

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE-641 018**

**Learning outcomes-based Curriculum Framework
(LOCF) for**

B.A. DEFENCE STUDIES

(Effective from Academic year 2021-2022)



DEPARTMENT OF DEFENCE STUDIES

MAY-2021

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Preamble

Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects learning outcome-based curriculum in order to maximize the benefits of the newly designed curriculum. The learning outcome-based curriculum will definitely help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. It is pertinent to mention here that the purpose of education is to develop an integrated personality of the individual and the educational system provides all knowledge and skills to the learner for this.

Tamil Nadu State Council for Higher Education (TANSICHE) has formed the State Integrated Boards of Studies, which, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year under-graduation and two-year post-graduation courses to realize the facilitation of the mobility of faculty and students from one university to another and to easily solve the problem of equivalence among courses. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The areas that must be covered by the student that are mandatory for earning the degree to have due value has been worked out so that the student will gain enough depth of knowledge in the subject concerned. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. This gives the autonomous institution seamless liberty on every Board of Studies (BOS) to innovate and experiment, and more importantly, it is here that the institution devises appropriate strategies by which (i) to make creative and critical applications of what has been learnt in the mandatory components, and (ii) to meaningfully connect the learners to the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. LOCF also aims at ensuring uniform education standard and content delivery across the country which will help the students to ensure similar quality of education irrespective of the institute and location. With initiatives from

University Grants Commission (UGC) for nation-wide adoption and implementation of the LOCF for bachelor's programmes in colleges, universities and HEIs in general. A Core Expert Committee (CEC) was constituted to formulate the modalities for developing the LOCF in various subjects being taught in the undergraduate courses in sciences, humanities, commerce and professional courses. The CEC also constituted the Subject Expert Committees (SEC) in various subjects to prepare detailed guidelines for the LOCF in subjects concerned.

The key components of the planning and development of LOCF are given in terms of clear and unambiguous description of the Graduate Attributes (GA), Qualification Descriptors (QD), Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) to be achieved at the end of the successful completion of each undergraduate program to be offered by HEIs. In undergraduate education in Information Technology, the programme of study leading to the degree of B.Sc. in Information Technology is discussed herewith. The Qualification Descriptors (QD), Program Learning Outcomes (PLO) and the Course Learning Outcomes (CLO) were also finalized keeping the broad requirement of the programme in view. The LOCF also gives general guidelines for the Teaching Learning Process (TLP) corresponding to each component of theory, experiment, tutorials, projects and industrial / field visits to be followed in order to achieve the stated outcomes for each component. Finally, some suggestions for using various methods in the assessment and evaluation of learning levels of students are also made. It is a student centric framework where they are expected to learn fundamentals of Information Technology along with the latest trends and techniques like Artificial Intelligence, Internet of Things, Machine Intelligence along with advanced skillsets that include Mobile Application Development, Object Oriented Programming among many other courses.

1 Introduction

LOCF indeed is a great initiative by the UGC to introduce improvement of quality in higher education. The under graduate programme is critical given the fact that it is the first stepping stone for a young adult into higher education. Therefore, the under graduate programme is very important as it has the responsibility to transform the mind of the young adult and introduce them to a wider influence, and also ensure that his/her thought process is not retarded for the lack of desired input from authorities, peers or absence of common information loop. Taking recourse to the discipline of Defence Studies there has been a general apathy towards the subject both at federal and state level despite certain recognizable traits attached to its significance. This is despite the fact that Defence Studies as a subject is studied globally.

The security dimension has a unique dynamic – it starts with human security and goes unendingly to national and international level. Assessing human security stretches from personal security to the very basic need of societal obligations whereby security gambit is so essentially required. All developed countries have concerns for protective security whether it remains to nation's development capacity building or fostering relations with other countries for enhancing comprehensive national power signifying importance of security and its academic relationship. Defence / National Security Studies as a discipline has a wider connotation and even spread out to inter disciplinary subjects - be it Humanities, Languages, Science, Management, Governance and Leadership. Security is a buzz word and needs to be understood in its entirety with strategic and nonstrategic overtones. Security is complimentary to the development of a nation while development processes in developing countries suffer due to incomprehension of security issues. The subject of Defence / National Security Studies therefore holds unique significance and demand security consciousness in society in which academics have a wider role to play. LOCF definitely is a moderate attempt in this regard to introspect the causes and reasons of rigidity and tepidity which revolves around the subject. However, there is a dire need of equipping our academic community with young adults who are well trained in the discipline. For instance, at a foundation level there is a desire among many students to use the under graduate program to begin their career in academics, to acquire overall knowledge, widen their horizons as well as getting conversant with communication skills and teaching aids. Such an incremental course work is essential and maybe conceived for a period of at least five years until one is found eligible for next level. This may be considered as a basic step for the success of LOCF.

A student teacher relationship would ideally be suited if it involves lot of interaction demanding sustained efforts and unconventional experimentation. Unlike abroad, we have total emphasis on class room teaching and over the period it loses interests among students and teachers alike. There is a need to expose the students to the environment, encourage avante-garde or off beat eccentricism until remained barrack centric. LOCF undertakes/suggest such extra ordinary outlandishness by inspiring not only transgression into other subjects of interests but also class outfield study behavior to make the students understand the domain eco system. In fact, the field studies also equips the students with all the attributes given in the conceptualization of LOCF and acquiring added contrivance or maturing them enough to be in a state of decision making in their future endeavor. Another deepening issue that despite so much of talks about promoting academic link with professional bodies such as industry, research centers, think tanks, the services and even the bureaucracy - the largely seen twin Siamese stays apart.

Academics can extend to such excellence of professional bodies – an opportunity for higher education and gaining specialization by undertaking research activities. In this context, the mandatory conditions warding off professionals to the academic programme may be dispensed with providing students a window for better synergy. LOCF is indeed a sterling opportunity or a pathway to imparting well-rounded, rigorous yet holistic academic training to students as they begin their journey into academia. The LOCF framework is certain to bolster the study of Defence Studies and National Security Studies in the country.

1.1 Course Structure - Types of Courses.

The following types of courses are offered under CBCS-LOCF:

- a) **Core Courses (CC).** A core course is a compulsory discipline specific course. A student of Defence Studies has to take 12 Defence Studies courses over six semesters.
- b) **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types. Which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

- a) **Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Defence Studies. A set of six semester-specific, courses of this kind are offered in the First through fourth semester of the Undergraduate programme, BA. Defence Studies.
- b) **Project.** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. Such a course is compulsory in sixth semester.
- c) **Generic Electives (GE).** These courses, in disciplines other than Defence Studies, are intended to broaden the training of a student in the Defence Studies Undergraduate programme. A student of Defence Studies s will take one such course, offered by another department, in each of Semester V and VI.
- c) **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Environmental Studies) and one in Semester II (Value Education– Gandhian Thoughts).
- d) **Skill Enhancement Course (SEC).** A student is to take one such course each in Semester III through Semester VI.

2 LEARNING OUTCOMES BASED APPROACH TO CURRICULUM PLANNING FOR BACHELOR OF DEFENCE STUDIES

It is said that there's nothing as practical as good theory. It may also be said that there's nothing as theoretically interesting as good practice. The fundamental premise underlying the learning outcomes based approach to curriculum planning is that the bachelor's degree programme in Defence Studies shall be awarded on the basis of demonstrative achievements outcomes as:

1. Attainment of sound knowledge about the basics that the students is expected to imbibe in the subject.
2. Having a clear understanding of the key concepts related to the subject along with their applications in real life situations.
3. Development of analytical skills so as to be able to appreciate the importance of the subject and spread its awareness.
4. Inculcate a spirit of nationalism and develop good values contributing to building strong National Character.

2.1 Nature and Extent of Bachelor's Degree Programme in Defence Studies

Earlier known as Military Science, Military Studies or Defence Studies is a recognized degree in Defence Studies' by the University Grants Commission, New Delhi at Undergraduate, Postgraduate, Doctorate and Post-Doctoral level. However, the degree programme in Defence Studies is only at few places while it exists as one of the elective subject in most of the places. The approach to the study in the discipline is interdisciplinary as the subject broadly covers military history, war, national security studies, international relations, peace and conflict studies, international terrorism, defence economics, military psychology/sociology and other aspects related to military or security of the nation and as such encompasses such aspects like geopolitics and military geography, science and technology, economics of defence, conflict management and conflict resolution, etc. The framework is intended to allow flexibility and innovation in programme design and syllabi development, teaching-learning process and assessment of student learning levels.

2.2 Aims of the Bachelor's Degree in Defence Studies

Defence Studies as a subject and degree cover all strategic aspects that can have a bearing on the learning of security issues in the Defence of the country. The overall objectives of bachelor's degree programme in Defence Studies are to Formulate qualitative description combining domain knowledge with gains from choice based credit system enabling students to qualify for jobs even outside the discipline demonstrating mobility of service.

1. Instill the graduates skills, knowledge and abilities to understand national security issues analytically which is to help the students to pick up adequate comprehension on matters security. Infuse each graduate with a desire to be a lifelong learner and plan to pursue professional courses related to Defence Studies to be a domain specialist.
2. Imbue an appreciation of one's civic duties and responsibilities towards society and demonstrate knowledge of contemporary or emerging threats, challenges or issues thereby contributing to strategic culture.
3. Encourage leadership qualities amongst students and raise ability to work as a team.
4. Gain an understanding of professional ethics and to apply in the field of national security rather than replicate curriculum content knowledge
5. Demonstrate the ability to apply one's disciplinary knowledge and skills to new frontiers and be a partner ensuring global competitiveness.
6. Undertake mechanism to periodically review of teaching programmes including adoption of teaching learning techniques.

3 GRADUATE ATTRIBUTES IN DEFENCE STUDIES

1. It has been generally observed that students at the time of joining graduate programme or at the end of such studies remain unclear and confused in deciding their future course of study. For instance, while course in Defence Studies is always not an exclusive degree programme, but is served at post graduate level, students are generally oblivious of certain realities. However, having taken up the discipline in Defence Studies at under graduate level, the student must reflect a sense of maturity, good attributes, values and skills enabling him/her to decide further course of action in terms of should he/she go in for higher studies or having attained a particular skill take to the job and simultaneously pursue higher studies. Such an arrangement works abroad quite successfully and makes them more professional and responsible in their career pursuit. In addition, the attributes in a graduate of Defence Studies are expected to exhibit the following:
2. **Disciplinary knowledge and skills:** Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and contemporary strategic environment in Defence Studies and its different subfields.
3. **Skilled communicator and Critical thinker:** Ability to transmit complex information and ability to employ critical thinking relating to national security issues in a clear and concise manner in writing and oral skills.
4. **Sense of inquiry:** Capability for asking relevant/appropriate questions relating to issues and problems in the field of Defence Studies and planning, executing and reporting the results of any issues related to national/international security
5. **Team player/Leader:** Capable of working effectively in diverse teams in both classroom, in society and real life situations.
6. **Skilled project manager:** Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical conduct. Digitally literate: Capable of using computers to understand strategies and tactics in conflicts.
7. **Ethical awareness/reasoning:** Capable of embracing and demonstrating the ability to demonstrate moral/ ethical values in one's work and avoiding unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciate environmental and sustainability issues.
8. **Lifelong learners:** Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.

4 QUALIFICATION DESCRIPTORS FOR A BACHELOR'S DEGREE PROGRAMME IN DEFENCE STUDIES

The qualification descriptors for a Bachelor's Degree programme in Defence Studies shall include the following:

1. Demonstrate: - (i) Acquire a demonstrative ability towards systematic/coherent understanding in Defence and Strategic Studies, its different learning areas and areas of specializations, besides linkages with related disciplinary areas/subjects; (ii) Procedural knowledge and skills that creates different types of professionals related to national security issues, including research and development, teaching and government and public service;
2. Understanding national and international strategic and security issues, analyses and evaluation using methodologies as appropriate to the subject(s) for drawing interpretations and conclusions;
3. Communicate results of studies undertaken in security affairs in a range of different contexts using the concepts, constructs and techniques as applicable;
4. Able to draw on a range of current research and development work and professional materials;
5. Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyze different issues and analyse complex problems with well-defined suggestions for policy makers in national security issues.
6. Demonstrate subject-related contemporary strategic national and international issues and transferable skills that are relevant to Defence Studies - related job trades and employment opportunities in the field of teaching, armed/paramilitary/security forces and journalism.

5 PROGRAMME LEARNING OUTCOMES RELATING TO BACHELOR'S DEGREE PROGRAMME IN DEFENCE STUDIES

Upon completion of the programme of Bachelor's in Defence and Strategic Studies,

- a student should Demonstrate basic competency in strategic affairs covering a wide spectrum of interstate security to global security issues including non-kinetic dimensions.
- Capable of demonstrating (i) comprehensive knowledge and understanding of major concepts, theoretical principles and contemporary strategic environment in Defence & Strategic Studies and its different subfields.
- Ability to transmit complex information and ability to employ critical thinking relating to national security issues in a clear and concise manner in writing and oral skills.
- Capability for asking relevant/appropriate questions relating to issues and problems in the field of Defence & Strategic Studies and planning, executing and reporting the results of any issues related to national/international security
- Capable of working effectively in diverse teams in both classroom, in society and real life situations.
- Capable of embracing and demonstrating the ability to demonstrate moral/ ethical values in one's work and avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciate environmental and sustainability issues.
- Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and current affairs.
- Shall develop capability in understanding the implications of use and threat of use of force in International relations.
- Shall seek, identify and apply the acquired knowledge in defence and strategic studies on contemporary issues of strategic relevance.
- Ability to move from LOTS (Lower Order of Thinking Skills) to HOTS (Higher Order of Thinking Skills) in Defence and Strategic Studies.
- The learning of strategic studies shall arm the candidates to independently choose further course of action in his/her life whether pursuing higher education by taking specialized course in honours or identifying a career for himself or herself.
- Capable of working effectively in diverse teams in both classroom, in society and real life situations.

6 COURSE STRUCTURE OF BACHELOR'S DEGREE PROGRAMME IN DEFENCE STUDIES

UG - SCHEME OF EXAMINATIONS: CBCS PATTERN
(For students admitted during the academic year 2021-2022 and onwards)

| Part | Sub Code | Title of the Paper | Hrs. (wk.) | Internal (CA) Marks | External Marks | Total Marks | Ext- Min. | Total Pass Mark | Credits |
|----------------------|----------|---|---------------|------------------------|-------------------|----------------|-----------|--------------------|---------|
| Semester – 1 | | | | | | | | | |
| I | | Part-I:Language: Tamil I | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| II | | Part-II :English I | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| III | 21BDS13C | Core I : Fundamentals of War and Peace | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS14C | Core II : World Military History I (from 4 th Century –19 th Century) | 06 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS15A | Allied –I:History Of Freedom Movement in India I (1800- 1919) | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| IV | 21VAL1GE | Environmental Studies | 02 | 50 | 50 | 100 | 30 | 40 | 02 |
| Semester – II | | | | | | | | | |
| I | | Part-I: Language: Tamil II | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| II | | Part-II: English II | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| III | 21BDS23C | Core - III: Military History of India (From Vedic to the Mughals Period) | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS24C | Core - IV: Defence Mechanism of India | 06 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS25A | Allied - II: History of Freedom Movement in India - II (Gandhian Era) | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| IV | 21VAL2GE | Value Education –GandhianThoughts | 02 | 50 | 50 | 100 | 30 | 40 | 02 |

| art | Sub Code | Title of the Paper | Hrs. (wk.) | Internal (CA) Marks | External Marks | Total Marks | Ext- Min. | Total Pass Mark | Credits |
|-----------------------|----------|--|---------------|------------------------|-------------------|----------------|-----------|--------------------|---------|
| Semester - III | | | | | | | | | |
| I | | *Part-I: Language: Tamil III | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| II | | *Part-II: English III | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| III | 21BDS33C | Core III : Military History of India-II (From Marathas to Indian Independence) | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS34C | Core IV: World Military History II (19 th Century - World War II) | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS35A | Allied III: Indian Constitution | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| IV | 21BDS36S | Skill Based Elective-I: Armed forces and Society | 03 | 50 | 50 | 100 | 30 | 40 | 02 |
| Semester - IV | | | | | | | | | |
| I* / III | | *Part-I: Language: Tamil IV | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| I* / III | | *Part-II: English IV | 06 | 50 | 50 | 100 | 30 | 40 | 03 |
| III | 21BDS43S | Core VII: Specialized Warfare | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS44S | Core VIII: Limited War | 05 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS45S | Allied IV: India and Her Neighbors | 04 | 50 | 50 | 100 | 30 | 40 | 04 |
| IV | 21BDS46S | Skill Based Subject - II: Computer Application in Defence | 03 | 50 | 50 | 100 | 30 | 40 | 02 |
| V | | @Extension Activities: NCC/NSS/SPORTS//YRC | - | - | | | | | 01 |

| Part | Sub Code | Title of the Paper | Hrs. | Internal (CA) Marks | External Marks | Total Marks | Ext- Min. | Total Pass Mark | Credits |
|----------------------|----------|---|------|---------------------|----------------|-------------|-----------|-----------------|---------|
| Semester – V | | | | | | | | | |
| III | 21BDS51C | Core : IX :Military Operations of Independent India | 06 | 50 | 50 | 100 | 30 | 40 | 05 |
| III | 21BDS52C | Core : X : Arms control and Disarmament | 06 | 50 | 50 | 100 | 30 | 40 | 05 |
| III | 21BDS53C | Core : XI : International Organizations | 06 | 50 | 50 | 100 | 30 | 40 | 04 |
| III | 21BDS54C | Core : XII : Economic Aspects of Defence | 06 | 50 | 50 | 100 | 30 | 40 | 04 |
| IV | 2BDS55S | SkillBasedSubject - III: Human Rights | 03 | 50 | 50 | 100 | 30 | 40 | 03 |
| IV | 21BDS5EL | Non-Major Elective Paper - I: Fundamentals of Defence Studies | 03 | 50 | 50 | 100 | 30 | 40 | 02 |
| Semester – VI | | | | | | | | | |
| III | 21BDS61C | Core : XIII : National Security of India | 07 | 50 | 50 | 100 | 30 | 40 | 05 |
| III | 21BDS62C | Core : XIV : Strategic Thought | 07 | 50 | 50 | 100 | 30 | 40 | 05 |
| III | 21BDS63C | Core : XV : International Law | 07 | 50 | 50 | 100 | 30 | 40 | 05 |
| III | 21BDS65S | Skill Based Elective – IV: Personality Development | 03 | 50 | 50 | 100 | 32 | 40 | 04 |
| IV | 21BDS64V | Project & Viva – Voce | 03 | 50 | 50 | 100 | 30 | 40 | 15 |
| IV | 21BDS6EL | Non-Major Elective Paper – II:Defence Management and Defence Economic | 03 | 50 | 50 | 100 | 30 | 40 | 02 |
| | | Total/Credits | | | | 3600 | | | 140 |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|-------------------------------|------------|
| 2021 - 2022 onwards | I | 21BDS13C | FUNDAMENTALS OF WAR AND PEACE | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Recall the fundamental concepts of War
2. Describe the basic concepts of Defence and Strategic
3. Explain the Principles & causes of war
4. Justify peace research
5. Assess the peaceful settlement of International disputes.

UNIT- INTRODUCTION

1. Meaning and Definition – Defence Studies
2. Meaning and Definition -War, Battle,
3. Strategy, Tactics, Security
4. Classification of War

UNIT-II EVOLUTION OF WARFARE

1. Historical Evolution of Warfare
2. Features of Warfare and various Historical Stages
3. Principles of Warfare
4. Causes of Warfare

UNIT-III TYPES OF WARFARE

1. Types of War-Conventional and Unconventional War
2. Limited War, Total War
3. ABC Warfare-Atomic ,Biological and Chemical War
4. Electronic Warfare ,Cyber Warfare

UNIT-IV CONCEPT OF WARFARE

1. Concept of Peace
2. Typology of Peace
3. Zones of Peace
4. Nuclear Free Zones

UNIT-V UNO AND WORLD PEACE

1. UNO and World Peace
2. International Law
3. Settlement of International Disputes(Amicable means)
4. International Court of Justice (ICJ)

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes

- Group discussion
- Mapping

REFERENCE

1. Cohen E.H.H: Indian Army: A Sketch of its History and Organization Clarendon press, 1907
2. Ministry of Defence: Indian Armed Forces -Year Book
3. Peace Encyclopedia :by SIPRI and By UNO Oceans oceans, 1999
4. C.K.Palit: Essentials of Military Knowledge Nataraj publishers,2013

FURTHER READING

1. M.C.Shrin: Defence and Development
2. Das ST: An Introduction to the Art of War Sagar publications, 1970

Related Online Contents:

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUT COMES.

| | | Course Level Out comes (CLO) | | | | | |
|-----------------------------|---|------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|---|------------|
| 2021 - 2022 onwards | I | 21BDS14C | WORLD MILITARY HISTORY - I (4 th CENTURY BC TO 19 th CENTURY AD) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Describe the Basic concepts of Greek military
2. Explain Romans military traditions
3. Identify Mongols
4. Infer 16th and 17th Century armies Grasp knowledge
5. Judge French revolution

UNIT-I GREEK WARFARE

1. Military System of the Greeks
2. Greco – Persian Wars
3. Battles of Marathon, Thermopylae and Salamis.
4. Peloponnesian War

UNIT-II ROMAN WARFARE

1. Military System of the Romans
2. Punic wars (Battle of Cannae and Zama)
3. Campaigns of Julius Caesar

UNIT-III WARFARE IN THE MIDDLE AGES

1. Crusades-Age of Valour
2. Mongol Military System.
3. Advent of gunpowder and its impact on Warfare

UNIT-IV WARFARE DURING 16th AND 17th CENTURIES

1. Development of Weapons
2. Reforms of Gustavus Adolphus
3. Rise of professional armies and Navies.

UNIT-V NAPOLEONIC WARFARE

1. Napoleonic warfare – French Revolution – Causes and outcome.
2. Rise of Napoleon- Battle of Ulm &Jana
3. Napoleon's Art of Warfare.
4. Battles of Trafalgar and Waterloo

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Woodhouse-Tutorial History of Greece Harper Collins distribution services, 1965
2. Alcroft and Mason -Tutorial History of Rome
3. Bullock.H – Military History of Western World
4. CyrilFalls-Hundred years of war, MacMillan publishing company 1962

FURTHER READING

1. Bullock.H –Military History of Western World
2. CyrilFalls-Hundred years of war, MacMillan publishing company 1962

RelatedOnlineContents:

[MOOC,SWAYAM,NPTEL,Websitesetc,]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|--|------------|
| 2021 - 2022 onwards | I | 21BDS15A | ALLIED: HISTORY OF FREEDOM MOVEMENT IN INDIA - I (AD1800-AD1919) | 05 |

COURSE LEVEL OUT COMES

On completion of the course the students will be able to: -

1. Explain freedom struggle in India
2. Categorize the factors leading to rule of nationalism
3. Interpret the contribution to the society by learning principles of sacrifice and patriotism
4. Analyze the implication of colonization
5. Evaluate the importance of communal harmony

UNIT-I EARLY RESISTANCE-PULITHEVAR,VEERAPANDYA KATTABOMMAN

1. Early Resistance-Pulithevar, Veerapandya Kattabomman
2. Marudhu Brothers & South Indian Rebellion
3. VelloreMutiny1806 – SepoyMutiny1857

UNIT-II RISE OF NATIONALISM

1. Factors in the Growth of Nationalism
2. Political Association before INC
3. Indian National Congress :Aims & Objectives–Moderates

UNIT-III SOCIAL AND RELIGIOUS MOVEMENTS OF THE 19th CENTURY

1. Brahma Samaj, AryaSamaj, the PrarthanaSabha
2. Young Bengal Movement – Iswar Chandra Vidyasagar
3. Theosophical Society-Ramakrishna Mission

UNIT-IV PARTITION OF BENGAL

1. Birth of Muslim League
2. Causes for the rise of Extremism
3. Swadeshi Movement

UNIT-V GATHERING STREAM

1. Home Rule Movement, Anne Besant
2. Lucknow Pact
3. RowlettBill, JallianWalabagh Massacre

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Agarwal: Nationalist Movement and Constitutional Development S.Chand publishing,2005
2. Tara Chand: History of Freedom Movement in India (4Volumes).Publications division ministry of information and broadcasting, 1967
3. MalhotraS.L: Mahatma Gandhian the Indian National CongressPublications bureau, Punjab university,1988

FURTHER READING

1. Collins and Lapierre: Freedom at Midnight, Vikas publishing house, 2011
2. Bipin Chandra: Indian Freedom Struggle. Penguin random house India, 2016

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUT COMES.

| | | | CourseLevelOutcomes (CLO) | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | 1 | 2 | 3 | 4 | 5 |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|---|------------|
| 2021 - 2022 onwards | I | 21BDS23C | MILITARY HISTORY OF INDIA I (FROM VEDIC TO MUGHAL PERIOD) | 05 |

COURSELEVELOUTCOMES

On completion of the course the students will be able to: -

1. Discuss Vedic and Epic military traditions
2. Interpret Mauryan Military system
3. Describe Tamil military system
4. Discriminate Guptas and Harshavardhana
5. Appraise Rajputs

UNIT-I REVOLUTION OF GREEK WARFARE

1. Alexander's Invasion
2. Battle of Hydaspes
3. Causes of India's Defeat

UNIT-II MILITARY SYSTEM UNDER THE MAURYAS

1. Kautilya's Philosophy on War, Peace, Espionage
2. Raj Mandal Theory
3. Battle of Kalinga –Its Significance

UNIT-III MILITARY SYSTEM UNDER THE GUPTA PERIOD

1. Harshavardhana
2. Arab Conquest – Battle of Rawar
3. Battle of Tarain –I and II

UNIT-IV MILITARY SYSTEM IN THE MIDDLE AGES

1. Somnath Expedition
2. Causes of Rajput failure in the middle Ages
3. Military Organization under Delhi Sultanate- AllaudinKhilji
4. Mughals- Introduction of Cannon- Mansabdari system

UNIT-V POLITICAL POWERS OF SOUTH INDIAIN THE MIDDLE AGES

1. Military expeditions of the Pallava Rulers
2. Military Achievements of the Chola Emperors
3. Military system of Later Pandya's and Vijayanagar rulers-Battle of Talikota

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. S.T.Das : Indian Military – Its History and Development, Sagar publications,1969
2. SarkarJ.N: Military History of India, Sarkar jadunath,2019

FURTHER READING:

1. SubramanianT.G: Famous Battles of Indian History, Harper Collins,2016

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUT COMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

AECC-1 @ SEMESTER I

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|---|------------|
| 2021 - 2022 onwards | I | 21ENVIGE | ENVIRONMENTAL STUDIES (For all UG Courses) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Recognize the role of the environment and the need to conserve it for sustaining life.
2. Enumerate the natural resources
3. Explores the adverse effects of deforestation and over exploitation of natural resources
4. Associate the components of the ecosystem and need for biodiversity conservation.
5. Evaluate the environmental pollution hazards and their effects on the living system.
6. Interpret the different disaster management procedures.
7. Analyse the climatic change and global effects
8. Infer the need for environmental laws in the constitution of India.
9. Relate the growth of the human population and its impact on the environment.

UNIT I:

Environment – Introduction – Nature - Scope – Content – Need for study.
Natural resources- Forest and energy resources- Use and overexploitation – deforestation .Energy resources- renewable and non-renewable energy resources.

UNIT II:

Ecosystem – concept – types- Forest, Grassland, Desert and Aquatic (Pond)- Structure and function of an ecosystem – Producers- consumers and decomposers – Food chain – food web- ecological pyramids- energy flow. Biodiversity and its conservation- *in situ* and *ex situ* conservation- Mega biodiversity centres and hotspots.

UNIT III:

Environmental pollution- definition- causes-effects and control measures of air, water, soil, thermal and nuclear pollution. Waste management- Industrial and solid waste. Disaster management – earthquake, cyclone, flood and landslides.

UNIT IV:

Social Issues and the environment-Urbanization-Urban problems related to energy and watershed management. Environmental Ethics- Issues and possible solutions- Wasteland reclamation- Climate change - causes and effects. Global warming- Acid rain- Ozone layer depletion- Public awareness. Environmental laws- Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

UNIT V:

Human population and its impact on environment- Population growth- Resettlement and Rehabilitation of project affected persons- Case studies – Sardar Sarovar Project, Maharashtra and Bandipur National Park- Project Tiger, Karnataka, NTPC, India. Role of Indian and Global religions and Cultures in environmental conservation- Case study: sacred groves in Western Ghats (kavu) & Chinese culture. Human and Wild life Conflict.

PEDAGOGY STRATEGIES

- Board and Chalk lectures
- PowerPoint slide presentations
- Assignments

Textbooks:

1. Sharma, P. D. 2000. Ecology & Environment. Rastogi Publications, Meerut, India.
2. Bharucha, E. 2003. Text book of Environmental Studies. UGC, New Delhi & Bharati Vidyapeeth Institute of Environmental Education and Research, Pune.
3. Arumugam, M. and Kumaresan, V. 2016. Environmental Studies (Tamil version). Saras Publications, Nagercoil.

Online/E-Resources:

<https://www.edx.org/course/subject/environmental-studies>
https://www.coursera.org/courses?_facet_changed_=true&domains=lifesciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability
<https://www.open.edu/openlearn/nature-environment/free-courses>

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOME:

| Program Level Outcomes (PLO) | Course Level Outcome (CLO) | | | | | | | | |
|------------------------------|----------------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Disciplinary Knowledge | | √ | √ | | √ | √ | | | |
| Communication Skills | | √ | | √ | | | | √ | √ |
| Critical Thinking | √ | | √ | | √ | | √ | | |
| Research related skills | √ | | √ | | | √ | | √ | |
| Analytical reasoning | √ | | | √ | | √ | | √ | |
| Problem Solving | | √ | √ | | | √ | | | √ |
| Team Work | | | | √ | √ | | √ | | √ |
| Moral and ethical awareness | | √ | | √ | | √ | | √ | √ |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|----------------------------|------------|
| 2021 - 2022 onwards | I | 21BDS24C | DEFENCE MECHANISM OF INDIA | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Describe the Indian Defence Forces and Rank Structure
2. Examine the Indian Higher Defence Organization.
3. Contrast the organization of Indian Army, Indian Navy, and Indian Air force
4. Justify the soldier's recruitment of Defence Forces
5. Interpret the analytical skills in the field/area of Defence Forces

UNIT-I INTRODUCTION

1. The Indian Defence Forces–Introduction
2. Rank Structures
3. Pyramid hierarchy in Army, Navy and Air Force
4. Second Line of Defence (Introduction of BSF,CG,CISF,RR)

UNIT-II HIGHER DEFENCE ORGANIZATION

1. Higher Defence Organization of India- Outline.
2. Role and Function of Ministry of Defence.
3. Composition and function of Defence Committees.
4. Chief of Staff and Joint Service Organization.

UNIT-III INDIAN ARMY

1. Organization of Indian Army
2. Army Head Quarters
3. Static and Field Formation
4. Arms and Services

UNIT-IV NAVY AND AIR FORCE

1. Organization of Indian Navy-Naval Head Quarters
2. Naval Commands and Naval Fleets
3. Organization of Indian Air Force- Air Head Quarters
4. Air Commands- Formations, Squadrons

UNIT-V RECRUITMENT PROCESS

1. Recruitment of Defence Forces
2. Recruitment at all three services at different levels
3. Important Training Institutions
4. Services of Defence Forces to the Society

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class

- Quizzes
- Group discussion
- Mapping

REFERENCE:

1. Defence Organisation of India:A.L.Venkateswaran Publication division ministry of information and broadcasting,1967
2. Defence Mechanisms of Modern State: Nagender singh, Asia publishing house,1964
3. Towards Regional co-operation in development: R.R.Ramachandani, Contemporary publishers,1965

FURTHER READING:

1. Aspects of Indian Defence :R.Singh, Contemporary publishers,1965
2. India's Defence and Foreign policy : A.Shah

Related online contents:

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUT COMES.

| | | CourseLevelOutcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/ Week |
|---------------------|------|--------------|---|-------------|
| 2021 - 2022 onwards | II | 20BDS25A | ALLIED – II: HISTORY OF FREEDOM MOVEMENT IN INDIA II (GANDHIAN ERA) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Describe role of Gandhi in freedom struggle
2. Examine the importance of movements in freedom struggle
3. Justify the principles of satyagraha, non- violence, partition and integration
4. Analyse the implications of partition of India
5. Evaluate the significance of leaders of freedom movement

UNIT-I GANDHIAN ERA

1. Non Cooperation Movement -Khilafat
2. Swaraj Party, Simon Commission-Nehru Report
3. Round Table Conference I –Gandhi -Irwin Pact

UNIT-II CIVIL DIS-OBEDIENCE MOVEMENT

1. Salt Satyagraha–Dandi- Vedaranyam March
2. II & III Roundtable Conference –Communal Award
3. Individual Sathyagraha–August Offer

UNIT-III CRIPPS MISSION

1. INA and Subash Chandra Bose
2. Quit India Movement –Lord Stafford Cripps
3. Demand for Pakistan–Mohammed Ali Jinnah

UNIT-IV PARTITION

1. Rajaji Plan–Wavell Plan
2. The Cabinet Mission-Mount Batten Plan
3. Partition of India-Indian Independence

UNIT-V NEHRU AND PATEL

1. Jawaharlal Nehru-Panchasheel
2. Vallabhai Patel– Integration of Indian States
3. Re-organization of Indian States

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Agarwal: Nationalist Movement and Constitutional Development S.Chand publishing, 2005
2. Tara Chand: History of Freedom Movement in India (4Volumes).Publications division ministry of information and broad casting, 1967
3. MalhotraS.L: Mahatma Gandhi and the Indian National Congress, Publications bureau ,Punjab university,1988

FURTHER READING:

1. Collins and Lapierre: Freedom at Midnight, Vikas publishing house, 2011
2. Bipin Chandra: Indian Freedom Struggle, Penguin random house India, 2016

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

AECC-2 @ SEMESTER II

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|--|------------|
| 2021 - 2022 onwards | II | 21VAL2GE | VALUE EDUCATION - GANDHIAN THOUGHTS (For all UG Courses) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Interpret Gandhiji's experiments to his spiritual pursuits and search for purity, political activities through fasting protests, and even his role as an educator using diet and meals as teaching exercises.
2. Lead a life marked with humility and truthfulness and subsequent realization of the Truth as the purpose of human life.
3. Infer lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and critical thinking.
4. Promote tolerance and understanding above and beyond our political, cultural and religious differences.
5. Create special emphasis on the defense of human rights, the protection of ethnic minorities
6. Emerge as responsible citizens with clear conviction to practice values and ethics in life.
7. Transform them selves to become good leaders.
8. Realize their role and contribution to the nation building.

UNIT I: Birth and Parentage - Childhood - At the High school - Stealing and Atonement - Glimpses of Religion - Gandhi's choice - Experiments in Dietetics - Acquaintance with Religions - The Great Exhibition.

UNIT II: The first case - Preparing for South Africa - same experiences - on the way to Pretoria – Coolie - Natal Indian Congress - Education of Children - Brahmacharya.

UNIT III: Simple life - The Boer war - Sanitary Reform and Famine Relief - Lord Curzon's Darbar - A month with Gokhale - Experiments in Earth and water treatment - Indian opinion - Coolie Locations or Ghettoes - The Black plague.

UNIT IV: The Magic spell of a Book - The Zulu Rebellion - The Birth of Satyagraha - More experiments in Dietetics - Kasturbai's Courage - Domestic Satyagraha- Fasting - Shanti Niketan - Woes of Third-Class passengers.

UNIT V: Kumbhamela - LakshmanJhula - Founding of the Ashram - Abolition of Indentured Emigration - The Kheda Satyagraha - The Rowlatt Bills - Navajivan and young India - Congress Initiation - The Birth of Khadi.

TEXT BOOKS

1. M.K. GANDHI, "The Story of My Experiments with Truth", An Autobiography Apple publishing International(P) Ltd, Chennai.
2. - மகாத்மா காந்தியின் சுயசரிதை - சத்தியசோதனை தமிழாக்கம் -
-ரா.வேங்கடராஜ்*லு, நவஜீவன் பரசராலயம், அகமதாபாத

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quizes
- Group discussion

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | | CourseLevel Outcomes (CLO) | | | | | | | |
|------------------------------------|---|---------------------------------------|----------------------------|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ProgramLevel Outcomes (PLO) | 1 | Reflective thinking | ✓ | ✓ | | | ✓ | | ✓ | ✓ |
| | 2 | Communication skills | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3 | Critical thinking | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| | 4 | Multicultural competence | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 5 | Analytical reasoning | | ✓ | ✓ | ✓ | | ✓ | | |
| | 6 | Problem solving | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | 7 | Team work | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| | 8 | Leadership readiness/qualities | | | ✓ | | ✓ | ✓ | | ✓ |
| | 9 | Moral and ethical awareness | ✓ | | ✓ | | ✓ | ✓ | | ✓ |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|---|------------|
| 2021 - 2022 onwards | III | 20BDS33C | CORE III : MILITARY HISTORY OF INDIA-II (FROM MARATHAS TO INDIAN INDEPENDENCE) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Discuss Shivaji Military system
2. Describe the basic concepts of Sikh army
3. Justify the Development of Presidency armies
4. Conclude the knowledge about Indian army during world wars
5. Summarize the knowledge about Nationalization of Armies

UNIT-I MARATHA MILITARY SYSTEM

1. Maratha Military system - under Shivaji
2. Guerilla Techniques of fighting
3. Maratha Navy–Role of KanohjiAngre
4. Third Battle of Panipat-AD 1761

UNIT-II SIKHS MILITARY SYSTEM

1. Military System under the Sikhs-Evolution of Khalsa
2. Military Organization of Maharaja Ranjit Singh
3. I Anglo Sikh War(1845-46)-Battles of Ferozshah and Sabron
4. II Anglo Sikh War (1848-49).

UNIT-III INDIAN ARMY UNDER EAST INDIA COMPANY

1. Origin and Development of Presidency Armies
2. Indian War of Independence1857-Causes
3. Highlight the importance Events Consequences

UNIT-IV INDIAN ARMY UNDER THE CROWN-THE REORGANIZATION

1. Lord Kitchner's Reforms
2. Role of Indian Army in World War I
3. Role of Indian Army in World War II

UNIT-V INDEPENDENCE AND AFTER

1. Growth of Indian Navy and Air Force
2. Kashmir Conflict
3. Critical Analysis of the War

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes

- Group discussion
- Mapping

REFERENCE

1. T.M.Panikkar: A Survey of Indian History. Asia publishing house, 1972
2. Erskin: Memoire of Babur. Alpha edition, 2020
3. S.N.Sen : Military Systems of the Maratha, Nafziger collection, 1979

FURTHER READING:

1. FaujaSingh Bajwa: Military Systems of the Sikhs .Motilal banarsisass, 1964
2. Fortesque: History of British Army.Naval and military press Ltd., 2004

Related online contents:

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|--|------------|
| 2021 - 2022 onwards | III | 20BDS34C | CORE IV: WORLD MILITARY HISTORY II (19 th CENTURY - WORLD WAR II) | 05 |

COURSE LEVEL OUTCOMES:

On completion of the course the students will be able to: -

1. Recall the nature and source of Trench warfare
2. Discuss American Military system
3. Identify the causes of WWI
4. Judge World War II
5. Explain battles during WWII

UNIT-I AMERICAN MILITARY EXPERIENCE

1. American War of Independence –(1776–1782)
2. American Civil War–(1861 –1865)
3. Spanish American War–(1898-1900).

UNIT-II WORLD WAR-I

1. Causes - Importance
2. Trench Warfare
3. Mobile Warfare –Battles of Somme and Cambrai

UNIT-III DEVELOPMENT OF WARFARE DURING INTER-WAR PERIOD

1. Land Warfare– Liddell Heart Doctrine
2. Sea Warfare– Alfred Thayer Mahan Doctrine
3. Air warfare –Giulio –Douhet

UNIT-IV WORLD WAR– II-OUT BREAK

1. Causes
2. Development of Armored Warfare
3. Blitzkrieg Attack

UNIT-V WORLD WAR-II

1. World war-II–Desert warfare
2. Role of Naval Power-Battle of Midway
3. Role of Airpower-Battle of Britain–Consequences

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Fuller J.F.C.-Conduct of war 1789-1961, Routledge, 2015
2. Earle Mead -Makers of Modern Strategy, Princeton university press, 1943

FURTHER READING:

1. Dupy- Encyclopedia of Military History, Harper and row, 1986

Related online contents:

[MOOC,SWAYAM,NPTEL,Websitesetc.

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|---------------------------------|------------|
| 2021 - 2022 onwards | III | 20BDS35A | ALLIED III: INDIAN CONSTITUTION | 05 |

COURSE LEVEL OUT COMES:

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

1. Describe Indian constitution
2. Discuss the concepts of Indian Administration
3. Explain the powers of President
4. Justify the role of PM
5. Differentiate various Constitutional bodies.

UNIT-I INTRODUCTION

1. Salient Features of Indian Constitution
2. Constituent Assembly- Drafting Committee
3. Preamble
4. Federal and Unitary Features

UNIT-II RIGHTS AND DUTIES

1. Fundamental Rights
2. Fundamental Duties
3. Directive Principles of State Policy (DPSP)
4. Constitutional Amendments

UNIT-III THE EXECUTIVE

1. Election Commission
2. The President-Election, Powers
3. Cabinet-The Prime Minister
4. Legislature-The Parliament-Rajyasabha-Loksabha

UNIT-IV THE JUDICIARY

1. Supreme Court-judges-Qualifications-Impeachment
2. Powers of the Supreme Court
3. Powers of the High Court
4. Judicial Review

UNIT-V STATE GOVERNMENT

1. Legislature
2. Centre State Relations
3. District Administration-The Collector-local bodies

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class

- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Agarwal: Nationalist Movement and Constitutional Development S.Chand publishing, 2005
2. L.N.Srivatsava: Constitutional History of India

FURTHER READING

3. M.V.Pyli: India Constitution, S.chand&coLtd. 2007
4. Durga Das Basu: Constitution of India, Prentice hall of India, 1982

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------------|------------|
| 2021 -2022 onwards | III | 21BDS36S | ARMED FORCES AND SOCIETY | 03 |

COURSE LEVEL OUT COMES:

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

1. Describe the concept and significance of Society
2. Discuss ethical values
3. Judge Leadership
4. Prioritize social interaction
5. Examine the role of civil military relations

UNIT-I: STUDY OF SOCIETY

1. Definition, forms and types
2. Difference between societies, community, and association and state
3. Special features of military organizations

UNIT-II: SOCIAL GROUPS

1. Definition
2. Types
3. Structure and importance

UNIT-III: SOCIAL INTERACTION

1. Motivation, its types, methods and importance
2. Morality, its role and necessity
3. Personality–definitions and determinants

UNIT-IV: LEADERSHIP

1. Meaning and definition
2. Types and levels
3. Theories on leadership

UNIT-V: MILITARY RELATIONS

1. Relations in political setup
2. Military influence on National policy
3. Armed force said to civil power
4. Field Visit

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCES

Sachdeva–fundamentals of sociology Darling kindersley, 2012

FURTHER READING

Webermax– society Jano witzmorris– Sociology and Military Establishment

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|------------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes (PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|---------------------|------------|
| 2021 -2022 onwards | IV | 21BDS43C | SPECIALIZED WARFARE | 05 |

COURSE LEVEL OUT COMES:

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

1. Describe the features of Psychological warfare.
2. Distinguish Biological warfare
3. Discriminate Chemical warfare
4. Interpret nuclear warfare
5. Contrast Terrorism & Cyber Terrorism

UNIT-I PSYCHOLOGICAL WARFARE

1. Definition and Nature
2. Types of Propaganda
3. Brain Washing and its Effect.
4. Rumour: Nature and Techniques

UNIT-II BIOLOGICAL AND CHEMICAL WARFARE

1. Concept and Objectives
2. Characteristics
3. Types of Agents and Methods of Use.
4. Recent Trends.

UNIT-III GUERRILLA WARFARE

1. Concept and Objectives
2. Characteristics Guerilla Warfare
3. Elementary Knowledge of Insurgency
4. Counter Insurgency

UNIT-IV NUCLEAR WARFARE

1. Concept and Origin
2. Effects of Nuclear Blast,
3. Thermal Radiation, Nuclear Radiation.
4. Elementary knowledge of Missiles

UNIT-V TERRORISM

1. Definition–Causes-Types-Techniques
2. Evolution of Cyber Terrorism
3. Cyber Warfare
4. Types of Cyber Warfare

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class

- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Liemberger–Psychological Warfare Gateways books and tapes, 2010
2. Organza-Modern Guerilla Warfare The fire press of Glencoe, 1962
3. Parson-Missiles Harvard univer press, 1962

FURTHER READING

4. AnandV.K-Theories of Terrorism
5. Mao–Guerilla Warfare Martino fine books, 2017

Related online contents [MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------|------------|
| 2021 -2022 onwards | IV | 21BDS44C | LIMITED WAR | 05 |

COURSE LEVEL OUT COMES:

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

1. Outline the concepts of Limited wars
2. Identify the role of UNO in Korean wars
3. Evaluate the American presence in Vietnam War
4. Examine the causes of Arab Israeli wars
5. Interpret the facts about Iran Iraq war.

UNIT-I CONCEPT AND MEANING OF LIMITED WAR

1. Introduction of Limited War
2. Causes of Korean War–Main events
3. Role of UNO

UNIT-II VIETNAM WAR

1. Causes
2. Main Events
3. Lessons Learnt

UNIT-III ARAB ISRAEL WARS

1. Causes, Main Events (1948, 1956, 1967 &1973)
2. Role of Airpower–Tank Battle
3. Lessons learnt

UNIT-IV IRAN-IRAQ WAR

1. Causes
2. Highlights of the war
3. Result and lessons learnt

UNIT-V GULF WAR I &II

1. Causes
2. Highlights of the war
3. Role of the UN

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Agwani M.S.-Politics in Gulf
2. Agwani M.S.- The West Asian Crisis
3. Nair V.K-The Gulf War

FURTHER READING

- 4.Srinath .K-Iran -Iraq War
- 5.Russi. – Lessons of Vietnam War

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|------------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes (PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------------|------------|
| 2021 -2022 onwards | IV | 21BDS45A | INDIA AND HER NEIGHBOURS | 04 |

COURSE LEVEL OUTCOMES:

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

1. Recognize the historical legacy of India
2. Interpret political & economic aspects of foreign policy
3. Discuss foreign policy
4. Analyze the structure and determinants of foreign policy
5. Evaluate India's foreign policies

UNIT-I INDIA AND PAKISTAN

1. Nehru's Foreign Policy
2. Lal Bahadur—Indo-Pak War 1965
3. Indira Gandhi—Bangladesh—Kargil

UNIT-II INDIA WITH CHINA, BANGALDESH, NEPAL

1. India's Economic Relations with China
2. Indo— Bangladesh Relations since 1971
3. India and Nepal

UNIT-III INDIA & BHUTAN, SRILANKA AND MALDIVES

1. India and Bhutan
2. Indo Sri Lankan Relations
3. India and Maldives

UNIT-IV INDIA AND MYANMAR

1. Indo-Myanmar Relations
2. Impact of Terrorism
3. SAARC

UNIT-V INDIA AS A CHAMPION OF WORLD PEACE AND JUSTICE

1. NAM
2. India and UNO
3. Security & Challenges

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. B.N.Pandey: South and East Asia(1945-1979)Problem and Policies
Palgrare MacMillan,1980
- 2.Pramod K Mishra:South Asian International politics
Asia Corp of amer, 1986
3. B.R.Nanda: India's Foreign Policy the Nehru (NewDelhi1967)
Vikas publishing house pvt.ltd. 1976

FURTHER READING

4. Rajjayan: History of Tamilnadu
Rajan publishers, 1982
5. U.R.Ghai: Foreign policy of India
New academy publishers, 1988

Related online contents;[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | Course Level Outcomes (CLO) | | | | | |
|---------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|---|------------|
| 2021 -2022 onwards | IV | 21BDS46S | INTRODUCTION TO COMPUTER APPLICATION IN DEFENCE | 03 |

COURSE LEVEL OUT COMES:

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

1. Describe computer hardware
2. Explain types of computers
3. Discuss Internet features
4. Illustrate the concept of System Analysis
5. Enumerate the knowledge about Inventory

UNIT-I EVOLUTION OF COMPUTERS

1. Hard ware Generations
2. Definition of Software
3. Operating system

UNIT-II INTRODUCTION TO MS OFFICE

1. Creating ,Opening ,Editing and saving a document, Copy, Cut, Paste operations
2. Page Setup, Headers and Footers, Formatting Texts, Paragraph, Page Borders, Document Printing
3. Introduction to MS Excel

UNIT-III INTRODUCTION OF POWER POINT

1. Creating, Opening, Editing and Saving a Power Point presentation
2. Use of Wizards ,Inserting Clip-Art, Word-Art, Auto-Shapes, Picture
3. Slide Show

UNIT-IV INTERNET AND INTRANET

1. Communications-email, chat, Forum and News Groups Social networks
2. History of Internet- Internet and Intranet; DNS-Connections: Dial-up, ISDN,TI, T3,
3. Wireless and satellite - Communications: e -Mail, chat, Forum and News groups
- Browsers –search Engines

UNIT-V COMPUTER APPLICATIONS IN DEFENCE

1. Military Weapon applications System Analysis and weapons Selection
2. MIS Application in Defence
3. Personnel Management

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class

- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Miller, Michael: Absolute Beginners guide to computer basics QUE publishers, 2009
2. Dan Gookin: Microsoft Word for Dummies The dummies publishers, 2021
3. Deitel H.M: Internet and World Wide Web –How to program? Pearson publishers, 1999

FURTHER READING

4. Financial Services: Gardon & Natarajan
Himalaya publishing house, 2016
5. Wempen Faithe: Power point 2007 Bible.
John Wiley and sons, 2007
6. Deitel H.M: Internet and World Wide Web –How to program

[MOOC, SWAYAM, NPTEL, Websites etc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUT COMES.

| | | Course Level Outcomes (CLO) | | | | | |
|---------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--|------------|
| 2021 -2022 onwards | V | 21BDS51C | MILITARY OPERATIONS OF INDEPENDENT INDIA | 06 |

COURSE LEVEL OUT COMES:

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

1. Describe Kashmir problem Imparting
2. Discuss Indo-Pak war 1948
3. Infer Chinese Aggression
4. Compare strengths of Indian and Pakistan Army
5. Justify Kargil issues

UNIT-I CHINESE AGGRESSION-1962

1. Causes
2. Out line of Events
3. Results and Lessons Learnt

UNIT-II INDO- PAK CONFLICT-1965

1. Causes
2. Outline of Events
3. Results and Lessons Learnt

UNIT-III LIBERATION WAR-1971

1. Causes
2. Outline of Events
3. Results and Lessons Learnt

UNIT-IV IPKF IN SRILANKA

1. Causes
2. Outline of Events
3. Results and Lessons Learnt

UNIT-V KARGIL OPERATIONS 1999

1. Causes
2. Outline of Events
3. Results and Lessons Learnt

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. SinhaLtGen: Slender was the Threat
2. Johari,Sitaram: Chinese Invasion of NEFA
Himalaya publication, 1968
3. MankekarD.R.: Pakistan cut to size
Natraj publishers, 2021

FURTHER READING

- 4.Subramaniam .K: Liberation War
Vikas publishing house, 1972
- 5.Subramaniam. K.:Kargil Report
SAGE publications pvt.ltd. 2000

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|------------------------------|------------|
| 2021 -2022 onwards | V | 21BDS52C | ARMS CONTROL AND DISARMAMENT | 06 |

COURSE LEVEL OUT COMES:

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

1. Outline nuclear strategy
2. Discuss Disarmament
3. Infer Foreign Policy options
4. Appraise Arms control
5. Justify UNO's role in Disarmament

UNIT-I INTRODUCTION.

1. Definition of Arms Control, Arms Limitations, Arms Reduction and Arms Trade.
2. Difference between Arms Control, Arms Limitations, Arms Reduction and Arms Trade.
3. Nature and Scope of Arms Control and Disarmament.

UNIT-II EFFORTS TOWARDS DISARMAMENT FROM (1648-1945)

1. Disarmament from Treaty of Westphalia 1648 to the Outbreak of World War I.
2. Disarmament from World War I to the outbreak of World War II.
3. Formation of the UNO.

UNIT-III UN AND DISARMAMENT.

1. UN'S Perception on Disarmament and ARMS Control.
2. Major Efforts till the Disarmament Decade.
3. Causes and Failures.

UNIT-IV DISARMAMENT EFFORTS–SUCCESS STORY

1. PTBT, NNPT.
2. SALT-I&II.
3. INF, START and Outer Space.

UNIT-V DISARMAMENT EFFORTS BY OTHER BODIES.

1. Role of NAM
2. Concept of Nuclear Free Zones
3. Efforts of India

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Unique Publishers: International Relations Unique publishers, 2015
2. UN Publications: Basic Facts of UNO UN publications, 2017
3. Narsimarao & Malkote: International Relations SURJEET publications, 2019

FURTHER READING

4. Vinay Kumar Malhotra: international Relations SURJEET publications, 2019
5. SIPRI Year Book Oxford university press, 1986

RELATED ONLINE CONTENTS

[MOOC, SWAYAM, NPTEL, Websites etc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | Course Level Outcomes (CLO) | | | | | |
|------------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes (PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 2 | Communication skills | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | 5 | Analytical reasoning | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|-----------------------------|------------|
| 2021 -2022 onwards | V | 21BDS53C | INTERNATIONAL ORGANIZATIONS | 06 |

COURSE LEVEL OUT COMES:

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

1. Discuss International organization
2. Explain UNO
3. Discuss Non-Alignment Movement
4. Compare Regional organizations
5. Infer disarmaments efforts of UNO

UNIT-I INTERNATIONAL ORGANIZATIONS-RELEVANCE AND DEVELOPMENT

1. League of Nations-Origin, Organization, Structure
2. Functions and reasons for Failure
3. Disarmament efforts under League of Nations

UNIT-II UNO

1. Origin, Development Organization
2. Functions of UN
3. Disarmament efforts under the UN

UNIT-III NAM

1. Origin-Aim and Objectives
2. Development and Functions
3. Relevance

UNIT-IV REGIONAL ORGANIZATIONS

1. SAARC-Origin ,Development Role
2. ASEAN-Origin, Development and Role
3. League of Arab States

UNIT-V REGIONAL ORGANIZATIONS

1. NATO- Origin, Development and Role
2. EU-Origin, Development and Role
3. African Union- Origin, Development and Role

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

Palmer and Perkins: International Relations - CBS publishers, 2001
2. Organ Ski: World Government - Alfred A. Knopf, 1968

FURTHER READING

Carr E. H.: International Relations between Two World Wars - MacMillan, 1947

RELATED ONLINE CONTENTS

[MOOC, SWAYAM, NPTEL, Websites etc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | | Course Level Outcomes (CLO) | | | | |
|------------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | 1 | 2 | 3 | 4 | 5 |
| Program Level Outcomes (PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
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| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and Ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|-----------------------------|------------|
| 2021 -2022 onwards | V | 21BDS54C | ECONOMIC ASPECTS OF DEFENCE | 06 |

COURSE LEVEL OUTCOMES:

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

1. Describe the conceptual framework of Economics
2. Discuss Defence Planning
3. Explain System Analysis
4. Illustrate the various Defence requirements
5. Infer the effect of War on Economy

UNIT-I INTRODUCTION

1. Definition of Economics
2. Types of Economic System, their Merits and Demerits
3. Defence as Development

UNIT-II DEFENCE BUDGET

1. Concept of Finance Revenue, Expenditure
2. Budgetary Process, National Income and Gross National Product
3. Analysis of India's Defence Budget

UNIT-III DEFENCE PLANNING

1. Concept of Defence Planning
2. System analysis
3. Cost effectiveness and selection of Weapons and Weapons System

UNIT-IV DEFENCE PRODUCTION

1. Classification of Defence Requirements
2. Role of Ordnance Factories, Public and Private Sector Undertaking
3. Defence Research and Development Organization(**DRDO**)

UNIT-V EFFECTS ON WAR ON ECONOMY

1. Inflation and Balance of Payments
2. Science and Technology
3. Mobilization of Resource

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCES

MehtaV.K.-Problem of economic development

FURTHER READING

PigoaA.C -Defence economics ofwar3.Subramanian K-Perspectives in Defence planning

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | Course Level Outcomes (CLO) | | | | | |
|-----------------------------|---|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Program Level Outcomes(PLO) | 1 | Disciplinary Knowledge | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
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| | 3 | Critical thinking | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| | 4 | Research-related skills | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
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| | 6 | Problem solving | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 7 | Teamwork | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------|------------|
| 2021 -2022 onwards | V | 21BDS55S | HUMAN RIGHTS | 06 |

COURSE LEVEL OUTCOMES:

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

1. Recall the concept of Human Rights
2. Outline the historical Growth of Ideas of human Rights
3. Asses the importance of Human Rights and Respect the rights of others
4. Analyze the issues and challenges of Human Rights
5. Evaluate the role of various organizations in protection of Human Rights

UNIT-I INTRODUCTION

1. Meaning-Nature–Scope-Theories of Human Rights
2. Historical Evolution of Human Rights
3. Universal Declaration of Human Rights

UNIT-II ISSUES OF IMPORTANCE

1. Female Infanticide &Foeticide
2. Apartheid and Racial Discrimination
3. Genocide-Prisoners of War

UNIT-III CONSTITUTIONAL GUARANTEES

1. Directive Principles of State Policy
2. National and State Human Rights Commission of India
3. Human Rights Court

UNIT-IV RIGHTS

1. Women's Rights
2. Children' s Rights
3. Worker's Rights ,Prisoner's Rights —Capital Punishment

UNIT-V NGO'S AND HUMAN RIGHTS

1. Amnesty International-Red Cross
2. International Commission of Jurist
3. PUCL-PUDR-CFD in India

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Adilyasin, Archanaupadhyay : Human rights- Akansha publishers,2004
2. Linagonsalves:Women and human rights
3. Nirmal.C.J. (Ed: Human right in India - Oxford university press, 2002

FURTHER READING

Sanajoaba.N: Human rights

SudhiKapoor: Human rights in the 21stcentury

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

| | | | Course Level Outcomes (CLO) | | | | |
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| | 8 | Moral and ethical awareness | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |

| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|---------------------------------|------------|
| 2021 -2022 onwards | V | 21BDS5EL | FUNDAMENTALS OF DEFENCE STUDIES | 03 |

COURSE LEVEL OUT COMES:

1. Describe war and peace.
2. Discuss origin and development of Indian higher defence organizations
3. Infer the structures of Indian armed forces
4. Recognize the Defence Forces and Rank Structure.
5. Justify the organization of Indian Army, Indian Navy, and Indian Air force.

UNIT-I INTRODUCTION

1. Meaning and Definition —Defence Studies
2. Meaning and Definition—War, Battle
3. Strategy, Tactics, Security

UNIT-II WAR

1. Historical Evolution of Warfare.
2. Principles of Warfare.
3. Causes of Warfare.

UNIT-III PEACE

1. Concept of Peace.
2. Zones of Peace.
3. Nuclear Free Zones.

UNIT—IV INDIA’S DEFENCE FORCES

1. Introduction—Rank Structure.
2. Higher Defence Organization of India.
3. Outlines of Paramilitary forces(BSF,CISF,CRPF,AR)

UNIT -V ORGANIZATION OF SERVICES

1. Organization of Indian Army.
2. Organization of Indian Navy-Naval Head Quarters
3. Organization of Indian Air Force— Air Head Quarters

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

Cohen E. H. H:Indian Army: A Sketch of its History and Organisation. Clarendon press,1907

FURTHER READING:

2. Ministry of Defence: Indian Armed Forces—Year Book

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSELEVELMAPPINGOFPROGRAMLEVELOUTCOMES

| | | Course Level Out comes (CLO) | | | | | |
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| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|----------------------------|------------|
| 2021 -2022 onwards | VI | 21BDS61C | NATIONAL SECURITY OF INDIA | 07 |

COURSE LEVEL OUTCOMES:

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

1. Explain basic concepts of National Security
2. Describe Threat perception
3. Justify Strategic relations with neighbors
4. Identify relations with SAARC nations
5. Judge relations with Super powers

UNIT-I CONCEPT OF SECURITY

1. Meaning, Definition
2. Objectives
3. Elements of National Security

UNIT-II THREATS TO NATIONAL SECURITY

1. Threat Perception
2. Types of Threats
3. Threats to India

UNIT-III INDIA'S STRATEGIC RELATIONS WITH ITS NEIGHBOURS

1. India's Strategic Relations with Pakistan
2. India's Strategic Relations with China
3. India's Strategic Relations with SAARC Members

UNIT-IV INDIA AND THE WEST

1. India's Strategic Relations with European Countries
2. India's Strategic Relations with America
3. India's Strategic Relations with Russia

UNIT-V INDIA'S INTERESTS IN ASIA

1. India and West Asia
2. India and Asia
3. India and Indian Ocean

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. ChaudriJ.N:India's Problems of National Security- United service institution of india, 1973
2. Subramaniam K: India's Security Perspectives - ABC publishing house, 1982

FURTHER READING

KavicL.O:India's Quest for Security - University of California press,2021

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | | Course Level Outcomes (CLO) | | | | |
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| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------|------------|
| 2021 -2022 onwards | VI | 21BDS62C | STRATEGIC THOUGHT | 07 |

COURSE LEVEL OUTCOMES:

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

1. Explain various strategic theories
2. Describe basic concepts of War
3. Differentiate concepts of Vauban and Schlieffen
4. Explain Mahan's theory of Sea power
5. Illustrate Mao's theory

UNIT-I INTRODUCTION

1. Concept of Strategic Thought
2. Gandhi and Non-Violence
3. Nehru and Non-Alignment

UNIT-II PRE-WORLD WAR THINKERS

1. Concepts of Machiavelli
2. Concepts of Jomini
3. Concepts of Clausewitz

UNIT-III ADVENT OF MODERN PERIOD

1. Schlieffen Plan.
2. Concept of Helmut Von Moltke.
3. Concept of Liddell Heart

UNIT-IV CONCEPTS ON LAND, NAVAL & AIR WARFARE

1. Mao's theory of Guerilla warfare
2. Mahan's theory of Sea Power
3. Douhet's theory of Air Power

UNIT-V NUCLEAR ERA

1. The Impact of Nuclear weapons on Strategic
2. Strategy of Deterrence
3. Nuclear Strategies since 1945

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. Earle Mead: Makers of Modern Strategy
2. ParotPeter: Makers of Modern Strategy

FURTHER READING

Tripathi.KS.: Evolution of Nuclear Strategy – vikas publications,1970

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSELEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

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| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|--------------------|------------|
| 2021 -2022 onwards | VI | 21BDS63C | INTERNATIONAL LAW | 07 |

TT

COURSE LEVEL OUT COMES:

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

1. Describe about holding company account
2. Discuss goodwill
3. Explain Liquidator's final statement of receipts and payments
4. Prepare Final accounts of banking companies
5. Create final accounts of Insurance companies

UNIT-I INTRODUCTION

1. Definition, basis of International Law
2. Nature, Source and Codification.
3. Relationship between International Law and Municipal Law

UNIT-II INTERNATIONAL LAW &DISPUTES

1. Settlement of International Disputes
2. War, Its legal Character and Effects
3. Enemy Character Termination of War and Postliminium.

UNIT-III LAWS OF WAR

1. Laws of Land Warfare
2. Laws of Maritime Warfare
3. Laws of Aerial Warfare

UNIT-IV ISSUES OF MARITIME TRADE

1. The Laws of Neutrality
2. Right of Angary
3. Contraband and Doctrine of Continuous Voyage

UNIT-V BLOCKADE-AN OUTLINE

1. Legal Mechanisms-Blockade-Concept, Establishment
2. Kinds Penalties for Breach
3. Prize courts

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

- Tandon M .P.: Introduction to International Law, Springer science and business media, 2013
- Oppenheim: International Law, OOP oxford, 2008

TT

FURTHER READING

Stake.J.:An Introduction to International Law Butter woethe, 1984

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websites etc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

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| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|--------------------|------|--------------|-------------------------|------------|
| 2021 -2022 onwards | VI | 21BDS65S | PERSONALITY DEVELOPMENT | 07 |

COURSE LEVEL OUTCOMES:

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

1. Discuss the need for developing personality
2. Describe the qualities needed to live a successful life
3. Apply the positive attitudes in day-to-day life
4. Analyze different personality traits
5. Evaluate the importance of personality development

UNIT-I INTRODUCTION

1. Personality-Meaning, Traits.
2. Self-Awareness-Benefits-Developing Self awareness
3. SWOT-Strength,Weakness,Opportunities,Thrust,Positive Thinking-Itsimportance

UNIT-II COMMUNICATION

1. Communication Skills, Consequence of bad Communication
2. Emotional Intelligence-Developing Emotional Quotient
3. What is Knowledge, Understanding and Wisdom?

UNIT-III LEADERSHIP.

1. Leadership Qualities
2. Personality Goal Achievement.
3. Importance of Healthy body for Healthy Personality.

UNIT-IV HABITS

1. Good and Bad Habits-Dress Code.
2. Group Discussion-Interview Skills -Planning
3. Stress Management-consequences

UNIT-V TEAM BUILDING

1. Types-Effective Team,
2. Negotiation skills-principles-process Self-Monitoring-Advantages and disadvantages

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

Moregen.T,King.A, Weisz. R& schhopler.J:introduction to psychology McGraw hill education,2017

FURTHER READING

JournardM .&Landsman.T:(1980).Healthy Personality(4thEd.,)Prentice hall,1980

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

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| Year | Sem. | Subject Code | Title of the paper | Hours/Week |
|---------------------|------|--------------|--|------------|
| 2021 - 2022 onwards | VI | 21BDS6EL | DEFENCE MANAGEMENT AND DEFENCE ECONOMICS | 03 |

COURSE LEVEL OUTCOMES

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

1. Describe conceptual framework Economics
2. Discuss Defence Planning
3. Explain System Analysis
4. Illustrate various Defence requirements
5. Infer effects of War on Economy

UNIT-I INTRODUCTION

1. Definition of Economics.
2. Types of Economics System, their Merits and Demerits.
3. Defence as Development

UNIT-II DEFENCE BUDGET

1. Concept of Finance Revenue, Expenditure.
2. Budgetary Process, National Income and Gross National Product.
3. Analysis of India's Budget.

UNIT-III DEFENCE PLANNING

1. Concept of Defence Planning.
2. Systems Analysis.
3. Cost Effectiveness and Selection of Weapons and Weapon System.

UNIT-IV DEFENCE PRODUCTION

1. Classification of Defence Requirements.
2. Role of Ordnance Factories, Public and Private Sector Undertakings
3. Defence Research and Development Organization.

UNIT -V EFFECTS OF WAR ON ECONOMY

1. Inflation and Balance of Payments.
2. Science and Technology.
3. Mobilization of Resources.

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Power point slide presentations
- Seminar
- Assignments
- Online and Offline Class
- Quizzes
- Group discussion
- Mapping

REFERENCE

1. MehtaV.K :problem of economic development
2. PigoaA.C: defence economics warfare

FURTHER READING

Subramanian.k :perspectives in defence planning Abhinav publications,1972

RELATED ONLINE CONTENTS

[MOOC,SWAYAM,NPTEL,Websitesetc.]

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES

| | | | Course Level Outcomes (CLO) | | | | |
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VI-SEMESTERPROJECT/DISSERTATION

A project / dissertation at UG level is essential in historical research It Provides opportunity to the students for an independent source based Study. It also facilitates the development of subject skills to acquire, select and synthesize relevant and appropriate knowledge in a range of historical Evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and Ability to work in a self– disciplined way.

1. Projects must be related to atopicrel event to the present syllabus
2. Proper style of bibliography and references should be followed by the Students
3. The project shall be between 20 and 50pages word processed in12Pointfont(double spaced)inA4sizepaper/
4. The Project report should be submitted before he/ She end of 6th Semester examination
5. Valuation of the project shall be conducted by apanel of teachers not Less than two(one external and one internal)

ON TRAINING

The Training for a period of not less than 10 days training in the industry is Essential. It is hoped that this exercise would give necessary skills. It would develop transferable skills with independence of mind, communication Skills and ability to work in a self– disciplined way. The training would be under gone in the VI semester. The marks would be awarded according to the individual's performance.

The teaching-learning process should be in-line with the course objective and outcomes. Teaching has to ensure that the suggested outcomes are ensured for each course and overall programme. Teaching-aids should be used wherever required to facilitate proper and impactful learning. Blended learning is recommended with the use different platforms and classroom teaching.

To meet the set objectives of the course and enable students achieve the expected outcomes of the course the teaching-learning process should be appropriately chosen. Though the teachers are best positioned to create innovative models suitable for teaching the course, certain well accepted and widely tested processes are suggested to achieve the desired outcomes

CLASSROOM TEACHING - Regular classroom and face to face teaching and tutorials can be primarily used for imparting theoretical foundations of Information Technology. Applications of the same may be explained from time to time so that the student can appreciate the theory.

SEMINARS - Guest lectures and seminars involving industry experts and eminent teachers should be arranged to help the students understand the practices in the industry and developments in the field.

PROJECT - Wherever possible the laboratory assignments can be designed in the form of a mini project. For example, Surveying for data can be designed to build a complete system for library management. Similarly, summer/ Semester breaks can be utilized for guiding students to develop live projects with industry orientation/ industry problem.

ASSIGNMENTS - Home assignments should be designed to make student collect information from various sources and solve unfamiliar problems and make comparisons of solutions.

8 Assessment and Outcome Measurement Methods

The committee recommends that assessment should be viewed not only merely as a testing by the institution to evaluate the students' progress, but also as a valuable tool for a student to learn what is expected of him/her, where their level of knowledge and skill is lacking, and perhaps most importantly, what he/she could do to improve these levels with the valuable inputs of the lecturers. Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. In the Bachelor's programmes leading to degrees BA Defence Studies, the assessment and evaluation methods focus on testing the conceptual understanding of the basic ideas of Defence Studies, development of communication skills and experimental techniques, retention and ability to apply the knowledge acquired to real-life applications, and to solve new problems and communicate the results and findings effectively. Based on the Learning Objectives defined for each course as proposed in detail, assessment methods can be designed to monitor the progress in achieving the Learning Objectives during the course and test the level of achievement at the end of the course. Several methods can be used to assess student learning outcomes. Relying on only one method to provide information about the program will only reflect a part of students' achievement.

Continuous Assessment

The continuous assessment occurs on a regular and continuous basis, it is an ongoing formative and summative process, involves the monitoring of students, is integrated with teaching, involves a systematic collection of marks or grades into a final score, may be used to determine the students' final grades. Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews. For each Learning Objective, a combination of direct and indirect assessment methods should be used.

As this is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the graduates quite often, care should be taken to familiarize the students with the recent advances through seminars or term papers and case studies. This should be given due weightage during continuous evaluation process. To achieve this objective, the following are suggested

- a) The end examination papers should be covering all units of the syllabus. Questions should be balanced and evaluate the comprehension, analytical and problem -solving skills.
- b) The students should be evaluated on teamwork in addition to the technical skills through projects.
- c) Ability to self-learning and solving new problems should be assessed through assignments, Seminars and project work.
- d) It is recommended weightage be given for practical and field work.
- e) Peer evaluation component is recommended for project evaluation and seminar.
- f) Online course certification should be encouraged and equivalent grade for the same need to be worked to achieve the outcome of self