims, and evidence, and how to identify and avoid logical fallacies and biases.

Communication skills: Students learn how to express, present, and debate their ideas and opinions effectively and persuasively, using various modes and media.

Interpersonal skills: Students learn how to work collaboratively and respectfully with others, and how to appreciate and accommodate diversity and difference.

Problem-solving skill: Students learn how to identify, analyze, and propose solutions to complex and real-world problems, and how to anticipate and address potential challenges and risks.

Method of Assessment

This is a full time Programme, with English as the medium of instruction. For assessment this will follow the CBCS system. This continuous evaluation system has two section -Internal Assessment (30%) -

Assignments, Dissertation, Term-Papers, Field Visit report and seminars – and External Assessment - semester examination (70%). Regular assignments/ seminars/ workshops on a weekly-basis will enhance not only perceptions but also comprehension, writing and analytical skills.

Method of Teaching -

The Course utilizes a variety of instructional methods, including classroom interaction, tutorials, study of classical texts, case method, debates, field visits, open book method, round table, discussion panel, online learning, Problem based learning, simulation, problem formulation, database searches, comparative studies, preparation of monograph, oral presentation, tutoring, text analysis, problem solving, library work and discussions.

Special lectures by eminent scholars are envisioned to expose students to some of the best minds in the field. Seminars, webinars and discussion panels on select subjects would be ongoing throughout the Programme.

Semester: V-T.Y.B.A Defence and Strategic Studies

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	Major Core
Course Code	:	DEF-301 MJT
Course Title	:	Peace and conflict Studies- I
Type of course	:	Theory
Total Credits	:	4
Workload	:	4 credits x 15 hours = 60 hours in semester

Course Objectives:

1. To Develop knowledge of the meaning, types, and dimensions of peace and conflict.
2. Distinguish between positive peace, negative peace, direct violence, structural violence, and cultural violence.
3. To understand conflicts over hydel projects and grids and issues related to human trafficking and smuggling.
4. To learn about climate change and global warming as major threats to sustainable development in South Asia.

Understand the Concepts of Peace and Conflict

1. Develop knowledge of the meaning, types, and dimensions of peace and conflict.
2. Distinguish between positive peace, negative peace, direct violence, structural violence, and cultural violence.

Course Learning Outcome:

1. Students will be able to explain the definitions and drivers of collective identity in South Asia
2. Students will study various aspects of peace efforts and conflict in the region.
3. Analyze Causes of Conflict- Examine political, economic, social, cultural, ethnic, religious, and environmental causes of conflict.

4. Promote Human Rights and Human Security- Understand the relationship between peace, justice, human rights, and development.

Teaching Methods:

1. Lecture will be conducted for students to explore the concepts of the topic in the subject.
2. Interactive and participative methods will be employed in the teaching.

Course Units:

Unit 1: Introduction to Peace and Conflict Studies

- 1.1.Nature, scope, and evolution of the discipline
- 1.2 Philosophical and ideological foundations
- 1.3 Concepts of peace and conflict
- 1.4 Positive and negative peace

Unit 2: Types and Nature of Bilateral Conflicts and Tensions

- 2.1 Territorial Disputes, Migration and Refugees
- 2.2 Conflict over Hydel Projects and Grids
- 2.3 Human Trafficking and Smuggling
- 2.4 Travelling Diseases and Epidemics

Unit 3 Theories of Peace and Conflict

- 3.1 Realist, Liberal, and Marxist perspectives
- 3.2 Gandhian approach to peace
- 3.3 Johan Galtung's theory of violence and peace
- 3.4 Feminist and postcolonial approaches

Unit 4: Peace Process and Conflict Management

- 4.1 Security, Demilitarization, Demobilization and Reconstruction
- 4.2 Justice and Reconciliation
- 4.3 Actors of Post-conflict Reconstruction
- 4.4 Peace Agreements and Sustainable Peace

Suggested Readings

- Aminah Mohammed Arif, “Introduction”. *Imaginations and Constructions of South Asia: An Enchanting Abstraction?* South Asia Multidisciplinary Academic Journal, Vol 10, 2014.
- Ashutosh, Varshney. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press, 2002, p. 55-86.
- Burton, John. *Conflict: Resolution and Prevention*. New York: St. Martin's Press, 1990.
- Laura, Reimer; Cathryne Schmitz; Janke, Emily; Askerov, Ali; Strahl, Barbara, and; Matyók, Thomas (2015). *Transformative Change: An Introduction to Peace and Conflict Studies*. Lanham, MD: Lexington Books.
- Lynne Reiner, *Conflict, and the International System (Emerging Global Issues)*, Publications, 1995).
- Mohammed Ayoob, *The Third World Security Predicament: State Making, Regional Perspective*, Routledge 2008.
- Pratibha Ranade, *Pakistan Asmitechya Shodhaat*, 2nd Edition, (Local publisher 2015).
- Rajesh M. Basrur, *South Asia’s Cold War: Nuclear Weapons and Conflict in Comparative Perspective*. Routledge, 2008.
- Shrikant Paranjpe *India and South Asian since 1971* (Radiant, New Delhi 1985)
- Stephen Philip Cohen (ed.), "The Security of South Asia: American and Asian perspectives", (New Delhi: Vistaor Publications, 1987).
- Sumit Ganguly, *Deadly Impasse: Kashmir and India-Pakistani Relations at the Dawn of a New Century*, (Cambridge University Press, 2016).
- Sunil Amrith, *Migration and Diaspora in Modern Asia*, (Cambridge University Press, 2012).
- Swarna Rajagopalan, ed., “Security and South Asia: Ideas, Institutions and Initiates”, (New Delhi: Routledge, 2006).

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	Major Core
Course Code	:	DEF-302 MJT
Course Title	:	U.N. System-I
Type of course	:	Theory
Total Credits	:	4
Workload	:	4 credits x 15 hours = 60 hours in semester

Course Objectives:

1. The course aims to study and understand the structure of the UN and its organs.
2. The course explores various functions of the UN and its contribution to Global Security.

Course Learning Outcomes:

1. Students will learn and understand the functioning of the UN.
2. This course will help students to understand the role of the UN in International Peace and Security.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in the teaching.
3. Seminars, conferences, workshops will be organized.

Course Units:

Unit 1: Introduction to the United Nations

- 1.1 Origin and history of the UN
- 1.2 Formation after World War II (1945)
- 1.3 Purposes and principles of the UN Charter
- 1.4 Membership and official languages

Unit 2 Principal Organs of the UN

- 2.1 General Assembly (GA)

- 2.2 Security Council (UNSC)
- 2.3 Economic and Social Council (ECOSOC)
- 2.4 International Court of Justice (ICJ)
- 2.5 Secretariat
- 2.6 Trusteeship Council

Unit 3 UN Specialized Agencies

- 3.1 World Health Organization (WHO)
- 3.2 UNESCO
- 3.3 International Labour Organization (ILO)
- 3.4 Food and Agriculture Organization (FAO)
- 3.5 International Monetary Fund (IMF)
- 3.6 World Bank Group
- 3.7 International Civil Aviation Organization (ICAO)
- 3.8 International Telecommunication Union (ITU)

Unit 4 UN Funds and Programmes

- 4. 1 UNICEF (United Nations Children's Fund)
- 4.2 UNDP (United Nations Development Programme)
- 4.3 UNEP (United Nations Environment Programme)
- 4.4 UNHCR (United Nations High Commissioner for Refugees)
- 4.5 WFP (World Food Programme)
- 4.6 UN Women

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	Major Core
Course Code	:	DEF-303 MJP
Course Title	:	Case Study Analysis- I
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

1. Case Study Analysis: National Highway 1A (Srinagar–Leh Route) and Indian National Security

1. Introduction

The former National Highway 1A (NH-1A), now part of National Highway 1 (NH-1), connects Srinagar with Leh through Sonamarg, Zoji La, Dras, and Kargil. It is one of India's most strategically important roads because it serves as the primary land link between the Kashmir Valley and the Union Territory of Ladakh.

2. Background

1. Length: Approximately 420 km from Srinagar to Leh.
2. Passes through the high-altitude Zoji La Pass.
3. Supports civilian transportation, trade, tourism, and military logistics.
4. Essential for supplying Indian armed forces deployed in Ladakh and along the Line of Actual Control (LAC) with China.

Suggested Project Activities

1. Draw and label the Srinagar–Leh route on a map of India.
2. Mark important locations such as Srinagar, Sonamarg, Zoji La, Dras, Kargil, and Leh.
3. Identify nearby international borders with Pakistan and China.

2. Case Study Analysis: Karakoram Highway (KKH)

Introduction

The Karakoram Highway (KKH) is one of the world's highest international highways, connecting Pakistan and China through the Karakoram mountain range. It links Hasan Abdal (Pakistan) with Kashgar (China's Xinjiang region) and is often called the "Eighth Wonder of the World" because of its engineering achievements in extremely difficult terrain.

Background

1. Construction began in 1959 and was completed in 1979.
2. Opened to the public in 1986.
3. Length: Approximately 1,300 km.
4. Built jointly by Pakistan and China.
5. Passes through the Khunjerab Pass, one of the highest paved border crossings in the world.

Suggested Project Activities

1. Draw or paste a route map of the Karakoram Highway (KKH)
2. Collect photographs of Karakoram Highway (KKH)
3. Create charts showing military, economic, and social importance.
4. Prepare a timeline of major developments related to the highway.
5. Conduct a short survey or discussion on the importance of border infrastructure.

Format of a Case Study

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	Major Core
Course Code	:	DEF-304 MJP
Course Title	:	UN peacekeeping operation
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

United Nations Peacekeeping Operations

Introduction

United Nations Peacekeeping Operations (UNPKO) are missions established by the United Nations to help maintain or restore international peace and security in conflict-affected regions. Peacekeepers are often called "**Blue Helmets**" because of their distinctive blue helmets and berets.

Objectives of UN Peacekeeping

1. Monitor ceasefires and peace agreements.
2. Protect civilians during conflicts.
3. Support disarmament and demobilization of armed groups.
4. Assist in conducting elections.
5. Promote human rights and the rule of law.
6. Support post-conflict reconstruction and peacebuilding.

SWOT Analysis of UN Peacekeeping

1. Strengths
 - a. International legitimacy
 - b. Helps reduce violence
2. Weaknesses
 - a. Limited resources
 - b. Dependence on member states
3. Opportunities
 - a. Improved peacebuilding
 - b. Greater international cooperation

4. Threats
 - a. Ongoing conflicts
 - b. Political disagreements

Format of a Practical

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	MJ- Major Elective
Course Code	:	DEF-310 MJT
Course Title	:	Defence Economics - I
Type of course	:	Theory
Total Credits	:	2
Workload	:	2 credits x 15 hours = 30 hours in semester

Course Objectives:

1. The subject focuses on the relationship between defence and economics
2. It explores various aspects of understanding the role of economics in defence and vice versa
3. This course introduces students to the elements of defence budget and the working of the defence expenditures

Course Learning Outcomes:

1. Students will learn about the applications of economics and economic theories in the field of defence and national security
2. The analysis of defence expenditure will enable students to examine the contentious debate on defence spending

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Course Units:

Unit 1 Introduction to Defence Economics

- 1.1 Meaning and nature of defence economics
- 1.2 Defence as a public good
- 1.3 National security and economic development
- 1.4 Evolution of defence economics

Unit 2: Critical Analysis of Defence Expenditure

- 2.1 Trends of Defence Expenditure
- 2.2 Rationale of Arms Production
- 2.3 Defence and Development
- 2.4 Evolution of India's defence industry

Unit 3: Defence Expenditure and Budgeting in India

- 3.1 Structure of India's Defence Budget
- 3.2 Components of defence expenditure
- 3.3 Revenue and capital expenditure
- 3.4 Defence pensions

Unit 4: India's Defence Expenditure

- 4.1 India's Defence Industry
- 4.2 India's Defence Budget
- 4.3 An analysis of India's Security Expenditure since 1947
- 4.4 An analysis of Indigenization of Defence Production in India

Suggested Readings:

1. Hartley, Keith, The Economics of Defence Policy: A New Perspective, Routledge, 2011
2. Sandler, Todd and Keith Hartley, Handbook of Defense Economics, North Holland, 2007.

3. Kennedy, Gavin, The Economics of Defence, Rowman and Littlefield, 1975
- Jasjit Singh, India's Defence Spending: Assessing Future Needs, New Delhi: Knowledge Publishers, 2001.
4. V.P. Malik and Vinod Anand, Defence Planning: Problems and Prospects. New Delhi: Manas, 2006.
5. Dutta, Meena and Jai Narain Sharma, Defence Economics, Deep & Deep Publications, 2005.
6. Shiffman, Gary M., Economic Instruments of Security Policy: Influencing Choices of Leaders, Palgrave Macmillan, 2011.
7. Behera, Laxman Kumar, India's Defence Economy Planning, Budgeting, Industry and Procurement, Routledge, 2020.
8. Annual Reports of the Ministry of Defence, Government of India.
- Stockholm International Peace Research Institute (SIPRI) Yearbook.

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	MJ- Major Elective
Course Code	:	DEF-311 MJP
Course Title	:	Current Defence budget analysis
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Current Indian Defence Budget Analysis

Analyze the current financial year's defense budget based on the two topics below, using the provided format.

- 1. Major Areas of Expenditure**
- 2. Modernization of Armed Forces**

Format of a Practical

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	VSC
Course Code	:	DEF-321 VSC
Course Title	:	Indian Strategic thinkers
Type of course	:	Theory
Total Credits	:	2
Workload	:	2 credits x 15 hours = 60 hours in semester

Course Objectives

Upon completion of this course, students will be able to:

1. Understand the major political, social, economic, and philosophical ideas of prominent Indian thinkers.
2. Examine the intellectual foundations of modern Indian political thought and nation-building.
3. Analyze the contributions of Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabhbhai Patel, and Dr. B. R. Ambedkar to Indian society and politics.
4. Evaluate the relevance of their ideas in addressing contemporary political, social, and economic challenges.
5. Develop critical thinking and comparative perspectives on different schools of Indian political thought.

6. Appreciate the role of Indian thinkers in shaping democratic values, social justice, national integration, and constitutional governance.

Understand the Concepts of Indian Strategic thinkers .

To enable students to understand the strategic ideas, philosophies, and contributions of major Indian strategic thinkers and analyze their relevance to national security, foreign policy, governance, diplomacy, and statecraft in both historical and contemporary contexts.

Course Learning Outcomes :-

After successful completion of the course, students will be able to:

- 1 Explain the key concepts, principles, and philosophical foundations of major Indian thinkers.
2. Analyze the contributions of Gandhi, Nehru, Patel, and Ambedkar to India's political, social, and economic development.
3. Compare and critically evaluate different approaches to democracy, nationalism, social justice, governance, and development.
4. Assess the relevance of Indian political thought in contemporary national and global contexts.
5. Apply the ideas of Indian thinkers to understand current issues related to constitutionalism, equality, secularism, governance, and social transformation.
6. Develop research, analytical, and communication skills through discussions, presentations, and written assignments.

Teaching Methods

The course will be delivered through a combination of the following methods:

1. Interactive lectures and classroom discussions
2. Seminar presentations by students
3. Group discussions and debates
4. Case study analysis

Unit 1. Mahatma Gandhi

- 2.1 Intellectual Influences on Gandhi
- 2.2 Truth (Satya) and Non-Violence (Ahimsa)
- 2.3 Satyagraha as a Political Method
- 2.4 Swaraj and Decentralized Democracy

- 2.5 Gandhi's Views on Economy and Trusteeship
- 2.6 Religion, Morality, and Politics
- 2.7 Social Reform and Constructive Programme
- 2.8 Gandhi in Contemporary Political Thought

Unit 2. Jawaharlal Nehru

- 3.1 Nehru's Intellectual Formation
- 3.2 Democratic Socialism and Nation Building
- 3.4 Secularism and Pluralism
- 3.5 Scientific Temper and Modernity
- 3.6 Economic Planning and Development Strategy
- 3.7 Non-Alignment and Foreign Policy
- 3.8 Parliamentary Democracy and Institution Building
- 3.9 Critical Perspectives on Nehruvian Thought

Unit 3. Sardar Vallabhbhai Patel

- 4. 1 Patel's Political Career and Leadership
- 4.2 Integration of Princely States
- 4.3 Federalism and National Unity
- 4.4.Role in Constitution-Making
- 4.5 Administrative Reforms and Civil Services
- 4.6 Internal Security and Governance
- 4.7 Leadership during the Early Years of Independence
- 4.8 Legacy and Contemporary Relevance

Unit 4. Dr. B. R. Ambedkar

- 4. 1 Life, Education, and Intellectual Development
- 4.2 Critique of Caste and Social Inequality
- 4.3 Constitutionalism and Democratic Governance
- 4.4 Fundamental Rights and Social Justice
- 4.5 Ambedkar's Economic Thought
- 4.6 Representation, Reservation, and Equality
- 4..7 Buddhism and Social Transformation
- 4.8 Contemporary Relevance of Ambedkar's Ideas

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	FP- Field Project
Course Code	:	DEF-331 FP
Course Title	:	Visit to Security establishment
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Visit to Security Establishment

A **Visit to Security Establishment** is a practical component often included in Defence Studies, Security Studies, Peace and Conflict Studies, and Strategic Studies courses. It provides students with firsthand exposure to security organizations, their functioning, infrastructure, and role in national security.

Objectives

1. Understand the organizational structure of security institutions.
2. Learn about security management and operational procedures.
3. Observe the role of security agencies in maintaining national security.
4. Gain practical knowledge of defence and security systems.
5. Bridge the gap between theoretical learning and field experience.

Security Establishments Commonly Visited

Military Establishments

1. Indian Army Cantonments
2. Air Force Stations- Museum
3. Naval Bases

4. National Defence Academy (NDA), Khadakwasla
5. Military Training Centers
6. Artillery Centre - Museum

Areas of Observation

1. Security infrastructure and surveillance systems
2. Organizational hierarchy
3. Command and control mechanisms
4. Training procedures
5. Crisis and emergency response systems
6. Use of technology in security management

Suggested Report Format

- 1. Introduction-** Name of the organization visited, Date and purpose of the visit
- 2. Background of the Organization-** History, Objectives, Major functions
- 3. Observations-** Security arrangements, Equipment and technology, Operational activities, Training facilities

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	V
Name of Vertical Group	:	MNT
Course Code	:	DEF-341 MNT
Course Title	:	International law
Type of course	:	Theory
Total Credits	:	2
Workload	:	2 credits x 15 hours = 60 hours in semester

Course Objectives

1. To introduce students to the fundamental concepts, principles, and institutions of International Law.

2. To understand the historical evolution, nature, and sources of International Law.
3. To examine the relationship between International Law and domestic legal systems.
4. To analyze the international legal framework for the protection of human rights and refugees.
5. To familiarize students with international legal institutions, including the International Court of Justice (ICJ) and the International Criminal Court (ICC).
6. To critically evaluate contemporary issues such as terrorism, cyber warfare, international criminal justice, and emerging technologies within the framework of International Law.
7. To develop analytical and research skills for understanding legal issues in global governance and international relations.

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

- 1: Explain the meaning, nature, scope, and historical development of International Law.
- 2: Identify and evaluate the primary and secondary sources of International Law, including treaties, customs, general principles, judicial decisions, and scholarly writings.
- 3: Analyze the relationship between International Law and Municipal Law and assess their practical implications.
- 4: Demonstrate understanding of international human rights instruments and mechanisms for the protection of human rights and refugees.
- 5: Examine the role and functioning of international judicial and quasi-judicial institutions such as the ICJ, Human Rights Council, and ICC.
- 6: Critically assess contemporary challenges in International Law, including terrorism, cyber warfare, international criminal justice, Responsibility to Protect (R2P), and space law.
- 7: Apply international legal principles to contemporary global issues through case studies and policy analysis.

Teaching Methods

The course shall be delivered through a combination of:

1. Lectures and interactive classroom discussions
2. Case study analysis of international legal disputes
3. Seminar presentations and group discussions
4. Analysis of international treaties, conventions, and legal documents

Unit 1. Introduction to International Law

- 1.1. Meaning, nature, and scope of International Law
- 1.2 Historical development of International Law
- 1.3 Relationship between International Law and Municipal Law
- 1.4 Codification and progressive development of International Law

Unit 2. Sources of International Law

- 2.1 International treaties and conventions
- 2.2 International custom
- 2.3 General principles of law
- 2.4 Judicial decisions and writings of jurists
- 2.5 Article 38 of the Statute of the International Court of Justice (ICJ)

Unit 3. International Human Rights Law

- 3.1 Universal Declaration of Human Rights (UDHR)
- 3.2 International Covenant on Civil and Political Rights (ICCPR)
- 3.3 International Covenant on Economic, Social and Cultural Rights (ICESCR)
- 3.4 Human Rights Council
- 3.5 Protection of refugees

Unit 4 Contemporary Issues in International Law

- 4. 1 International terrorism
- 4.2 Cyber law and cyber warfare
- 4.3 International criminal law
- 4.4 International Criminal Court (ICC)
- 4.5 Responsibility to Protect (R2P)
- 4.6 Space law and emerging technologies

Semester: VI-T.Y.BA Defence and Strategic Studies

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Core
Course Code	:	DEF-351 MJT
Course Title	:	Peace and conflict Studies- II
Type of course	:	Theory
Total Credits	:	4
Workload	:	4 credits x 15 hours = 60 hours in semester

Course Objectives:

1. To Develop knowledge of the meaning, types, and dimensions of peace and conflict.
2. Distinguish between positive peace, negative peace, direct violence, structural violence, and cultural violence.
3. To understand conflicts over hydel projects and grids and issues related to human trafficking and smuggling.
4. To learn about climate change and global warming as major threats to sustainable development in South Asia.

Understand the Concepts of Peace and Conflict

3. Develop knowledge of the meaning, types, and dimensions of peace and conflict.
4. Distinguish between positive peace, negative peace, direct violence, structural violence, and cultural violence.

Course Learning Outcome:

1. Students will be able to explain the definitions and drivers of collective identity in South Asia
2. Students will study various aspects of peace efforts and conflict in the region.
3. Analyze Causes of Conflict- Examine political, economic, social, cultural, ethnic, religious, and environmental causes of conflict.
4. Promote Human Rights and Human Security- Understand the relationship between peace, justice, human rights, and development.

Teaching Methods:

1. Lecture will be conducted for students to explore the concepts of the topic in the

subject.

2. Interactive and participative methods will be employed in the teaching.

Unit 1: Sustainable Development:

1.1 Climate Change and Global Warming as major threat

1.2 Global Commons: Policies and Response

1.3 Environmental Legislations and Their Impact

Unit 2: Conflict Analysis

2.1 Sources and causes of conflict

2.2 Types of conflict: interpersonal, ethnic, communal, interstate, intrastate

2.3 Conflict dynamics and escalation

2.4 Actors and stakeholders in conflicts

Unit 3: Conflict Management and Resolution

3.1 Negotiation

3.2 Mediation

3.3 Arbitration

3.4 Conflict transformation

3.4 Reconciliation processes

Unit 4: Peacebuilding and Peacekeeping

4.1 Peacemaking, peacekeeping, and peacebuilding

4.2 Post-conflict reconstruction

4.3 Disarmament, demobilization, and reintegration (DDR)

4.4 Role of civil society and international organizations

Suggested Readings

- Aminah Mohammed Arif, "Introduction". Imaginations and Constructions of South Asia: An Enchanting Abstraction? South Asia Multidisciplinary Academic Journal, Vol 10, 2014.
- Ashutosh, Varshney. Ethnic Conflict and Civic Life: Hindus and Muslims in India. New Haven: Yale University Press, 2002, p. 55-86.
- Burton, John. Conflict: Resolution and Prevention. New York: St. Martin's Press, 1990.
- Laura, Reimer; Cathryne Schmitz; Janke, Emily; Askerov, Ali; Strahl, Barbara, and; Matyók, Thomas (2015). Transformative Change: An Introduction to Peace

and Conflict Studies. Lanham, MD: Lexington Books.

- Lynne Reiner, Conflict, and the International System (Emerging Global Issues), Publications, 1995).
- Mohammed Ayoob, The Third World Security Predicament: State Making, Regional Perspective, Routledge 2008.
- Pratibha Ranade, Pakistan Asmitechya Shodhaat, 2nd Edition, (Local publisher 2015).
- Rajesh M. Basrur, South Asia's Cold War: Nuclear Weapons and Conflict in Comparative Perspective. Routledge, 2008.
- Shrikant Paranjpe India and South Asia since 1971 (Radiant, New Delhi 1985)
- Stephen Philip Cohen (ed.), "The Security of South Asia: American and Asian perspectives", (New Delhi: Vistaor Publications, 1987).
- Sumit Ganguly, Deadly Impasse: Kashmir and India-Pakistani Relations at the Dawn of a New Century, (Cambridge University Press, 2016).
- Sunil Amrith, Migration and Diaspora in Modern Asia, (Cambridge University Press, 2012).
- Swarna Rajagopalan, ed., "Security and South Asia: Ideas, Institutions and Initiates", (New Delhi: Routledge, 2006).

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Core
Course Code	:	DEF-351 MJT
Course Title	:	U.N. System- II
Type of course	:	Theory
Total Credits	:	4
Workload	:	4 credits x 15 hours = 60 hours in semester

Course Objectives:

1. The course aims to study and understand the structure of the UN and its organs.
2. The course explores various functions of the UN and its contribution to Global

Security.

Course Learning Outcomes:

1. Students will learn and understand the functioning of the UN.
2. This course will help students to understand the role of the UN in International Peace and Security.

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits etc.
2. Interactive and participative methods will be employed in the teaching.
3. Seminars, conferences, workshops will be organized.

Unit 1 Peace and Security

- 1.1 Collective security system
- 1.2 Peacekeeping operations
- 1.3 Peacebuilding and conflict resolution
- 1.4 Role of the Security Council
- 1.5 Sanctions and peace enforcement

Unit 2 UN and Global Governance

- 2.1 Role in development
- 2.2 Humanitarian assistance
- 2.3 Global health governance
- 2.4 Refugee protection

Unit 3 India and the UN

- 3.1 India's role in the UN
- 3.2 UN peacekeeping contributions
- 3.3 India's demand for permanent membership in the Security Council
- 3.4 India and UN reforms

Unit 4 Challenges and Reforms

- 4.1 Security Council reforms
- 4.2 Funding issues
- 4.3 Effectiveness of peacekeeping
- 4.4 Contemporary challenges facing the UN system

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Core
Course Code	:	DEF-353 MJP
Course Title	:	Case Study Analysis- II
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Aim

To study and analyze the India–China border dispute, its historical background, major causes, key events, and its impact on regional peace, security, and bilateral relations.

Objectives

1. To understand the historical origins of the India–China border dispute.
2. To examine the major disputed regions, including Aksai Chin and Arunachal Pradesh.
3. To analyze important events such as the 1962 Sino-Indian War, Doklam Standoff (2017), and Galwan Valley Clash (2020).
4. To evaluate the political, economic, and security implications of the dispute on India and China.
5. To study the measures taken by both countries to manage border tensions through diplomacy and negotiations.
6. To assess the role of border disputes in shaping India–China relations and regional stability.
7. To suggest the importance of peaceful dialogue and confidence-building measures for resolving border conflicts.

Prepare a project on the following major missions involving India, based on the points provided below.

Format of a Case Study

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

The border dispute mainly involves three sectors:

1. **Western Sector (Ladakh–Aksai Chin)** – China controls Aksai Chin, which India claims as part of Ladakh.
2. **Middle Sector (Himachal Pradesh and Uttarakhand)** – Comparatively less disputed.
3. **Eastern Sector (Arunachal Pradesh)** – China claims Arunachal Pradesh as "South Tibet," while India considers it an integral part of its territory.

Doklam Standoff (2017)

1. Occurred near the India-Bhutan-China tri-junction.
2. Indian and Chinese troops faced each other for over two months.
3. Resolved through diplomatic negotiations.

3. Galwan Valley Clash (2020)

1. Violent confrontation in eastern Ladakh.
2. Casualties were reported on both sides.
3. Led to heightened military deployment and strained relations.

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Core
Course Code	:	DEF-354 MJP
Course Title	:	India's role in UN peacekeeping operation
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Aim

To study and understand India's contribution to United Nations Peacekeeping Operations and its significance in maintaining international peace and security.

Objectives

1. To understand the concept of UN peacekeeping.
2. To examine India's participation in UN peacekeeping missions.
3. To analyze the impact of India's contributions on global peace and security.

Prepare a project on any two of the following major missions involving India, based on the points provided below.

Format of a Case Study

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion

12. Bibliography/References

Major Missions Involving India

1. Korea (1950–1953)
2. Congo (ONUC, 1960–1964)
3. Lebanon (UNIFIL)
4. Sudan and South Sudan (UNMIS and UNMISS)
5. Democratic Republic of the Congo (MONUSCO)
6. Sierra Leone (UNAMSIL)

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Elective
Course Code	:	DEF-360 MJT
Course Title	:	Defence Economics- II
Type of course	:	Theory
Total Credits	:	2
Workload	:	2 credits x 15 hours = 30 hours in semester

Course Objectives:

1. The subject focuses on the relationship between defence and economics
2. It explores various aspects of understanding the role of economics in defence and vice versa
3. This course introduces students to the elements of defence budget and the working of the defence expenditures

Course Learning Outcomes:

1. Students will learn about the applications of economics and economic theories in the field of defence and national security
2. The analysis of defence expenditure will enable students to examine the contentious debate on defence spending

Teaching Methods:

1. Teaching will include classroom lectures accompanied with different exercises to learn basic concepts, field visits, etc.
2. Interactive and participative methods will be employed in teaching
3. Seminars, conferences, workshops will be organized

Course Units:

Unit 1 Defence Production and Industrial Base

- 1.1 Evolution of India's defence industry
- 1.2 Public sector undertakings and ordnance factories
- 1.3 Role of DRDO
- 1.4 Defence Acquisition Procedure (DAP)

Unit 2: Economics of Military Technology and Innovation

- 2.1 Economics of military innovation
- 2.2 Technology transfer and offsets
- 2.3 Defence R&D financing
- 2.4 Artificial Intelligence in defence

Unit 3: Defence Expenditure and Budgeting in India

- 3.1 Structure of India's Defence Budget
- 3.2 Components of defence expenditure
- 3.3 Revenue and capital expenditure
- 3.4 Defence pensions

Unit 4: Global and Strategic Dimensions

- 4.1 Global arms market
- 4.2 India's defence imports and exports
- 4.3 Strategic partnerships
- 4.4 Defence cooperation with major powers

Suggested Readings:

- 1.Hartley, Keith, The Economics of Defence Policy: A New Perspective, Routledge, 2011
- 2.Sandler, Todd and Keith Hartley, Handbook of Defense Economics, North Holland, 2007.
- 3.Kennedy, Gavin, The Economics of Defence, Rowman and Littlefield, 1975
- Jasjit Singh, India's Defence Spending: Assessing Future Needs, New Delhi: Knowledge Publishers, 2001.
- 4.V.P. Malik and Vinod Anand, Defence Planning: Problems and Prospects. New Delhi: Manas, 2006.

5. Dutta, Meena and Jai Narain Sharma, Defence Economics, Deep & Deep Publications, 2005.
6. Shiffman, Gary M., Economic Instruments of Security Policy: Influencing Choices of Leaders, Palgrave Macmillan, 2011.
7. Behera, Laxman Kumar, India's Defence Economy Planning, Budgeting, Industry and Procurement, Routledge, 2020.
8. Annual Reports of the Ministry of Defence, Government of India.
- Stockholm International Peace Research Institute (SIPRI) Yearbook.

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	Major Elective
Course Code	:	DEF-361 MJP
Course Title	:	Defence production In India
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Aim

To study the growth, importance, and current status of defence production in India.

Objectives

1. Understand India's defence manufacturing sector.
2. Study indigenous defence technologies and equipment.
3. Analyze the role of defence production in national security and economic growth.

Have a project prepared based on the points provided below, selecting one point from each of the two main categories listed.

Format of a Case Study

1. Title

2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

1. Major Defence Manufacturing Organizations

1. Hindustan Aeronautics Limited (HAL)
2. Bharat Electronics Limited (BEL)
3. Bharat Dynamics Limited (BDL)
4. Defence Research and Development Organisation (DRDO)

2. Major Indigenous Defence Products

1. Tejas Light Combat Aircraft
2. Arjun Main Battle Tank
3. Akash Missile System
4. BrahMos Missile
5. INS Vikrant Aircraft Carrier

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	VSC
Course Code	:	DEF-371 VSC (P)
Course Title	:	Military thinkers
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Syllabus of Military Thinkers

The study of **Military Thinkers** examines the ideas of major strategists and commanders whose theories shaped warfare, military strategy, leadership, and national security.

Have a project prepared based on the points provided below, selecting any Two from the main categories listed.

Format of a Practical

1. Title
2. Introduction
3. Background Information
4. Objectives of the Project/Case
5. Description of the Case
6. Importance and Significance
7. Challenges/Problems
8. Government Initiatives and Solutions
9. Impact Analysis
10. Findings/Observations
11. Conclusion
12. Bibliography/References

1. Sun Tzu
2. Kautilya
3. Carl von Clausewitz
4. Antoine-Henri Jomini
5. Alfred Thayer Mahan
6. Julian Corbett
7. Giulio Douhet
8. B. H. Liddell Hart
9. Mao Zedong
10. Che Guevara

Name of the Programme :	:	TYBA (Defence and Strategic Studies)
Class	:	TYBA
Semester	:	VI
Name of Vertical Group	:	OJT
Course Code	:	DEF-381 OJT
Course Title	:	Industrial security
Type of course	:	Practical
Total Credits	:	2
Workload	:	2 credits x 30 hours = 60 hours in semester

Subject

1. Fundamentals of Industrial Security
2. Industrial Security Organization
3. Physical Security Measures
4. Personnel Security
5. Industrial Intelligence and Information Security
6. Fire and Safety Management
7. Crisis and Disaster Management
8. Security of Critical Infrastructure
9. Industrial Relations and Legal Framework
10. Industrial Security in India
11. Role of Central Industrial Security Force
12. Important Security Agencies
13. Major Threats to Industrial Security
14. Industrial Security Management Cycle
15. Human and Management Factors

On-the-job training (OJT) is a practical approach to acquiring new competencies and skills needed for a job in a real, or close to real, working environment. It is often used to learn how to use particular tools or equipment in a live-work practice, simulated, or training environment. OJT is a type of training that is provided at the workplace. It helps students get direct experience in using tools, software, techniques, or equipment used in a live environment. As employees need different skills to accomplish their tasks, OJTs are customized to train students to acquire a specific skill set. Professional trainers and coworkers usually provide this training.

Generally, students acquire academic knowledge and develop specific skills before graduation. OJT helps them to strengthen these skills and facilitates their career growth. Besides teaching students how to apply their knowledge and skills, OJT introduces them to the company's core values, mission, and vision. It is a precisely structured plan that consists of different job phases and procedures that new employees need to follow during their tenure within the field.

Objectives of the Course:

1. To provide students with hands-on professional experience in organizations related to Defence and allied fields.
2. To develop practical and market-oriented skills through real-world exposure in Defence, educational, and research institutions.
3. To enable students to apply theoretical knowledge in practical situations and develop technical report writing skills

Course Outcome: By the end of this course, students will be able to:

CO 1: Demonstrate practical exposure by working in relevant organizations under professional supervision. Savitribai Phule Pune University, Pune | Syllabus for TYBA Defence and Strategic Studies Semester – V & VI 76

CO 2: Apply Strategic knowledge and skills to real-world industrial, academic, or research environments.

CO 3: Develop employability skills such as communication, teamwork, and workplace adaptability.

CO 4: Understand professional work culture and institutional functioning in related sectors.

CO 5: Prepare structured technical reports based on field training and Security experience.

The type of OJT for students

On-the-job training (OJT) is one of the most influential and well-established ways of teaching students the skills and knowledge needed to work in a professional environment. Lack of OJT often reduces the chances of a smooth transition between university and the Security System. As

a result, several organizations give OJT to students before appointing them to full-time job positions. 1. Internship 2. Apprenticeship 3. Job shadowing, 4. Online learning modules

Eligibility for OJT/Internship Programme

The students who have sought admission in the TYBA Defence and Strategic Studies for semester-VI. Under Choice Based Credit System you need to undergo ‘On Job Training/Internship Programme’. The OJT or Internship Programme is compulsory to all TYBA students of Economics.

1. Nature on-job training / Internship Programme - A student has to undergo sixty hours of practical training in various Security establishments. In case, a student is unable to join the enlisted establishment, he/ she can choose an establishment in consultation with the concerned teacher.

2. Salient features of on-job training/Internship Programme – The fundamental framework of OJT / Internship is as below:

- a. The on-job training or internship is of 4 credits and 100 marks.
- b. The OJT/ Internship should be in the form of Internship for the students of semester-VI only.
- c. The on-job training/ Internship will be of 120 clock hours.
- d. The on-job training Programme is based on the contents of the syllabus prescribed for TYBA
- e. The on-job training Programme has to be completed before the Semester-VI Examination
- f. In case of backlog, he/ she can complete the on-job training prior to appearing for the semester VI examination.
- g. Successful completion of the on-job training Programme is mandatory, in case a student could not complete the on-job training as per prescribed standards, he/ she has to undergo the on-job training or internship Programme again in Savitribai Phule Pune University, Pune | Syllabus for TYBA Defence and Strategic Studies Semester – V & VI 77 different establishments.
- h. A student is entitled to a ‘Completion Certificate’ after successful completion of the on-job training/ internship Programme.
- i. The on-job training / internship provider establishment may select the apprentice student for regular employment depending on the skill set and nature of performance exhibited by the student.
- j. A student is solely responsible for his behaviour in the Security establishment during the on-job training/ internship Programme

3. Framework for On-Job Training/ Internship Programme:

- a. The area in which a student has to undergo On-Job-Tanning/internship Programme (Contents of the On-job-Tanning Programme) will be finalized by the concerned subject

teacher in consultation with the On-Job Tanning/internship Programme providing organisation.

b. It is essential to ensure that all key contents of the syllabus of semester V & VI are incorporated in the framework of the On-Job-Tanning/Internship Programme.

c. This will help a student to have hands - on experience of the important aspects of the Special Subject chosen by him / her.

d. The contents of the On-Job-Tanning Programme should be adequate and students should be able to understand various concepts and put it into practice within a time frame of sixty hours.

***Evaluation and credits:-** The On Job Training/Internship Programme in form of practical's and practical examination of Special Subjects –for semester VI However, The 4-credits and 100 marks allotted to final examination 'On Job Training/Internship Programme