



Anekant Education Society's

**Tuljaram Chaturchand College of Arts, Science & Commerce,
Baramati**

(Autonomous)

Three/Four Year Honours/Honours with Research B.A. Degree

Program in Defence and Strategic Studies

(Faculty of Arts)

CBCS Syllabus

FYBA (Defence and Strategic Studies)

For Department of Defence and Strategic Studies

NEP-2.0

Choice Based Credit System Syllabus

(2024 Pattern)

(As Per NEP-2020)

To be implemented from Academic Year 2024-2025

Title of the Programme: FYBA (Defence and Strategic Studies)**Preamble**

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 F.Y.B.A. Defence and Strategic Studies Semester - I 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, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023 and 2nd May, 2024.

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.

Overall, revising the Defence and Strategic Studies syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, comprehensive, and prepares them

to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

Programme Outcomes (POs)

Programme Outcomes for B. A. Degree Programme in accordance with National Education Policy-2020. w.e.f. Academic Year 2023-2024

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 contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies

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.

Programme Specific Outcomes (PSOs)

- PSO1. Comprehensive Understanding of Defence Concepts:** Graduates will demonstrate a deep understanding of key concepts, theories, and principles related to defence and strategic studies, including military strategy, national security, and defence policy.
- PSO2. Knowledge of Historical and Contemporary Contexts:** Students will be able to analyse historical and contemporary trends, events, and conflicts in defence and security, drawing connections between past and present situations.
- PSO3. Critical Analysis Skills:** Graduates will possess critical thinking and analytical skills necessary to evaluate defence policies, strategies, and their implications at national and international levels.
- PSO4. Ethical and Legal Perspectives:** Students will be familiar with ethical and legal frameworks relevant to defence and security issues, understanding the moral and legal implications of military actions and policies.
- PSO5. Strategic Planning and Decision-Making:** Graduates will be capable of strategic planning and decision-making, considering political, military, economic, and social factors in devising defence strategies and policies.
- PSO6. Interdisciplinary Approach:** The program will equip students with interdisciplinary perspectives, integrating knowledge from fields such as political science, history, international relations, economics, and sociology to analyse defence and security issues comprehensively.
- PSO7. Communication Skills:** Students will develop effective written and oral communication skills, enabling them to articulate complex ideas, analyses, and recommendations related to defence and strategic studies to diverse audiences.
- PSO8. Research Proficiency:** Graduates will be proficient in conducting independent research, utilizing appropriate methodologies to investigate defence and security issues, and synthesizing findings into coherent arguments.
- PSO9. Awareness of Global Security Challenges:** The program will foster an understanding of contemporary global security challenges, such as terrorism, cyber warfare, proliferation of weapons of mass destruction, and transnational threats, and explore strategies to address them.
- PSO10. Leadership and Teamwork:** Students will develop leadership and teamwork skills essential for working effectively in defence and security-related professions, understanding the dynamics of command, coordination, and collaboration in military and strategic environments.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in Defence and Strategic Studies

From 2022-23 To 2024-25

Sr. No.	Name	Designation
1.	Dr. Devidas V. Bhosale	Chairman
2.	Mr. Ramkishan S. Awad	Member
3.	Mr. Amol P. Lokhande	Member
4.	Mr. Aniket P. Damale	Member
5.	Dr. Ramesh I. Raut	Vice-Chancellor Nominee
6.	Prof. Dr. Chandrakant B. Bhange	Expert from other University
7.	Prof. Dr. Devendra G. Vispute	Expert from other University
8.	Lt. Gen. Avinash L. Chavan	Industry Expert
9.	Cdr. Dr. Bhushan Dewan	Industry Expert (Invitee)
10.	Brig. Hemant Mahajan	Industry Expert (Invitee)
11.	Mr. Adinath V. Londhe	Meritorious Alumni
12.	Mr. Pratap Kalel	Student Representative
13.	Mr. Rohit Kokare	Student Representative

Course and Credit Distribution Structure for BA (Defence and Strategic Studies)- 2024-2025

Level/ Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total			
4.5/100	I	4 (T)	4 (T)	4 (T)	2 (T)	2 (T)	2(T) (Generic)	2 (T)	2 (T)	--	22			
	II	4 (T)	4 (T)	4 (T)	2 (T)	2 (T)	--	2 (T)	2 (T)	2 (T)	22			
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level / Difficulty	Sem	Credits Related to Major				Minor	--	GE/ OE	SE C	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/C EP/RP									
5.0/200	III	6 (T)	--	2 (T)	2 (FP)	4 (T)	--	2 (T)	--	2 (T)	--	2 (T)	22	
	IV	6 (T)	--	2 (T)	2 (CEP)	4 (T)	--	2 (T)	2 (T)	--	2 (T)	2 (T)	22	
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	12 (T)	4 (T)	2 (T)	2(FP/CEP)	2 (T)	--	--	--	--	--	--	22	
	VI	12 (T)	4 (T)	2 (T)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	10 (T)	4 (T)	--	4 (RP)	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	10 (T)	4 (T)	--	6 (RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	14 (T)	4 (T)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	14 (T)	4 (T)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	16	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														
T = Theory P = Practical DSC = Discipline Specific Course OE = Open Elective SEC = Skill Enhancement Course IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course VSC= Vocational Skill Course OJT= On Job Training CEP= Community Engagement Project FP= Field Project RP= Research Project														

**F.Y.B.A. Defence and Strategic Studies
NEP-2.0**

Course Structure for F.Y. B.A. Defence and Strategic Studies (2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN	-----	Theory	04
	DSC-II (General)	-101-GEN	-----	Theory	04
	DSC-III (General)	DEF-101-GEN	Key concept of National Security	Theory	04
	Open Elective (OE)	DEF-102-OE	Maratha Military System	Theory	02
	Skill Enhancement Course (SEC)	DEF-103-SEC	Fundamentals of Cyber Security	Theory	02
	Ability Enhancement Course (AEC)	ENG-104-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-105-VEC/	-----	Theory	02
	Generic Indian Knowledge System (GIKS)	GEN-106-IKS	-----	Theory	02
	Total Credits				
II	DSC-I (General)	-151-GEN	----	Theory	04
	DSC-II (General)	-151-GEN	----	Theory	04
	DSC-III (General)	DEF-151-GEN	Key concept of International Security	Theory	02
	Open Elective (OE)	DEF-152-OE	Organization of Maratha Military	Theory	02
	Skill Enhancement Course (SEC)	DEF-153-SEC	Cyber Security	Theory	02
	Ability Enhancement Course (AEC)	ENG-154-AEC	----	Theory	02
	Value Education Course (VEC)	GEO-155-VEC	----	Theory	02
	CC	YOG/PES/CUL/NS S/NCC-156-CC	To be selected from the CC Basket	Theory	02
	Total Credits				
Grand Total Sem I + Sem II					44

CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies (2024 Pattern)

Name of the Programme	: B.A. Defence and Strategic Studies
Programme Code	: UADEF
Class	: F.Y.B.A.
Semester	: I
Course Type	: DSC-I (General) (Theory)
Course Code	: DEF-101-GEN
Course Title	: Key concept of 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 various key concepts of national security.
2. Students will be aware of critical thinking and decision-making by the real-world strategic concepts.
3. To Learn and understand the various conventional and non-conventional threats.
4. This paper covers overall picture of National Security which encompasses the internal, external challenges to National Security along with its dimensions.
5. This paper aims to offer a broader understanding of concepts related to nation, State and Nation State.
6. This will enable students to understand more fully the complex concepts of power, national power, and power recourses.
7. To understand the nature of insurgency and the strategies for counterinsurgency.

Course Outcomes:

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

- CO1.** Assess the role of force, political institutions, civil society, and media in addressing internal security problems.
- CO2.** Understand the dynamics of insurgency and counterinsurgency.
- CO3.** Differentiate between conventional and non-conventional threats.
- CO4.** Identify and evaluate power resources and their impact on national security.
- CO5.** Define national power and its elements.
- CO6.** Analyze the role of nationalism in shaping national security policies.
- CO7.** Define and distinguish between the concepts of state, nation, nation-state, and nationalism.

Topics and Learning Points

Teaching Hours

UNIT 1: Concepts of National security	(10)
1.1 Meaning, Concept, and Importance	
1.2 Determinants of National Security	
1.3 Challenges of National Security	
UNIT 2: Introduction to Internal security	(10)
2.1 Meaning and Concept	
2.2 Challenges of Internal Security	
UNIT3: Approaches to the problem of Internal Security	(10)
3.1 Role of Force	
3.2 Role of Political Institutions	
3.3 Role of Civil Society	
3.4 Role of the Media	
UNIT4: Concept Related to National Security	(20)
4.1 National Power	
4.2 National Power and its elements	
4.3 Power Resources	
4.4 National Interest	
4.5 Conventional and Non-conventional threat	
4.6 Insurgency and counter Insurgency	
UNIT5: Conceptual Analysis	(10)
5.1 State	
5.2 Nation	
5.3 Nation – State	
5.4 Nationalism	

References:

1. Donald M. Snow, National Security, Rutledge.
2. Kanti P. Bajpai and Harsh V. Pant India's National Security: A Reader (Critical Issues in Indian Politics), Oxford, 2013.
3. Das Gautam, Insurgency in Northeast India, Pentagon Press, New Delhi, 2013
4. Deshpande Vikrant, Hybrid Warfare: The Changing Character of Conflict, Pentagon Press, New Delhi, 2018.
5. Eugenie de Silva, National Security and Counterintelligence in the Era of Cyber Espionage (Advances in Digital Crime, Forensics, and Cyber Terrorism), Vargina Research Institute USA, 2016.
6. Kumar Ashok, Challenges to Internal Security of India, McGraw Hill Education (India) Private Limited, Chennai, 2017.
7. Kumar Satish, India's National Security, Taylor & Francis, New Delhi, 2016
8. Nayak Nihar R., Understanding India's Maoist, IDSA, New Delhi, 2014.
9. Sing A.K. (ed), Military Strategy for India in the 21st Century, KW Publisher Pvt. Limited, New Delhi, 2019.
10. Shevendra Sahni, Perspectives on India's National Security Challenges: External and Internal Dimensions, Pentagon Press, New Delhi, 2016

Online Resources:

1. <https://www.idsa.in/>,

2. <https://ves.ac.in/>,
3. <https://www.claws.in/>,
4. <https://www.orfonline.org/>

Mapping of Program Outcomes with Course Outcomes**Class:** FYBA (SEM-I)**Subject:** Defence and Strategic Studies**Course:** Key Concept of National Security**Course Code:** DEF-101-GEN**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	2	3	2	2	2	2
CO2	3	2	2	3	1	3	2	1	2	2
CO3	3	1	2	3	1	3	2	1	2	1
CO4	3	1	2	3	2	3	2	2	2	2
CO5	3	1	2	3	2	3	2	2	2	2
CO6	3	2	2	3	2	3	2	3	2	2
CO7	3	1	2	3	2	3	2	2	2	1

Justification for the mapping**CO1: Assess the role of force, political institutions, civil society, and media in addressing internal security problems.**

- PO1 (3): Involves critical and analytic thinking to assess roles.
- PO2 (2): Requires communication of assessments clearly.
- PO3 (2): Understanding multicultural aspects of civil society.
- PO4 (3): Strong research skills needed for assessment.
- PO5 (2): Understanding environmental impacts related to security.
- PO6 (3): Problem-solving in internal security.
- PO7 (2): Collaboration among institutions.
- PO8 (2): Ethical considerations in assessments.
- PO9 (2): Use of digital tools for assessments.
- PO10 (2): Community engagement in addressing problems.

CO2: Understand the dynamics of insurgency and counterinsurgency.

- PO1 (3): Analytic thought to understand dynamics.
- PO2 (2): Communicating complex dynamics effectively.
- PO3 (2): Multicultural competence in insurgency contexts.
- PO4 (3): Research skills for understanding dynamics.
- PO5 (1): Indirect relation to environmental awareness.
- PO6 (3): Problem-solving in counterinsurgency.
- PO7 (2): Teamwork in understanding dynamics.
- PO8 (1): Ethical considerations in counterinsurgency.
- PO9 (2): Digital tools for analysis.
- PO10 (2): Community engagement in counterinsurgency efforts.

CO3: Differentiate between conventional and non-conventional threats.

- PO1 (3): Critical thinking to differentiate threats.
- PO2 (1): Basic communication of differences.
- PO3 (2): Understanding cultural implications.
- PO4 (3): Research on different threat types.
- PO5 (1): Indirect environmental impacts.
- PO6 (3): Problem-solving in threat differentiation.
- PO7 (2): Collaboration in differentiating threats.
- PO8 (1): Ethical considerations in security.
- PO9 (2): Digital skills for differentiation.
- PO10 (1): Community awareness of threats.

CO4: Identify and evaluate power resources and their impact on national security.

- PO1 (3): Analytic thought in evaluation.
- PO2 (1): Communicating evaluations clearly.
- PO3 (2): Understanding multicultural power dynamics.
- PO4 (3): Research on power resources.
- PO5 (2): Environmental impacts of power resources.
- PO6 (3): Problem-solving in evaluations.
- PO7 (2): Teamwork in evaluations.
- PO8 (2): Ethical considerations in power evaluations.
- PO9 (2): Digital skills for evaluation.

- PO10 (2): Community engagement in security impacts.

CO5: Define national power and its elements.

- PO1 (3): Critical thinking to define elements.
- PO2 (1): Clear communication of definitions.
- PO3 (2): Understanding multicultural elements.
- PO4 (3): Research on elements of power.
- PO5 (2): Environmental impacts of national power.
- PO6 (3): Problem-solving in defining power.
- PO7 (2): Collaboration in definitions.
- PO8 (2): Ethical considerations in power definitions.
- PO9 (2): Digital skills for defining elements.
- PO10 (2): Community engagement in understanding power.

CO6: Analyze the role of nationalism in shaping national security policies.

- PO1 (3): Analytic thought to understand nationalism's role.
- PO2 (2): Communicating analyses effectively.
- PO3 (2): Multicultural implications of nationalism.
- PO4 (3): Research on nationalism and policies.
- PO5 (2): Environmental impacts of policies.
- PO6 (3): Problem-solving in policy analysis.
- PO7 (2): Teamwork in policy shaping.
- PO8 (3): Ethical and humanistic value considerations.
- PO9 (2): Digital tools for analysis.
- PO10 (2): Community engagement in policy analysis.

CO7: Define and distinguish between the concepts of state, nation, nation-state, and nationalism.

- PO1 (3): Critical thinking to distinguish concepts.
- PO2 (1): Communication of distinctions.
- PO3 (2): Understanding multicultural concepts.
- PO4 (3): Research on state and nation concepts.
- PO5 (2): Environmental impacts of concepts.
- PO6 (3): Problem-solving in distinctions.
- PO7 (2): Collaboration in defining concepts.
- PO8 (2): Ethical considerations in definitions.
- PO9 (2): Digital tools for defining concepts.
- PO10 (1): Community awareness of concepts.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies
(2024 Pattern)**

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

Programme Code : UADEF

Class : F.Y.B.A.

Semester : I

Course Type : Open Elective (Theory)

Course Code : DEF-102-OE

Course Title : Maratha Military System

No. of Credits : 02

No. of Teaching Hours : 30

Course Objectives:

1. The basic Learning Objective of this course is to make people aware of the history of Marathas.
2. Students will be aware of the Military organization of Marathas.
3. Students will be able to understand the rise of Maratha power in India.
4. This Student will be able to relate the geographical condition of Maharashtra and the strategic movement of military of that era.
5. This paper aims to offer a broader understanding of the Maratha military system.
6. Understanding Chhatrapati Shivaji's contribution to Guerilla warfare.
7. Understanding Chhatrapati Shivaji's military system and their military tactics and methods through different battle occurred in that period.

Course Outcomes:

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

CO1: Students will be able to explain holistically the era of Shivaji Maharaj and major military development during the period.

CO2: Students will be able to understand Chhatrapati Shivaji's military system and their military strategies, tactics and methods through different battles that occurred in that period.

CO3: Disseminate Ideas and thoughts of Chhatrapati Shivaji Maharaj for Indian nation making and nation building process and its relevance in present time.

CO4: Students will be able to relate the geographical condition of Maharashtra and the strategic military movement in that era.

CO5: Students will be able to explain Chhatrapati Shivaji's guerrilla tactics and maritime strategy.

CO6: Students will become familiar with the Maratha power and might.

CO7: Students will be able to understand the evolution of the military system during the period.

Topics and Learning Points

	Teaching Hours
UNIT1: Rise of Maratha Power	(10)
1.1 Geographical, Social, Cultural, Political, and Economic Situation in Maharashtra before Chhatrapati Shivaji	
1.2 Maharashtra's Geopolitics	
1.3 Role of Jijabai in making of Chhatrapati Shivaji	
1.4 Chhatrapati Shivaji's childhood	
UNIT2: Swarajya Building	(10)
2.1 Concept of Hindavi Swaraj	
2.2 Building army of mavala	
2.3 Oath at Rareshwar	
UNIT3: Organization of Maratha Military	(10)
3.1 Background	
3.2 Structure and ranks	
3.3 Organization of Maratha Army	
3.4 Introduction to Maratha Navy	

References:

1. Sarkar J. N.: Shivaji and this time (Orient Longman, New Delhi, 1960)
2. Kulkarni A. R.: The Marathas (1600-1848) (Books & Books, New Delhi, 1996)
3. Pitre K. G.: War History of the Marathas (K. G. Pitre, Pune, 1998)
4. Apte B. D.: History of Maratha Navy (Bombay, State Board of Literature & Culture, 1973)
5. Shivaji: His Life and Times Gajanan Bhaskar Mehendale 2012
6. मराठ्यांचा इतिहास - प्रा. गफुर शेख - २००५
7. छत्रपती शिवाजी महाराज - कृ.अ. केळुसकर १९१६
8. देशमुख- वतनदार छत्रपती- पेशवा मराठाज - डॉ. स्टुअर्ट ग्रोर्डन २०१६
9. हिंदुस्थानचा संक्षिप्त इतिहास, पित्रे का. ग. युद्धेतिहास नवचैतन्य प्रकाशन मुंबई १९९२
10. डॉ. रोडे सोमनाथ : मराठ्यांचा इतिहास पिंपळापुरे अँड कं. पब्लिशर्स नागपूर १९९८
11. मराठा आरमार एक नवे पर्व डॉ. सचिन पेंडसे २०१७
12. प्रा. डॉ. तोडकर बी. डी. छत्रपती शिवाजी एक राष्ट्रनिर्माते प्रशांत पब्लिकेशन्स जळगाव

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (SEM-I)

Subject: Defence and Strategic Studies

Course: Maratha Military System

Course Code: DEF-102-OE

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	2	2	1	2
CO2	3	2	2	3	1	3	2	2	1	2
CO3	3	3	3	2	1	2	2	3	2	3
CO4	3	2	2	3	3	2	2	2	1	2
CO5	3	2	2	2	1	3	2	2	1	2
CO6	3	2	2	2	1	2	2	2	1	2
CO7	3	2	2	3	1	3	2	2	1	2

Justification for the mapping

CO1: Students will be able to explain holistically the era of Shivaji Maharaj and major military development during the period.

- PO1 (3): Requires critical thinking and holistic understanding.
- PO2 (2): Communicating historical analysis effectively.
- PO3 (2): Understanding the multicultural context of the era.
- PO4 (2): Research skills to explain military developments.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (2): Problem-solving in understanding historical strategies.
- PO7 (2): Collaborative learning about historical events.
- PO8 (2): Inculcation of values through historical context.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community engagement through historical awareness.

CO2: Students will be able to understand Chhatrapati Shivaji's military system and their military strategies, tactics and methods through different battles that occurred in that period.

- PO1 (3): Requires critical analysis of military strategies.
- PO2 (2): Communicating complex military tactics.
- PO3 (2): Multicultural understanding of military systems.
- PO4 (3): Research on battles and military methods.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (3): Problem-solving in military strategies.
- PO7 (2): Collaboration in learning military tactics.
- PO8 (2): Ethical considerations in military tactics.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community awareness through historical military context.

CO3: Disseminate Ideas and thoughts of Chhatrapati Shivaji Maharaj for Indian nation making and nation building process and its relevance in present time.

- PO1 (3): Critical thinking to relate historical ideas to modern context.
- PO2 (3): Strong communication skills to disseminate ideas.
- PO3 (3): Multicultural competence in understanding nation-building.
- PO4 (2): Research on historical and contemporary relevance.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (2): Problem-solving in relating past to present.
- PO7 (2): Collaboration in discussing nation-building.
- PO8 (3): Inculcation of values through historical lessons.
- PO9 (2): Use of digital tools for dissemination.
- PO10 (3): Community engagement through nation-building ideas.

CO4: Students will be able to relate the geographical condition of Maharashtra and the strategic military movement in that era.

- PO1 (3): Critical thinking to relate geography and strategy.
- PO2 (2): Communicating geographical analysis.
- PO3 (2): Multicultural understanding of regional strategies.

- PO4 (3): Research on geographical and military relations.
- PO5 (3): Environmental awareness in geographical context.
- PO6 (2): Problem-solving in strategic movement.
- PO7 (2): Collaboration in geographical analysis.
- PO8 (2): Ethical considerations in strategic movements.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community engagement through geographical understanding.

CO5: Students will be able to explain Chhatrapati Shivaji's guerrilla tactics and maritime strategy.

- PO1 (3): Critical analysis of guerrilla tactics and maritime strategy.
- PO2 (2): Communicating military strategies effectively.
- PO3 (2): Understanding multicultural implications of tactics.
- PO4 (2): Research on guerrilla and maritime strategies.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (3): Problem-solving in military tactics.
- PO7 (2): Collaboration in learning tactics.
- PO8 (2): Ethical considerations in military strategies.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community engagement through historical strategies.

CO6: Students will become familiar with the Maratha power and might.

- PO1 (3): Critical thinking to understand Maratha power.
- PO2 (2): Communicating historical power effectively.
- PO3 (2): Understanding multicultural context of Maratha power.
- PO4 (2): Research on Maratha history.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (2): Problem-solving in historical understanding.
- PO7 (2): Collaboration in learning history.
- PO8 (2): Inculcation of values through historical context.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community awareness of historical power.

CO7: Students will be able to understand the evolution of the military system during the period.

- PO1 (3): Critical analysis of military evolution.
- PO2 (2): Communicating historical evolution effectively.
- PO3 (2): Understanding multicultural context of military evolution.
- PO4 (3): Research on military system evolution.
- PO5 (1): Minimal relevance to environmental awareness.
- PO6 (3): Problem-solving in understanding evolution.
- PO7 (2): Collaboration in learning military evolution.
- PO8 (2): Ethical considerations in military evolution.
- PO9 (1): Limited use of digital skills.
- PO10 (2): Community awareness through historical military evolution.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies
(2024 Pattern)**

Name of the Programme	: FYBA Defence and Strategic Studies
Programme Code	: UADEF
Class	: FYBA
Semester	: I
Course Type	: Skill Enhancement Course (SEC) (Theory)
Course Code	: DEF-103-SEC
Course Title	: Fundamentals of Cyber Security
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

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

1. The students can identify, analyze, and remediate computer security breaches by learning and implementing the real-world scenarios in Cyber Investigations.
2. Students will get the knowledge to secure them, protect personal data, and secure computer networks.
3. Guidance to students from experts in academia to design and implement security measures against various cyber vulnerabilities.
4. Understanding key terms and concepts in Cryptography, Governance and Compliance.
5. Develop cyber security knowledge among the students.
6. Understanding various cyber security concepts and principles.
7. Understanding the nature of attacks through cyber/computer forensics software/tools.

Course Outcomes:

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

CO1: Students will be familiar with cyber security landscapes and various issues.

CO2: Students will be able to Analyze and evaluate the cyber security and types of attacks.

CO3: Students will be able to use their conceptual knowledge related to the cyber security sector to assess its applicability and utility in day-to-day life.

CO4: Student will be able to understand various cyber security concepts and principles.

CO5: Students will be able to characterize privacy, legal and ethical issues of information security.

CO6: Students will be able to understand or identify vulnerabilities critical to the information assets.

CO7: Student would be able to diagnose attacks on an organization's computer systems and networks.

Topics and Learning Points

	Teaching Hours
UNIT1: Networking Concepts Overview	(05)
1.1 Basics of communication systems	
1.2 Transmission Media	
1.3 Network types (LAN, MAN, WAN)	
1.4 Wireless Networks	
Unit 2: Introduction to Cyber Security	(05)
2.1 Definition and Scope of Cyber Security	
2.2 Importance of Cyber Security in Modern Defense	
2.3 Overview of Cyber Security Domains (Information Security, Network Security, Application Security)	
UNIT 3: Security Concept	(08)
3.1 Types of Attacks	
3.2 Goals for security	
3.3 Computer forensics	
UNIT4: Security Threats and Vulnerabilities	(08)
4.1 Types of Cyber Threats (Malware, Phishing, Denial of Service, etc.)	
4.2 Common Vulnerabilities in Systems and Networks	
4.3 Threat Actors (Hackers, Insider Threats, State-Sponsored Actors)	
UNIT 5: Cyber Security Comparative	(04)
5.1 Cyber Security issues in India	
5.2 social media and cyber security	

References:

1. Skills Factory, Certificate in Cyber Security, Textbook Special edition, specially published for KBC NUM, Jalgaon.
2. BPB Publication, “Fundamentals of Cyber Security”, Mayank Bhushan, Rajkumar Singh Rathore, Aatif Jamshed.
3. CreateSpace Independent Publishing Platform, “Cyber Security Basics”, Don Franke, ISBN-13:978-1522952190 ISBN-10: 1522952195.
4. Michael E. Whitman, Herbert J. Mattord, (2018) Principles of Information Security, 6th edition, Cengage Learning, N. Delhi.
5. Darktrace, “Technology” <https://www.darktrace.com/en/technology/#machine-learning>, accessed November 2018.
6. Van Kessel, P. Is cyber security about more than protection? EY Global Information Security Survey 2018-2019.
7. Johnston, A.C. and Warkentin, M. Fear appeals and information security behaviors: An empirical study. MIS Quarterly, 2010.
8. Arce I. et al. avoiding the top 10 software security design flaws IEEE Computer Society Center for Secure Design (CSD), 2014.
9. Smith, H. J., Dinev, T., & Xu, H. Information privacy research: an interdisciplinary review. MIS Quarterly, 2011.

10. Subramanian R. Security, privacy and politics in India: a historical review. *Journal of Information Systems Security (JISSec)*, 2010
11. Acquisti, A., John, L. K., & Loewenstein, G. What is privacy worth? *The Journal of Legal Studies*, 2013
12. Xu H., Luo X.R., Carroll J.M., Rosson M.B. The personalization privacy paradox: An exploratory study of decision-making process for location-aware marketing. *Decision Support Systems*, 2011.

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (SEM-I)

Subject: Defence and Strategic Studies

Course: Fundamentals of Cyber Security

Course Code: DEF-103-SEC

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	2	2	2	1	1	3	1
CO2	3	1	1	3	2	2	1	1	3	1
CO3	2	1	1	2	3	3	1	1	3	2
CO4	3	1	1	2	2	2	1	1	3	1
CO5	2	1	1	2	3	2	1	3	2	2
CO6	3	1	1	3	2	2	1	1	3	1
CO7	3	1	1	3	2	3	1	1	3	2

Justification for the mapping**CO1: Students will be familiar with cyber security landscapes and various issues.**

- PO1 (3): Understanding the landscape involves critical thinking and analysis.
- PO2 (1): Basic communication skills to understand issues.
- PO3 (1): General awareness of diverse cyber security issues.
- PO4 (2): Knowledge of issues informs research questions.
- PO5 (2): Awareness of environmental impact through cyber issues.
- PO6 (2): Identifying and addressing cyber issues.
- PO7 (1): Collaboration in understanding.
- PO8 (1): Basic value inculcation through awareness.
- PO9 (3): Knowledge of digital tools and issues.
- PO10 (1): Community awareness on cyber issues.

CO2: Students will be able to Analyze and evaluate the cyber security and types of attacks.

- PO1 (3): Strong analysis and evaluation skills required.
- PO2 (1): Communication of findings.
- PO3 (1): General cultural competence.
- PO4 (3): Research skills for evaluation.
- PO5 (2): Environmental impact of cyber-attacks.
- PO6 (2): Problem-solving related to attacks.
- PO7 (1): Basic teamwork in evaluation.
- PO8 (1): Ethical considerations in analysis.
- PO9 (3): Using digital tools for analysis.
- PO10 (1): Community impact awareness.

CO3: Students will be able to use their conceptual knowledge related to the cyber security sector to assess its applicability and utility in day-to-day life.

- PO1 (2): Applying analytic thought.
- PO2 (1): Basic communication skills.
- PO3 (1): Multicultural competence in applicability.
- PO4 (2): Assessing applicability requires research skills.
- PO5 (3): Cyber security's role in environmental awareness.
- PO6 (3): Problem-solving in everyday context.
- PO7 (1): Collaboration in applicability.
- PO8 (1): Ethical considerations in daily use.
- PO9 (3): Using digital skills in day-to-day life.
- PO10 (2): Engaging with community on cyber issues.

CO4: Student will be able to understand various cyber security concepts and principles.

- PO1 (3): Strong understanding involves critical thinking.
- PO2 (1): Basic communication of concepts.
- PO3 (1): General cultural competence.
- PO4 (2): Research skills for understanding.
- PO5 (2): Environmental impact through principles.
- PO6 (2): Problem-solving with concepts.

- PO7 (1): Collaboration in understanding.
- PO8 (1): Ethical principles in concepts.
- PO9 (3): Digital skills for understanding concepts.
- PO10 (1): Community impact of principles.

CO5: Students will be able to characterize privacy, legal and ethical issues of information security.

- PO1 (2): Analysis of ethical issues.
- PO2 (1): Communication of privacy and legal issues.
- PO3 (1): Understanding of cultural legalities.
- PO4 (2): Research on legal issues.
- PO5 (3): Environmental impact of information security.
- PO6 (2): Problem-solving in ethical issues.
- PO7 (1): Collaboration in ethical issues.
- PO8 (3): Strong ethical and moral value inculcation.
- PO9 (2): Digital skills for legal issues.
- PO10 (2): Community service in legal awareness.

CO6: Students will be able to understand or identify vulnerabilities critical to the information assets.

- PO1 (3): Critical analysis of vulnerabilities.
- PO2 (1): Basic communication of vulnerabilities.
- PO3 (1): General cultural competence.
- PO4 (3): Research on vulnerabilities.
- PO5 (2): Environmental impact through vulnerabilities.
- PO6 (2): Problem-solving in identifying vulnerabilities.
- PO7 (1): Collaboration in identification.
- PO8 (1): Ethical considerations in vulnerabilities.
- PO9 (3): Digital skills for identification.
- PO10 (1): Community awareness of vulnerabilities.

CO7: Student would be able to diagnose attacks on an organization's computer systems and networks.

- PO1 (3): Strong diagnostic skills involve critical thinking.
- PO2 (1): Basic communication of diagnoses.
- PO3 (1): General cultural competence.
- PO4 (3): Research skills for diagnosis.
- PO5 (2): Environmental impact through diagnoses.
- PO6 (3): Problem-solving in diagnosis.
- PO7 (1): Collaboration in diagnoses.
- PO8 (1): Ethical considerations in diagnosis.
- PO9 (3): Digital skills for diagnosis.
- PO10 (2): Community impact awareness of diagnoses.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies
(2024 Pattern)**

Name of the Programme	: FYBA Defence and Strategic Studies
Programme Code	: UADEF
Class	: FYBA
Semester	: II
Course Type	: DSC-I (General) (Theory)
Course Code	: DEF-151-GEN
Course Title	: Key Concepts of International 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. Understanding Key Concepts: To provide students with a comprehensive understanding of fundamental concepts in international security, including balance of power, collective security, and nonalignment.
2. Human Security Focus: To explore various dimensions of human security such as personal, economic, food, health, and environmental security.
3. Nuclear Security Insights: To delve into the critical issues related to nuclear security, including nuclear deterrence, non-proliferation, and mutual assured destruction.
4. Critical Analysis of Security Issues: To develop students' ability to critically analyze and assess contemporary security challenges such as terrorism, regional conflicts, cybersecurity, and peacekeeping.
5. Theoretical and Practical Knowledge: To bridge the gap between theoretical frameworks and practical applications in the field of international security.
6. Research and Analytical Skills: To enhance students' research and analytical skills through the study of case studies, historical events, and current security policies.
7. Policy Formulation: To prepare students to contribute to policy formulation and strategic planning in national and international security organizations.

Course Outcomes:

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

CO1: Comprehensive Knowledge: Students will demonstrate a thorough understanding of key concepts in international security, such as balance of power, collective security, and the security dilemma.

CO2: Human Security Analysis: Students will be able to critically analyze and propose solutions for issues related to personal, economic, food, health, and environmental security.

CO3: Nuclear Security Proficiency: Students will exhibit a deep understanding of nuclear security concepts, including deterrence, non-proliferation, and mutual assured destruction, and their implications for global security.

CO4: Critical Thinking Skills: Students will develop the ability to critically evaluate contemporary security threats, including terrorism, regional conflicts, and cybersecurity, and suggest viable countermeasures.

CO5: Theoretical Application: Students will effectively apply theoretical frameworks to real-world security issues, bridging the gap between theory and practice.

CO6: Research Capabilities: Students will demonstrate enhanced research and analytical skills by conducting in-depth studies on specific security topics and presenting their findings coherently.

CO7: Policy Development: Students will be equipped to participate in policy development processes, offering informed perspectives on strategic planning and security policy formulation in various contexts.

Topics and Learning Points

	Teaching Hours
UNIT 1: Concepts of International security	(20)
1.1 Balance of power	
1.2 Collective security	
1.3 Collective Defence	
1.4 Nonalignment	
1.5 Security Dilemma	
1.6 Deterrence	
UNIT 2: Approaches to Human Security	(20)
2.1 Personal Security	
2.2 Economic Security	
2.3 Food Security	
2.4 Health Security	
2.5 Environmental Security	
UNIT4: Concept Related to Nuclear Security	(10)
4.1 Nuclear Deterrence	
4.2 Nuclear Non-Proliferation	
4.3 Mutual Assured Destruction (MAD)	
UNIT5: Conceptual Analysis	(10)
5.1 Terrorism and Counterterrorism	
5.2 Regional Security	
5.3 Cybersecurity	
5.4 Peacekeeping and Peacebuilding	

References:

1. Morgenthau, H. J. (2005). *Politics Among Nations: The Struggle for Power and Peace*. McGraw-Hill.
2. Claude, I. L. (1962). *Power and International Relations*. Random House.
3. Roberts, A., & Zaum, D. (2008). *Selective Security: War and the United Nations Security Council since 1945*. Routledge.
4. NATO Public Diplomacy Division. (2021). *NATO Handbook*. NATO.

5. Mohan, C. R. (2003). *Impossible Allies: Nuclear India, United States, and the Global Order*. India Research Press.
6. Nayyar, D. (1975). Nonalignment in Contemporary International Relations. *International Studies*, 14(1), 103-121.
7. Booth, K., & Wheeler, N. J. (2008). *The Security Dilemma: Fear, Cooperation, and Trust in World Politics*. Palgrave Macmillan.
8. Schelling, T. C. (1980). *The Strategy of Conflict*. Harvard University Press.
9. Jervis, R., Lebow, R. N., & Stein, J. G. (1989). *Psychology and Deterrence*. Johns Hopkins University Press.
10. Kaldor, M. (2007). *Human Security: Reflections on Globalization and Intervention*. Polity Press.
11. Thomas, C. (2001). *Global Governance, Development and Human Security: The Challenge of Poverty and Inequality*. Pluto Press.
12. FAO. (2006). *The State of Food Insecurity in the World*. Food and Agriculture Organization.
13. Maxwell, S., & Smith, M. (1992). *Household Food Security: A Conceptual Review*. IFAD.
14. Gostin, L. O. (2014). *Global Health Law*. Harvard University Press.
15. WHO. (2007). *The World Health Report 2007 - A Safer Future: Global Public Health Security in the 21st Century*. World Health Organization.
16. Matthew, R. A., Barnett, J., McDonald, B., & O'Brien, K. L. (Eds.). (2010). *Global Environmental Change and Human Security*. MIT Press.
17. Dalby, S. (2002). *Environmental Security*. University of Minnesota Press.
18. Freedman, L. (2003). *The Evolution of Nuclear Strategy*. Palgrave Macmillan.
19. Payne, K. B. (2001). *The Fallacies of Cold War Deterrence and a New Direction*. University Press of Kentucky.
20. Cirincione, J., Wolfsthal, J. B., & Rajkumar, M. (2005). *Deadly Arsenals: Nuclear, Biological, and Chemical Threats*. Carnegie Endowment for International Peace.
21. Sagan, S. D., & Waltz, K. N. (2012). *The Spread of Nuclear Weapons: An Enduring Debate*. W.W. Norton & Company.
22. Kaplan, F. (1983). *The Wizards of Armageddon*. Stanford University Press.
23. Kahn, H. (1965). *On Escalation: Metaphors and Scenarios*. Praeger.
24. Cronin, A. K. (2009). *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns*. Princeton University Press.
25. Lake, D. A., & Morgan, P. M. (Eds.). (1997). *Regional Orders: Building Security in a New World*. Penn State University Press.
26. Clarke, R. A., & Knake, R. (2010). *Cyber War: The Next Threat to National Security and What to Do About It*. HarperCollins.
27. Doyle, M. W., & Sambanis, N. (2006). *Making War and Building Peace: United Nations Peace Operations*. Princeton University Press.
28. डॉ. देवेन्द्र विसपुते, डॉ. बी. डी. तोडकर, आणि डॉ. कविता धर्माधिकारी “जागतिक सुरक्षा” प्रशांत पब्लिकेशन्स जळगाव ISBN 9789385021596
29. डॉ. व्ही. वाय. जाधव आणि प्रा. होमसिंग पाटील (2009) “जागतिक सुरक्षा” प्रशांत पब्लिकेशन्स जळगाव
30. डॉ. देवेन्द्र जी. विसपुते(2020) “आंतरराष्ट्रीय सुरक्षा समस्या” प्रशांत पब्लिकेशन्स जळगाव ISBN 9789389493320

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)

Subject: Defence and Strategic Studies

Course: Key Concepts of International Security

Course Code: DEF-151-GEN

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

COPO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	2	1
CO2	3	2	2	3	3	3	2	2	2	2
CO3	3	2	2	3	1	3	1	2	2	1
CO4	3	2	2	3	2	3	1	2	2	1
CO5	3	2	2	3	2	3	1	2	2	2
CO6	3	2	2	3	1	3	1	2	2	1
CO7	3	2	2	3	1	3	2	2	2	2

Justification for the mapping

CO1: Comprehensive Knowledge: Students will demonstrate a thorough understanding of key concepts in international security, such as balance of power, collective security, and the security dilemma.

- PO1 (3): Requires critical and creative thinking to understand and analyze complex security concepts.
- PO2 (2): Communication skills to express and discuss key security concepts.
- PO3 (2): Multicultural competence in understanding international security dynamics.
- PO4 (2): Basic research skills to explore security concepts.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving in security scenarios.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation in understanding the ethical implications of security policies.
- PO9 (2): Digital skills for accessing and analyzing information.
- PO10 (1): Limited community engagement and service relevance.

CO2: Human Security Analysis: Students will be able to critically analyze and propose solutions for issues related to personal, economic, food, health, and environmental security.

- PO1 (3): Strong critical thinking required to analyze human security issues.
- PO2 (2): Communication skills to propose solutions effectively.
- PO3 (2): Multicultural competence in addressing diverse human security issues.
- PO4 (3): Research skills to analyze and propose solutions.
- PO5 (3): High relevance to environmental awareness.
- PO6 (3): Problem-solving abilities in proposing solutions.
- PO7 (2): Collaboration and teamwork in discussing and solving security issues.
- PO8 (2): Value inculcation in addressing ethical and moral dimensions of security.
- PO9 (2): Digital skills for research and analysis.
- PO10 (2): Community engagement through proposing solutions.

CO3: Nuclear Security Proficiency: Students will exhibit a deep understanding of nuclear security concepts, including deterrence, non-proliferation, and mutual assured destruction, and their implications for global security.

- PO1 (3): Critical thinking to understand complex nuclear security concepts.
- PO2 (2): Communication skills to discuss nuclear security effectively.
- PO3 (2): Multicultural competence in understanding global nuclear policies.
- PO4 (3): Research skills to analyze nuclear security issues.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in nuclear security scenarios.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Ethical considerations in nuclear security.
- PO9 (2): Digital skills for research and analysis.

- PO10 (1): Limited community engagement and service relevance.

CO4: Critical Thinking Skills: Students will develop the ability to critically evaluate contemporary security threats, including terrorism, regional conflicts, and cybersecurity, and suggest viable countermeasures.

- PO1 (3): Strong critical thinking required to evaluate security threats.
- PO2 (2): Communication skills to discuss and propose countermeasures.
- PO3 (2): Multicultural competence in understanding global security threats.
- PO4 (3): Research skills to evaluate and propose solutions.
- PO5 (2): Some relevance to environmental aspects of security threats.
- PO6 (3): Problem-solving in proposing countermeasures.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Ethical considerations in proposing countermeasures.
- PO9 (2): Digital skills for research and analysis.
- PO10 (1): Limited community engagement and service relevance.

CO5: Theoretical Application: Students will effectively apply theoretical frameworks to real-world security issues, bridging the gap between theory and practice.

- PO1 (3): Critical thinking to apply theoretical frameworks.
- PO2 (2): Communication skills to explain theoretical applications.
- PO3 (2): Multicultural competence in understanding diverse security issues.
- PO4 (3): Research skills to apply theories to real-world issues.
- PO5 (2): Some relevance to environmental aspects.
- PO6 (3): Problem-solving in applying theories.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Ethical considerations in applying theories.
- PO9 (2): Digital skills for research and application.
- PO10 (2): Community engagement through practical application of theories.

CO6: Research Capabilities: Students will demonstrate enhanced research and analytical skills by conducting in-depth studies on specific security topics and presenting their findings coherently.

- PO1 (3): Critical thinking for in-depth studies.
- PO2 (2): Communication skills to present research findings.
- PO3 (2): Multicultural competence in researching diverse security topics.
- PO4 (3): Research skills for in-depth analysis.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in conducting research.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Ethical considerations in research.
- PO9 (2): Digital skills for conducting and presenting research.
- PO10 (1): Limited community engagement and service relevance.

CO7: Policy Development: Students will be equipped to participate in policy development processes, offering informed perspectives on strategic planning and security policy formulation in various contexts.

- PO1 (3): Critical thinking for policy development.
- PO2 (2): Communication skills to participate in policy processes.
- PO3 (2): Multicultural competence in developing inclusive policies.
- PO4 (3): Research skills for policy formulation.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in policy development.
- PO7 (2): Collaboration in policy processes.
- PO8 (2): Ethical considerations in policy formulation.
- PO9 (2): Digital skills for research and policy development.
- PO10 (2): Community engagement through policy development.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies
(2024 Pattern)**

Name of the Programme	: FYBA Defence and Strategic Studies
Programme Code	: UADEF
Class	: FYBA
Semester	: II
Course Type	: Open Elective (Theory)
Course Code	: DEF-152-OE
Course Title	: Organization of Maratha Military
No. of Credits	: 02
No. of Teaching Hours	: 30

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 people aware of the history of Marathas.
2. Make students aware of the military organization under Marathas.
3. Students will be able to understand the rise of Maratha power in India.
4. Study of the Maratha military system, its historical significance, and its impact on the region.
5. This paper aims to offer a broader understanding of the Maratha military system.
6. Understanding Chhatrapati Shivaji's contribution into naval building.
7. Examine the development and significance of the Maratha naval force in protecting coastal territories and facilitating trade.

Course Outcomes:

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

CO1: Students will be able to explain holistically the era of Marathas and major military development during the period.

CO2: Students will be able to explain Maratha military system and their military strategies, tactics and methods.

CO3: Students will become familiar with the Maratha power and might.

CO4: Students will be able to understand various Maratha emperors and their military administration.

CO5: Students will gain a comprehensive understanding of the Maratha military system and its historical significance.

CO6: Students will identify and assess the contributions of key military leaders in the Maratha Empire, such as Shivaji, and their role in shaping the military system.

CO7: Students will be able to analyze the developments in the military system that took place during this period.

Topics and Learning Points

	Teaching Hours
UNIT1: Organization of Maratha Forts	(10)
1.1 Types and importance of Forts	
1.2 Characteristics	
1.3 Organizations of Maratha Forts	
UNIT2: Maratha Aarmar (Maratha Navy)	(10)
2.1 Chatrapati Shivaji: The Father of India Navy	
2.2 Organization of Maratha Aarmar	
UNIT3: Organization of Maratha Military Post Chatrapati Shivaji	(10)
3.1 Military administration under Chatrapati Sambhaji	
3.2 Military administration under Chatrapati Rajaram and Tarabai	
3.3 Military administration under Peshawa	

References:

1. Sarkar J. N.: Shivaji and this time (Orient Longman, New Delhi, 1960)
2. Kulkarni A. R.: The Marathas (1600-1848) (Books & Books, New Delhi, 1996)
3. Pitre K. G.: War History of the Marathas (K. G. Pitre, Pune, 1998)
4. Apte B. D.: History of Maratha Navy (Bombay, State Board of Literature & Culture, 1973)
5. Shivaji: His Life and Times Gajanan Bhaskar Mehendale 2012
6. मराठ्यांचा इतिहास – प्रा. गफुर शेख 2005
7. छत्रपती शिवाजी महाराज - कृ.अ. केळुसकर १९१६
8. देशमुख- वतनदार छत्रपती- पेशवा मराठाज - डॉ. स्टुअर्ट ग्रोर्डन २०१६
9. हिंदुस्थानचा संक्षिप्त इतिहास, पित्रे का. ग. युद्धेतिहास नवचैतन्य प्रकाशन मुंबई १९९२
10. डॉ. रोडे सोमनाथ: मराठ्यांचा इतिहास पिंपळापुरे अँड कं. पब्लिशर्स नागपूर १९९८
11. मराठा आरमार एक नवे पर्व डॉ. सचिन पेंडसे २०१७
12. प्रा. डॉ. तोडकर बी. डी. छत्रपती शिवाजी एक राष्ट्रनिर्माते प्रशांत पब्लिकेशन्स जळगाव

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)

Subject: Defence and Strategic Studies

Course: Organization of Maratha Military

Course Code: DEF-152-OE

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

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	2	3	1	3	1	2	2	1
CO3	3	2	2	2	1	2	1	2	2	1
CO4	3	2	2	2	1	2	1	2	2	1
CO5	3	2	2	3	1	3	1	2	2	1
CO6	3	2	2	2	1	3	1	2	2	1
CO7	3	2	2	3	1	3	1	2	2	1

Justification for the mapping

CO1: Students will be able to explain holistically the era of Marathas and major military development during the period.

- PO1 (3): Requires critical thinking to understand and analyze historical developments.
- PO2 (2): Communication skills to effectively explain and discuss historical events.
- PO3 (2): Multicultural competence to appreciate the diverse cultural impact of the Marathas.
- PO4 (2): Research skills to investigate historical sources and evidence.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving to understand the strategic developments.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical and moral values of the era.
- PO9 (2): Digital skills to access historical information.
- PO10 (1): Limited community engagement and service relevance.

CO2: Students will be able to explain Maratha military system and their military strategies, tactics and methods.

- PO1 (3): Strong analytical skills to understand military strategies and tactics.
- PO2 (2): Communication skills to explain military systems effectively.
- PO3 (2): Multicultural competence to appreciate the cultural context of military strategies.
- PO4 (3): Research skills to investigate military strategies.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving abilities in understanding and explaining military tactics.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand the ethical implications of military strategies.
- PO9 (2): Digital skills to research and present information.
- PO10 (1): Limited community engagement and service relevance.

CO3: Students will become familiar with the Maratha power and might.

- PO1 (3): Critical thinking to understand the scope of Maratha power.
- PO2 (2): Communication skills to discuss the power dynamics of the Marathas.
- PO3 (2): Multicultural competence to understand the Maratha influence across cultures.
- PO4 (2): Research skills to explore the extent of Maratha power.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving in understanding the implications of Maratha power.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to appreciate the historical significance.
- PO9 (2): Digital skills for accessing historical data.
- PO10 (1): Limited community engagement and service relevance.

CO4: Students will be able to understand various Maratha emperors and their military administration.

- PO1 (3): Analytical skills to understand the administration of various emperors.
- PO2 (2): Communication skills to discuss the military administration.
- PO3 (2): Multicultural competence to appreciate the diversity in administration styles.
- PO4 (2): Research skills to investigate administrative practices.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving abilities to understand administrative challenges.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand the ethical and moral aspects of administration.
- PO9 (2): Digital skills for research and presentation.
- PO10 (1): Limited community engagement and service relevance.

CO5: Students will gain a comprehensive understanding of the Maratha military system and its historical significance.

- PO1 (3): Critical thinking to understand the military system in-depth.
- PO2 (2): Communication skills to explain the military system comprehensively.
- PO3 (2): Multicultural competence to appreciate the historical context.
- PO4 (3): Research skills to investigate the historical significance.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in understanding the military system.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to appreciate the historical significance.
- PO9 (2): Digital skills for research and presentation.
- PO10 (1): Limited community engagement and service relevance.

CO6: Students will identify and assess the contributions of key military leaders in the Maratha Empire, such as Shivaji, and their role in shaping the military system.

- PO1 (3): Critical thinking to assess the contributions of key leaders.
- PO2 (2): Communication skills to explain and discuss the contributions.
- PO3 (2): Multicultural competence to appreciate the diverse contributions.
- PO4 (2): Research skills to investigate the contributions of leaders.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in understanding the impact of key leaders.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand the ethical and moral contributions.
- PO9 (2): Digital skills for accessing historical information.
- PO10 (1): Limited community engagement and service relevance.

CO7: Students will be able to analyze the developments in the military system that took place during this period.

- PO1 (3): Critical thinking to analyze military developments.
- PO2 (2): Communication skills to explain and discuss developments.
- PO3 (2): Multicultural competence to appreciate the historical context.
- PO4 (3): Research skills to investigate military developments.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving in understanding the implications of developments.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to appreciate the significance of developments.
- PO9 (2): Digital skills for research and presentation.
- PO10 (1): Limited community engagement and service relevance.

**CBCS Syllabus as per NEP 2020 for F.Y.B.A Defence and Strategic Studies
(2024 Pattern)**

Name of the Programme	: FYBA Defence and Strategic Studies
Programme Code	: UADEF
Class	: FYBA
Semester	: II
Course Type	: Skill Enhancement Course (SEC) (Theory)
Course Code	: DEF-153-SEC
Course Title	: Cyber Security
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

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

1. The students can identify, analyze, and remediate computer security breaches by learning and implementing the real-world scenarios in cyber-Investigations.
2. Students will get the knowledge to secure them, protect personal data, and secure computer networks.
3. Guidance to students from experts in academia to design and implement security measures against various cyber vulnerabilities.
4. Understanding key terms and concepts in Cyber ethics, e governance and ecommerce.
5. Develop cyber security knowledge among the students.
6. Understanding various cyber security concepts and principles.
7. Understanding the nature of attacks through cyber/computer forensics software/tools.

Course Outcomes:

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

CO1: Students will be familiar with cyber security landscapes and various issues.

CO2: Students will be able to Analyze and evaluate the cyber security and types of attacks.

CO3: Students will be able to use their conceptual knowledge related to the cyber security sector to assess its applicability and utility in day-to-day life.

CO4: Student will be able to understand various cyber security concepts and principles.

CO5: Students will be able to characterize privacy, legal and ethical issues of information security.

CO6: Students will be able to understand or identify vulnerabilities critical to the information assets.

CO7: Student would be able to diagnose attacks on an organization's computer systems and networks.

Topics and Learning Points

Teaching Hours

UNIT1: Security Threats and Vulnerabilities

(09)

- 1.1 Overview of Security threats and Vulnerability: Types of attacks on confidentiality, Integrity and Availability, Vulnerability and Threats.
- 1.2 Malware: Viruses, Worms, Trojan horses, Security Counter Measures: Insider & Outsider Attack
- 1.3 Intrusion Detection, Antivirus Software
- 1.4 Preventive Measures

UNIT2: Ethical Issues in Information Security & Privacy

(09)

- 2.1 Information Security, Privacy and Ethics,
- 2.3 Cyber Crime and Cyber Terrorism,
- 2.4 Hacking Ways of Hacking, Ethical issues, Ethical Hacking
- 2.5 Cybercrime against women
- 2.6 Preventive Measures

UNIT3: Security Challenges in E-commerce & e-governance

(09)

- 3.1 Concept of E-commerce and E governance
- 3.2 Security challenges and future of E-commerce
- 3.3. Security challenges and future E-governance

UNIT4: Cyber Security Comparative Study

(03)

- 4.1 Social media and cybercrimes in India
- 4.2 Social media and cyber threats

References:

1. Skills Factory, Certificate in Cyber Security, Textbook Special edition, specially published for KBC NUM, Jalgaon.
2. BPB Publication, “Fundamentals of Cyber Security”, Mayank Bhushan, Rajkumar Singh Rathore, Aatif Jamshed.
3. CreateSpace Independent Publishing Platform, “Cyber Security Basics”, Don Franke, ISBN-13:978-1522952190 ISBN-10: 1522952195.
4. Michael E. Whitman, Herbert J. Mattord, (2018) Principles of Information Security, 6th edition, Cenage Learning, N. Delhi.
5. Van Kessel, P. Is cyber security about more than protection? EY Global Information Security Survey 2018-2019.
6. Johnston, A.C. and Warkentin, M. Fear appeals and information security behaviors: An empirical study. MIS Quarterly, 2010.
7. Smith, H. J., Dinev, T., & Xu, H. Information privacy research: an interdisciplinary review. MIS Quarterly, 2011.
8. Subramanian R. Security, privacy and politics in India: a historical review. Journal of Information Systems Security (JISSec), 2010
9. Nadhem AlFardan (2022) “Cyber Threat Hunting” Manning Publications Co ISBN 9781633439474
10. Thomas Kranz (2022) “Making Sense of Cybersecurity” Manning Publications Co ISBN 9781617298004

CBCS Syllabus 2023 Pattern as per NEP 2020
AES's T. C. College (Autonomous), Baramati.
FYBA Sem-II

Department of Defence and Strategic Studies

11. Alexey Kleymenov "Mastering Malware Analysis: A malware analyst's" Packt Publishing
ISBN 9781803240244

12. Aamer Khan (2021) "Ethical Hacking 5-in-1 Book | Hacking | Programming | Linux |
Networking" Code Academy ISBN 97893544544783

13. Joseph Steinberg (2019) "Cybersecurity for Dummies (For Dummies)" ISBN
9781119560326

14. John McMahon (2017) "E-commerce A Beginners Guide to e-commerce (Business,
Money, Passive Income, E-Commerce for Dummies, Marketing, Amazon)" ISBN
9781542810210

15. C.S.R. Prabhu (2012) "E-governance: concepts and case studies" ISBN 9788120345577

Choice Based Credit System Syllabus (2024 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: FYBA (Sem II)

Subject: Defence and Strategic Studies

Course: Cyber Security

Course Code: DEF-153-SEC

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	3	1
CO2	3	2	1	3	1	3	1	2	3	1
CO3	3	2	2	2	2	2	1	2	3	2
CO4	3	2	1	2	1	2	1	2	3	1
CO5	3	2	2	2	2	2	1	3	3	1
CO6	3	2	1	2	1	3	1	2	3	1
CO7	3	2	1	3	1	3	1	2	3	1

Justification for the mapping**CO1: Students will be familiar with cyber security landscapes and various issues.**

- PO1 (3): Requires critical and creative thinking to understand diverse cybersecurity issues.
- PO2 (2): Communication skills to discuss and explain cybersecurity landscapes.
- PO3 (2): Multicultural competence to understand the global nature of cybersecurity.
- PO4 (2): Research skills to identify and understand various cybersecurity issues.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving abilities to address various cybersecurity issues.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in cybersecurity.
- PO9 (3): Digital and technological skills are crucial for understanding cybersecurity landscapes.
- PO10 (1): Limited community engagement and service relevance.

CO2: Students will be able to analyze and evaluate the cyber security and types of attacks.

- PO1 (3): Strong analytical skills to evaluate cybersecurity and types of attacks.
- PO2 (2): Communication skills to discuss and explain cybersecurity attacks.
- PO3 (1): Limited multicultural competence relevance.
- PO4 (3): Research skills to analyze and evaluate cybersecurity attacks.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving abilities to address cybersecurity threats.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in cybersecurity.
- PO9 (3): Digital and technological skills are crucial for analyzing cybersecurity attacks.
- PO10 (1): Limited community engagement and service relevance.

CO3: Students will be able to use their conceptual knowledge related to the cyber security sector to assess its applicability and utility in day-to-day life.

- PO1 (3): Critical and creative thinking to apply cybersecurity knowledge in daily life.
- PO2 (2): Communication skills to explain and discuss the application of cybersecurity concepts.
- PO3 (2): Multicultural competence to understand the global impact of cybersecurity.
- PO4 (2): Research skills to assess the applicability of cybersecurity concepts.
- PO5 (2): Understanding privacy issues related to environmental awareness.
- PO6 (2): Problem-solving abilities to apply cybersecurity knowledge in real life.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in cybersecurity.
- PO9 (3): Digital and technological skills are crucial for applying cybersecurity knowledge.
- PO10 (2): Community engagement relevance in promoting cybersecurity awareness.

CO4: Students will be able to understand various cyber security concepts and principles.

- PO1 (3): Critical thinking to understand various cybersecurity concepts.
- PO2 (2): Communication skills to discuss and explain cybersecurity principles.

- PO3 (1): Limited multicultural competence relevance.
- PO4 (2): Research skills to understand cybersecurity principles.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (2): Problem-solving abilities to address cybersecurity issues.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in cybersecurity.
- PO9 (3): Digital and technological skills are crucial for understanding cybersecurity principles.
- PO10 (1): Limited community engagement and service relevance.

CO5: Students will be able to characterize privacy, legal, and ethical issues of information security.

- PO1 (3): Critical thinking to analyze privacy, legal, and ethical issues.
- PO2 (2): Communication skills to discuss privacy and legal issues.
- PO3 (2): Multicultural competence to understand the global impact of privacy issues.
- PO4 (2): Research skills to investigate legal and ethical issues.
- PO5 (2): Understanding privacy issues related to environmental awareness.
- PO6 (2): Problem-solving abilities to address privacy and legal issues.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (3): Value inculcation to understand ethical considerations in information security.
- PO9 (3): Digital and technological skills are crucial for understanding privacy issues.
- PO10 (1): Limited community engagement and service relevance.

CO6: Students will be able to understand or identify vulnerabilities critical to the information assets.

- PO1 (3): Critical thinking to identify vulnerabilities.
- PO2 (2): Communication skills to explain vulnerabilities.
- PO3 (1): Limited multicultural competence relevance.
- PO4 (2): Research skills to identify vulnerabilities.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving abilities to address vulnerabilities.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in addressing vulnerabilities.
- PO9 (3): Digital and technological skills are crucial for identifying vulnerabilities.
- PO10 (1): Limited community engagement and service relevance.

CO7: Students would be able to diagnose attacks on an organization's computer systems and networks.

- PO1 (3): Critical thinking to diagnose cyber-attacks.
- PO2 (2): Communication skills to explain and report attacks.
- PO3 (1): Limited multicultural competence relevance.
- PO4 (3): Research skills to diagnose attacks.
- PO5 (1): Limited relevance to environmental awareness.
- PO6 (3): Problem-solving abilities to diagnose and address cyber-attacks.
- PO7 (1): Minimal collaboration and teamwork requirement.
- PO8 (2): Value inculcation to understand ethical considerations in diagnosing attacks.
- PO9 (3): Digital and technological skills are crucial for diagnosing cyber-attacks.
- PO10 (1): Limited community engagement and service relevance.