

SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)



M.A.

in

Chhatrapati Shivaji Maharaj's Vision & Nation Building

(Semester & Credit System)

(To be implemented from the Academic Year, 2024-25)

Syllabus

Department of Defence and Strategic Studies.

Savitribai Phule Pune University

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Total No. of Seats: 20

Eligibility: Any Graduate

Fees: As per Savitribai Phule Pune University Rules

Duration: Two Years

M. A. in Chhatrapati Shivaji Maharaj's Vision & Nation Building

The goal of the course is to disseminate ideals and thoughts of Chhatrapati Shivaji Maharaj (CSM) for Indian nation making process and its relevance in the present time. Though his several ideas like guerrilla warfare strategy, espionage, diplomacy, time and resource management, governance and welfare policies are recognized by different academic disciplines, the present course will go a step ahead to comprehend his existing ideas and to explore their contribution for national security and strategic thinking.

Chhatrapati Shivaji Maharaj was a visionary leader who made an indelible mark on Indian history. He is remembered for his exceptional military tactics, administrative abilities, and visionary leadership. Chhatrapati Shivaji Maharaj was a strong supporter of *Swarajya* (self-government) and *Surajya* (good governance). He created a well-organized administrative structure to ensure justice and equitable resource distribution. Chhatrapati Shivaji Maharaj emphasized the value of meritocracy, appointing people based on their abilities rather than their social standing. This approach contributed to his kingdom's overall prosperity and stability. Chhatrapati Shivaji Maharaj was also a peacemaker who believed in accountability to his people. He implemented a fair revenue system that prioritized farmer welfare and encouraged agricultural development. His principles of good governance, equitable policies, and inclusive decision-making are valuable lessons for leaders in today's society. Chhatrapati Shivaji Maharaj was a global personality who embodied the values of innovation, peace-building, and accountability to the people, *Swarajya* and *Surajya* (good governance). His leadership abilities and administrative acumen have served as an inspiration to leaders of all generations.

This course is designed to give a compressive view of the Indian nation building process and the role of Chhatrapati Shivaji Maharaj in shaping the idea of Warfare, Strategy, and Governance and how these ideas are still relevant in contemporary national security. The Major thrust areas are Art of Warfare & Strategic Policy, Strategic Thinking of Chhatrapati Shivaji Maharaj, Vision for Maritime Strategy, Governance and Administration, Foreign Policy and Diplomacy, Environment and Natural Resource

Management and Field Visit to forts and other places of strategic importance. It will also have Research Methodology as well as a dissertation/ research paper and project report writing to develop critical and analytical thinking among students.

Method of Assessment

This Masters is full time Programme, with English as the medium of instruction. Students are also allowed to write their examinations in Marathi. Choice-Based Credit System (CBCS) will be followed for assessment. This continuous evaluation system has two sections -internal assessment (50%) - assignments, dissertations, term papers, field visit report and seminars – and external assessment -an Semester End examination (50%). Regular assignments/ seminars/ workshops on a weekly-basis will enhance not only perceptions but also comprehension, writing and analytical skills.

Method of Teaching

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

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

M. A. in Chhatrapati Shivaji Maharaj's Vision & Nation Building

Level	Semester	Credits Related to Major		Research Methodology (RM)	Internship On Job Training (OJT)	Research Project (RP)	Total
		Major Core	Major Elective				
6.0	I	10(T)+4(T/P)	2(T)+2 (T/P)	4	0	0	22
	II	10(T)+4 (T/P)	2(T)+2 (T/P)	0	4 (OJT)	0	22
Exit option: Award PG Diploma on completion of 44 credits after three-year UG Degree OR continue with PG second year							
6.5	III	10(T)+4(T/P)	2(T)+2 (T/P)	0	0	4	22
	IV	8 (T)+4 (P)	2(T)+2 (T/P)	0	0	6	22
Total 4 Years		54	16	4	4	10	88
2 Years-4 Sem Award PG Degree on completion 88 credits after three-year UG Degree or 1 year-2 Sem PG Degree (44 credits) after four-year UG Degree							

M.A. in Chhatrapati Shivaji Maharaj's Vision & Nation Building

Semester-I (22 Credits)	Semester-II (22 Credits)
<p>Major Core: Credits 10 (T)+4(P)</p> <p>CNB 1.1 Deccan Before Chhatrapati Shivaji Maharaj 4 (T)</p> <p>CNB 1.2 Biographical Sketch of Chhatrapati Shivaji Maharaj 4 (T)</p> <p>CNB 1.3 India Nation Making Process 2 (T)</p> <p>CNB 1.4 Practical Component: Map Reading 4 (P)</p> <p>Major Electives: 2(T)+2 (T/P)</p> <p>CNB 1.5 Geopolitics and Military Geography (2 T+2 T/P)</p> <p>CNB 1.6 Idea of Surajya: Social and Cultural Policies of Chhatrapati Shivaji Maharaj (2 T+2 T/P)</p> <p>CNB 1.7 Introduction to Foreign Policy (2 T+ 2 T/P)</p> <p>CNB 1.8 Indian Naval History (2 T+2T/P)</p>	<p>Major Core: Credits 10 (T)+4(P)</p> <p>CNB 2.1 Chhatrapati Shivaji Maharaj's Vision of Swaraj 4 (T)</p> <p>CNB 2.2 Chhatrapati Shivaji Maharaj: Strategic Thinker 4 (T)</p> <p>CNB 2.3 Chhatrapati Shivaji Maharaj and Public Administration (2 T)</p> <p>CNB 2.4 Practical Component: Research and Analyze the History of Intelligence Agencies 4(P)</p> <p>Major Electives: 2(T)+2 (T/P)</p> <p>CNB 2.5 Art of Warfare and Strategic Policy (2 T+2 T/P)</p> <p>CNB 2.6 Fort Management: Expansion and Consolidation of Swaraj (2 T+2 T/P)</p> <p>CNB 2.7 Chhatrapati Shivaji Maharaj's Foreign Policy and Diplomacy (2T+2T/P)</p> <p>CNB 2.8 Introduction to Ancient Indian Military History (2 T+2T/P)</p>
<p>CNB 1.9 Research Methodology 4 (T)</p>	<p>CNB 2.9 Internship or On Job Training 4 (P)</p>

Semester-III	Semester-IV
<p>Major Core: Credits 10(T)+ 4 (T/P)</p> <p>CNB 3.1 Chhatrapati Shivaji Maharaj's Governance and Administration and Contemporary Relevance 4 (T)</p> <p>CNB 3.2 Chhatrapati Shivaji Maharaj's Economic and Agricultural Policies and Their Relevance in Present Time 4 (T)</p> <p>CNB 3.3 Chhatrapati Shivaji Maharaj: Art of Intelligence and Spy Craft 2 (T)</p> <p>CNB 3.4 Practical Components 4 (P)</p>	<p>Major Core: Credits 8 (T)+4 (P)</p> <p>CNB 4.1 Chhatrapati Shivaji Maharaj's Vision for Justice and Contemporary Issues 4 (T)</p> <p>CNB 4.2 Chhatrapati Shivaji Maharaj's Vision for Maritime Security 4 (T)</p> <p>CNB 4.3 Dissertation 4 (P)</p>
<p>Major Elective 2(T)+2 (T/P)</p> <p>CNB 3.5: Introduction to Peace and Conflict Studies 2T+2T/P</p> <p>CNB 3.6: Disaster Risk Assessments, Vulnerability & Preparedness Analysis 2 2T+2T/P</p> <p>CNB 3.7: Negotiation and Mediation 2T+2T/P</p>	<p>Major Elective 2(T)+2 (T/P)</p> <p>CNB 4.4: Chhatrapati Shivaji Maharaj's Environment and Natural Resource Management and Innovation 2T+2T/P</p> <p>CNB 4.5: Disaster Management: Planning, Reconstruction and Recovery 2T+2T/P</p> <p>CNB 4.6: Reconstruction and Development 2T+2T/P</p>
<p>CNB 3.8: Research Project (RP) 4 (P)</p>	<p>CNB 4.7: Field Visit and Project Report 6 (P)</p>

Course Name: Deccan Before Chhatrapati Shivaji Maharaj

Course Code: CNB 1.1

Course Objectives:

1. The course will help students to develop an understanding about the historical backdrop of emergence of Chhatrapati Shivaji Maharaj and Swarajya
2. This course will give the overview of political, historical environment of deccan before the rise of Chhatrapati Shivaji Maharaj

Course Learning Outcomes:

1. Students will learn about various aspects to understand the geographical, societal and political atmosphere of the 17th Century Deccan, at the time of emergence of Chhatrapati Shivaji Maharaj
2. With the basic understanding of political, historical environment, students will be able to read and think and make sense of Chhatrapati Shivaji Maharaj's contribution in vision for nation

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Geography

- 1.1. Terrain / Physiography
- 1.2. Sahyadri Mountain Range
- 1.3. Western Coast

Unit 2: Political Environment

- 2.1. Adilshahi of Bijapur
- 2.2. Nijamshahi of Ahmadnagar
- 2.3. Mughal in Deccan

Unit 3: Socio-Cultural Environment

- 3.1. Bhakti Movement
- 3.2. Social Conditions
- 3.3. Civil Administration

Unit 4: Economic Environment

- 4.1. Condition of Agriculture
- 4.2. Trade

4.3. Revenue

Suggested Readings:

- Alavi Rafi Ahmad, (2009) *Studies in the History of Medieval Deccan*, New Delhi: Idarah -i- Adabariyat-i-Delhi.
- Asher, Catherine B. and Cynthia Talbot, 2006. *India before Europe*, New Delhi: Cambridge University Press.
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and reaction: essays on European expansion and reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Deshpande, P. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*. Columbia University Press.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives* (Vol. 8). Cambridge University Press.
- Farooqui, S. A. (2011). *A Comprehensive History of Medieval India: Twelfth to the mid-Eighteenth Century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Pagdi, S. R. (1974). *Chhatrapati Shivaji*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707)* (Vol. 1). Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha* (Vol. 1). Genesis Publishing Pvt Ltd.

Course Name: Biographical Sketch of Chhatrapati Shivaji Maharaj

Course Code: CNB 1.2

Course Objectives:

1. The course will help students to develop an understanding about the life and mission of Chhatrapati Shivaji Maharaj
2. The course aims to give overview of various influences shaping the Chhatrapati Shivaji Maharaj and the values making him the visionary leader

Course Learning Outcomes:

1. Students will learn about various aspects to understand facts and biography of Chhatrapati Shivaji Maharaj
2. Students will develop the basic understanding of Chhatrapati Shivaji Maharaj's time and influences shaping his thinking and vision

Teaching Methods:

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

Evaluation Pattern:

1. 30 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 70 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Family Background and Childhood

- 1.1. History of Bhosale and Jadhav family
- 1.2. Socio-Political Environment at the time of Birth of Shivaji Maharaj
- 1.3. His early life
- 1.4. Chhatrapati Shivaji Maharaj's (CSM) Youth

Unit 2: Major Influences and Political Environment

- 2.1. Early education and influences shaping CSM's worldview
- 2.2. Major influences in administration
- 2.3. Major influences in Warfare and Strategy
- 2.4. Relationship with neighboring kingdoms

Unit 3: Principal Values of Chhatrapati Shivaji Maharaj

- 3.1. Chhatrapati Shivaji Maharaj's vision for Swaraj
- 3.2. Political Values
- 3.3. Resource Management or Innovation
- 3.4. Relations with Foreign Powers

Unit 4: Visionary Leadership

- 4.1. Visionary Leader
- 4.2. Military Strategist

4.3. Diplomat

4.4. Nation- Builder

Suggested Readings:

- Asher, Catherine B. and Cynthia Talbot, 2006. *India before Europe*, New Delhi: Cambridge University Press.
- Bal Krishna. Balkrishna. (2016), *Shivaji The Great Vol I*. Palala Press.
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and Reaction: Essays on European expansion and Reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Chandra, Satish, 1999. *Medieval India: From Sultanate to the Mughals*. New Delhi: Har-Anand.
- Cyrus Gonda and Nitin Parab. (2008), *Leadership Learning from Chhatrapati Shivaji Maharaj*. Embassy Books.
- Dennis Kincaid. (2015), *Shivaji: The Grand Rebel*. Rupa Publications India.
- Deshpande, P. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*. Columbia University Press.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives* (Vol. 8). Cambridge University Press.
- Farooqui, S. A. (2011). *A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S. (1993): *The Marathas, 1600-1818*, Cambridge University Press, Cambridge (Reprint by Foundation Books, Delhi).
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and Society in Early South India: Essays in Honour of Noboru Karashima Idarah -i- Adabariyat-i-Delhi*.

- Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. (No Title).
- Khobrekar, V. (2002): *Konkan: From Earliest to 1818 AD*, Snehvardhan Prakashan, Pune.
- Kulkarni, A. (1996): *The Marathas (1600–1848)*, Books and Books, New Delhi.
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Pagdi, S. R. (1974). *Chhatrapati Shivaji*. (No Title).
- Pawar, A. G., & Pagdi, S. R. (1971). *Studies in Maratha History*. (No Title).
- Sardesai, G. (1946): *New History of the Marathas*, Vol. I, Bombay.
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and His Line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, The Great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.
- Sir Jadunath Sarkar. (1920), *Shivaji and His Times*. Longmans, Green and Company.

Course Name: India's Nation Making Process

Course Code: CNB 1.3

Course Objectives:

1. This course aims to introduce fundamental concepts, theories and approaches in Security and Strategic Studies
2. The course will take overview evolution of cold war and post-cold war period

Course Learning Outcomes:

1. Students will learn about various aspects to understand Security and Strategic Studies
2. Students will learn about key concepts of nation and its multifariousness of Strategic Studies

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Key Concepts

- 1.1. Nation
- 1.2. State
- 1.3. Nation-State
- 1.4. Nationalism
- 1.5. National Power and
- 1.6. National Interest

Unit 2: Conceptual Understanding of Security

- 2.1 What is Security?
- 2.2 Theories and Concept of Security
- 2.3 Traditional Security and Non-traditional Security
- 2.4 National Security

Suggested Readings:

- Ayoob, Mohammed. *The Third World Security Predicament: State Making, Regional Conflict, and the International System*. Lynne Rienner Publishers, 1995.
- Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, (2nd Edition) ECPR Press, 2007.

- Cavelti, Myriam and Balzacq, Thierry (Eds) *Routledge Handbook of Security Studies, Conflict and the International System*, London: Lynne Rienner, 1995.
- Collins, A. (Ed.) *Contemporary Security Studies*. Oxford University Press, 2016.
- Crevelde, M. *The Rise and Decline of the State*, Cambridge: Cambridge University Press, 2004.
- John Baylis, James Wirtz, Eliot Cohen and Colin S. Gray (Eds), *Strategy in the Contemporary World: An Introduction to Strategic Studies* (New York: Oxford University Press, 2002)
- Ken Booth, *Theory of World Security*, Cambridge Studies in International Relations, Second Edition, Routledge, 2017.
- Khare, Vijay *Defence Studies* (Marathi)(Nirali Prakashan, 2007)

Course Name: Practical Component: Map Reading**Course Code: CNB 1.4****Course Objective:**

1. The practical of map reading aims to develop the skills and knowledge of the students to interpret and use various types of maps for different purposes

Course Learning Outcomes:

1. Students will be able to identify and describe the basic elements and features of maps, such as scale, projection, orientation, symbols, legend, grid, contour, etc.
2. Students will be able to read and interpret maps for various purposes, such as locating places, measuring distances, finding directions, calculating areas, identifying landforms, etc.
3. Students will be able to analyze and compare maps for various aspects, such as accuracy, reliability, bias, perspective, purpose, etc.
4. Students will be able to make and present their own maps for a specific topic or theme using appropriate techniques and tools

Teaching Methods:

1. The instructor can provide an overview of the basic concepts of map reading, topographic maps, weather maps, and satellite imagery through a lecture
2. Students can discuss different features on maps such as landforms, settlements, water bodies, and transportation networks in small groups

Evaluation Pattern:

1. Internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. Concerned teachers may apply individual internal evaluation methods

Course Units

1. Introduction to Maps
 - 1.1. Concept of Map
 - 1.2. Types of Maps:
 - 1.2.1. Political
 - 1.2.2. Physical
 - 1.2.3. Topographic
 - 1.2.4. Thematic
2. Map Reading and Interpretation
3. Map Analysis and Comparison
4. Map Making and Presentation

Suggested Readings:

Husain, M. (2016). *Indian and World Geography*. Mc Graw Hill Education.

Husain, M. (2017). *Terms and Concepts of Geography*. McGraw-Hill education.

Course Code: Geopolitics and Military Geography

Course Code: CNB 1.5

Course Objectives:

1. This course aims to familiarize students to influences of Geography on the conduct of International Relations and military operations
2. This course introduces major theories of Geopolitics as well as major issues that have emerged in the field since the end of the Cold War and elaborate the role of military geography

Course Learning Outcomes:

1. Students will understand how Geography plays an important role in international relations as well as in the study of military warfare/operation
2. This course is also designed to study various Geopolitical Thinkers
3. Students will understand the significant role of Geopolitics which will enable them to critically employ in strategic and security understanding of contemporary issues

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Understanding Geopolitics

- 1.1 Scope and Importance of Geopolitics
- 1.2 Thinkers and Theories of Geopolitics:
 - a. Classical
 - b. Modern Theories of Geopolitics:
 - i. Organic Theory of State
 - ii. Sea Power Theory
 - iii. Land Power Theory
 - iv. Rim Land Theory
 - v. German Geopolitik

Unit 2: Geopolitics and Contemporary Discourse

- 2.1. Cold War relevance of Heartland Theory
- 2.2. Geopolitics in the Post-Cold War Era

2.3. Role of Geography in Military

2.4. Strategic Geography

2.5. Geo-Strategy

2.6. Geo-Economics

Unit 3: Military Geography

3.1. Role of Geography in Military

3.2. Strategic Geography

3.3. Terrain Analysis

3.4. Military Geography of Conflict Zones

3.5. Military Geography of Natural Resources

Unit 4: Contemporary Issues in Geopolitics

4.1. Geopolitics of Space Warfare and Astropolitik

4.2. Territoriality, Power and Geography

4.3. Terrorism

4.4. Economy

4.5. Energy

4.6. Climate Change

Suggested Readings:

- Abraham, Itty. *How India became territorial: Foreign policy, diaspora, geopolitics*. Stanford University Press, 2020.
- Agnew, J., *Geopolitics Re-Visioning World Politics*, London: Routledge, 2003.
- Dikshit R. D. *Political Geography: The Discipline and its Dimensions*, New Delhi: Tata Macgraw Hill, 1994.
- Dolman, Everett C. *Astropolitik: Classical Geopolitics in the Space Age*. Routledge, 2005.
- Galgano, Francis A., and Eugene J. Palka, eds. *Modern Military Geography*. New York: Routledge, 2011.
- Gray, Colin S., and Geoffrey Sloan. *Geopolitics, Geography and Strategy*. Routledge, 2014.
- Harm j. Di Blij, *Systematic Political Geography*, New York: John Wiley and Sons, 1973.
- Kaplan, Robert D. *The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle Against Fate*. New York: Random House, 2012.
- Mahan A T., *Sea Power*, London: Methuem and Co, 1975.
- McDonald, Eric V., and Thomas Bullard, eds. *Military Geosciences and Desert Warfare*, New York: Springer, 2016.
- Peltier Louis and G. Etzel Perarcy, *Military Geography* (New Delhi: East West 1981.
- Presscot J. R. V, *Political Geography*, London: Methuem and Co, 1972.

- Sukhwal b. L, *Modern Political Geography*, New Delhi: Sage, 1985.
- Taylor P. J, *Political Geography: World Economy, Nation State and Locality*, London: Longman, 1895.
- Toal, Gerard, Gearóid Ó. Tuathail, Simon Dalby, and Paul Routledge, eds. *The Geopolitics Reader*. Psychology Press, 1998.

Course Name: Idea of Surajya: Social and Cultural Policies of Chhatrapati Shivaji Maharaj

Course Code: CNB 1.6

Course Objectives:

1. This course will explore the social and cultural policies of Chhatrapati Shivaji Maharaj, the founder of the Maratha Empire
2. The course will examine how his policies were aimed at creating a society that was self-sufficient, prosperous, and culturally rich

Course Learning Outcomes:

1. Students can understand the key principles of Swarajya as envisioned by Chhatrapati Shivaji Maharaj
2. Students will be able to analyze the social, cultural, economic, and military policies implemented by him
3. Students will learn to evaluate the impact of his policies on the Maratha Empire
4. Students will learn to compare and contrast his policies with those of other contemporary rulers

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Chhatrapati Shivaji Maharaj's Vision for Idea of Surajya

- 1.1. Historical background
- 1.2. Key principles of Swarajya
- 1.3. The framework of discipline and Fair Governance
- 1.4. Asht Pradhan Mandal

Unit 2: Social Policies

- 2.1. Caste system reform
- 2.1. Women's rights
- 2.1. Education

Unit 3: Cultural Policies

- 3.1. Language and Literature
- 3.2. Art and architecture

Unit 4: Economic Policies

- 4.1. Agriculture and irrigation
- 4.2. Employment Regulations
- 4.3. Financial Policies
- 4.4. Trade and Commerce
- 4.5. Military Policies
- 4.6. Fortification and Defence Strategies

Suggested Readings:

- Apate, A. (2019). *Shri Shivray Vol. 1 to 3*, Rajhans Prakashan Pune
- Apte. B.K. (1973), *A History of the Maratha Navy and Merchant ships*, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), *Maratha Naval Resistance to European Powers on the Konkan coast. Essays in Maritime Studies. Vol I*, MHS, Mumbai.
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and reaction: essays on European expansion and reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Desai. S.P. (1989), *The Marathas on the West Coast of India*, State Board of Literature, Mumbai.
- Deshpande, P. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*. Columbia University Press.
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- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Gundert, Herman Keralappalama (1964) *History of Malabar from A.D. 1498 – 1531*, Kottayam, Vidyarthi Mithram.

- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and Society in Early South India: Essays in Honour of Noboru Karashima*.
- Ketkar, D.R.(1997), *Sarkhel Kanhoji Angre*. Maratha Armar, Mrunmai Rigvedi Prakashan, Thane.
- Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Kulkarni, M. B. (2020). *Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father Of Indian Navy*.
- Kurup K. K. N, (1997) *India's Naval Traditions: the Role of Kunhali Marakkar*, Northern Book Centre.
- Nambiar O.K (1963) *The Kunjalis Admirals of Calicut*, Asia Publishing House.
- Parasnis. D. B.(1904) *Marathyanche Armar*, Nirnaysagar Press, Pune.
- Sabhasad, K.A. (1697) Sabhasad Bhakhar,
- Sardesai, G. S. (1946). New history of the Marathas. (No Title).
- Sardesai, G. S. (1946). New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1). Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.

Course Name: Introduction to Foreign Policy

Course Code: CNB 1.7

Course Objective:

1. This course aims to study Foreign Policy that expounds on the Principles, Praxis and Power of nations

Course Learning Outcomes:

1. Students will be able to define the key concepts and approaches of foreign policy analysis
2. Students will be able to explain the major approaches and theories of foreign policy

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Foreign Policy Analysis: Conceptual Framework

- 1.1. Overview of the Foreign Policy Analysis Field
- 1.2. Levels of Analysis Framework
- 1.3. The Agent-Structure Debate
- 1.4. The Decision-Making Approach
- 1.5. Comparative Foreign Policy

Unit 2: Realist Theories of Foreign Policy

- 2.1. Neoclassical Realism
- 2.2. Power Transition Theories
- 2.3. The Foreign Policies of Autocracies

Unit 3: Liberal and Constructivist Theories of Foreign Policy

- 3.1. The Foreign Policy of Democracies: Explaining the Democratic Peace
- 3.2. Neo-Marxist Theories
- 3.3. The Military-Industrial Complex
- 3.4. Norms, Identity, and Culture in Foreign Policy

Unit 4: Bureaucratic and Organizational Theories of Foreign Policy

- 4.1. Bureaucratic Politics Model
- 4.2. Organizational Processes Model
- 4.3. Standard Operating Procedures and Routines
- 4.4. Groupthink and Cognitive Biases

Suggested Readings:

- *H. A. Kissinger, Diplomacy (1994)*
- *H. Nicolson, Diplomacy, (1988)*
- *K. Hamilton and R. Langhorne, The Practice of Diplomacy: Its Evolution, Theory and Administration, (1995)*
- Steve Smith, Amelia Hadfield, and Tim Dunne (2013) *Foreign Policy: Theories, Actors, Cases*. Oxford, UK: Oxford University Press

Course Name: Indian Naval History**Course Code: CNB 1.8****Course Objectives:**

1. This course aims to provide an overview of the historical, cultural, and strategic aspects of India's maritime heritage and naval development
2. This course aims to analyze the role of the Indian Navy in the national security and foreign policy of India

Course Learning Outcomes

1. Students will learn about the key events, personalities, and themes of Indian Naval History
2. Students will learn to evaluate the significance and impact of the Indian Navy on India's history, society, and culture

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units**Unit 1: Introduction to Indian Naval History**

- 1.1. Sources and Methods
 - 1.1.1.Literature
 - 1.1.2.Art
 - 1.1.3.Archaeology
 - 1.1.4.Oral Tradition
- 1.2. Approaches and Theories
- 1.3. Challenges in Preserving Naval History

Unit 2: Indus Valley Civilisation

- 2.1. Indus Valley Maritime trade
 - 2.1.1.Mesopotamia
 - 2.1.2.Egypt
 - 2.1.3.Other regions
- 2.2. Lothal and its Tidal Dock
- 2.3. Maritime Technology and Culture

Unit 3: Mauryan Empire and its Naval Expansion

- 3.1. Maritime Voyages of Indian Merchants

3.2. Maritime Explorers, and Pilgrims

3.2.1.China

3.2.2.Southeast Asia

3.2.3.Africa

3.2.4.the Middle East

3.3. Major Naval Expeditions:

3.3.1. The Invasion of Sri Lanka by Ashoka's son Mahinda

3.3.2. Naval Campaign against the Kalingas by Kharavela of Kaling

Unit 4: Southern Empires and its overseas conquests

4.1. The Naval prowess of the Pallavas

4.1.1. The conquest of Sri Lanka by Narasimhavarman I,

4.1.2. The naval raids on Southeast Asia by Narasimhavarman II,

4.1.3. The naval alliance with the Cholas against the Chalukyas

4.2. Chola Empire and its overseas conquests

4.2.1. Southeast Asia

4.2.2. Sri Lanka

4.2.3. Naval Technology and Culture

4.2.4. Maritime Trade and Diplomacy

4.3. Chera's Empire

4.3.1. the Naval Expeditions to Southeast Asia by Senguttuvan

4.3.2. The Naval Alliance with the Pallavas and the Pandyas against the Chalukyas

Suggested Readings:

- Chakravarti, P.C. (2018). *The Art of War in Ancient India*. Kalpaz Publications.
- Mukerjee, R.K. *History of Indian Shipping*. Prentice Hall Press: Englewood Cliffs, USA.
- Shamasastri, R. (2016). *Arthashastra of Chanakya* (trans. R. Shamasastri).
- Sreedhara Menon, (1990) *A. Kerala History and Its Makers*. S. Viswanathan.
- Sridharan, K. (1982). *Maritime History of India*. Minister of Publications and Broadcasting. Government of India.
- Tripathi, R.S. (2006) *History of ancient India*. Motilal Banarsidass.

Course Name: Research Methodology

Course Code: CNB 1.9

Course Objectives:

1. The course aims to orient students for research in humanities and Social Sciences
2. The course introduces basic concepts and various tools for research in social sciences
3. The course aims to introduce the students to various forms of academic writings (formal /informal)

Course Learning Outcomes:

1. Students will learn about basic concepts, tools and techniques of research in Social Sciences
2. Students will learn different types of academic research writings
3. Students will gain knowledge about preparing questionnaire, conducting field survey, data sampling, data interpretation

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Research and its scope

- 1.1. Traditional methods of inquiries:
 - 1.1.1. Philosophical
 - 1.1.2. Historical- Legal Institutional
- 1.2. Inductive and Deductive approaches
- 1.3. Empiricism
- 1.4. Positivism

Unit 2: Approaches to Research Methods

- 2.1. Scientific Method in Research Problem formulation,
- 2.2. Hypothesis
- 2.3. Identification of Variables,
- 2.4. Concepts and Operationalization of Concepts
- 2.5. Research Designs and Methods
- 2.6. Historical

2.7. Descriptive

2.8. Exploratory

2.9. Explanatory

Unit 3: Historical Methods

3.1. Causality and Context in History

3.2. Genealogy

3.3. Historiography

3.4. Using Secondary Sources

Unit 4: Methods of Data Collection and Data Processing:

4.1. Library

4.2. Participant-non participant Observation

4.3. Survey

4.4. Questionnaire

4.5. Schedule and Interview

4.6. Case Study,

4.7. Data processing: Establishing categories and coding data

4.8. Data Interpretation: Descriptive statistics and inferential statistics

4.9. Data Processing and Content Analysis

Suggested Readings:

- Ali B. Sheik, (1978), History: Its Theory and Method, Macmillan India Limited, Madras
- Carr E. H. (1961) What is History, Penguin Books, London.
- Collingwood R. G.(1966), Idea of History, Oxford Paperbacks, Oxford University Press, London.
- De Vaus, D. (2001). Research design in social research. Sage.
- Dilthey W. (1961) (ed.), Meaning in History, H. P. Rickman, London.
- Elton G. R.(1975), Practice of History, London.
- Finberg H.P.A.(1962) (Ed), Approaches to History, London.
- Garraghan G.H.,(1971). Guide to Historical Method.
- Gottschalk Louis (1956). Understanding History, New York.
- John Gerring 2012. Social Science Methodology A Unified Framework, Second edition
- Kundu, Abhijit &Nayar, Pramod, K. The Humanities: methodology and Perspectives, Longman Pearson.
- Lal I.(2008). Research in History, Swastik Publishers & Distributors, Delhi.
- Rajayyan K.(1976). History in Theory and Method, Madurai.
- Renier G.J.(1961). History its purpose and Method, London.
- Stephen Van Evera 1997. Guide to methods for students of political science, New York: Cornell University Press.
- Turabian, Kate L. 2007. A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition. Chicago: University of Chicago Press.
- Webster John C.B. (1981).An Introduction to History. New Delhi.

Course Code: Chhatrapati Shivaji Maharaj's Vision of Swaraj

Course Code: CNB 2.1

Course Objectives:

1. The course will help to students to develop the understanding about the historical backdrop of emergence of Chhatrapati Shivaji Maharaj and Swarajya
2. The course will explain the consolidation of Swaraj through the development of principle of Surajya (Good Governance)

Course Learning Outcomes:

1. Students will learn about various aspects of establishment and expansion of Swarajya
2. Students will learn about coronation and consolidation of Swaraj through the principle of Surajya (good governance)

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Establishment of Swarajya

- 1.1. Challenges in establishment of Swarajya
- 1.2. The era of Swarajya
- 1.3. Pioneer Personalities of swarajya (major personalities)
- 1.4. Participation of people

Unit 2: Expansion of self-government

- 2.1. Victory of Javali
- 2.2. Confrontation with Adil Shah
- 2.3. Konkan Campaign and Victory

Unit 3: Swaraj Abhishek: Coronation ceremony

- 3.1. Requirement of coronation
- 3.2. Coronation ceremony of Chhatrapati Shivaji Maharaj
- 3.3. Significance of Coronation
- 3.4. Impact of Coronation

Unit 4: Consolidation of Swaraj

- 4.1. Governance
- 4.2. Welfare policies
- 4.3. Aadnyapatra (major Decision)

Suggested Readings:

- Asher, Catherine B. and Cynthia Talbot, 2006. *India before Europe*, New Delhi:
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and Reaction: Essays on European Expansion and Reaction in Asia and Africa*. (No Title). Cambridge University Press.
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Deshpande, P. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*. Columbia University Press.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A comprehensive history of medieval India: Twelfth to the mid-Eighteenth century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Pioneer Press.
- Hall, K. R. (2001). *Structure and Society in Early South India: Essays in Honour of Noboru Karashima Idarah -i- Adabariyat-i-Delhi*.
- Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Pagdi, S. R. (1974). *Chhatrapati Shivaji*. (No Title).
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of The Marathas: Shivaji and His Line 1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the Great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.

Course Name: Chhatrapati Shivaji Maharaj: Strategic Thinker**Course Code: CNB 2.2****Course Objectives:**

1. The course aims to give overview of strategic thinkers from ancient till Chhatrapati Shivaji Maharaj's period
2. It will introduce students to the major strategies of wars and military organizations of all major strategic thinkers
3. This course will explore the strategic thinking principles of Chhatrapati Shivaji Maharaj, the founder of the Maratha Empire
4. The course will examine how his strategic thinking was aimed at creating a self-sufficient, prosperous, and culturally rich society

Course Learning Outcomes:

1. Students will understand the key strategic thinking principles of Chhatrapati Shivaji Maharaj
2. Students will analyze Chhatrapati Shivaji Maharaj's military tactics, infrastructure, and administration policies
3. Students will learn to evaluate the impact of his strategic thinking on the Maratha Empire
4. Students will learn to compare and contrast his strategic thinking with that of other contemporary rulers

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units**Unit 1: Introduction to Chhatrapati Shivaji Maharaj's Strategic Thinking**

- 1.1. Historical Background
- 1.2. Key Principles of Strategic Thinking
- 1.3. Strategic Culture: Concept

Unit 2: Major Strategic Thinkers

- 2.1. Kautilya
- 2.2. Alexander the Great
- 2.3. Napoleon Bonaparte

2.4. Clausewitz

Unit 3: Chhatrapati Shivaji Maharaj

3.1. Major Influences on Chhatrapati Shivaji Maharaj

3.2. Fortification and Defense Strategies

3.3. Mountain Warfare

3.4. Naval Warfare

Unit 4: Administration

4.1. Leadership qualities

4.2. Planning and execution skills

4.3. Innovation

4.4. Creative Problem-Solving techniques

Suggested Readings:

- Deshpande, P. (2007). *Creative Pasts: historical memory and identity in western India, 1700-1960*. Columbia University Press.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the seventeenth century: a study of urban history of pre-modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social change and development in medieval Indian history*. Har Anand Publications.
- Chandra, S. (1996). *Historiography, religion, and state in medieval India*. Har-Anand Publications.
- Hall, K. R. (2001). *Structure and society in early South India: essays in honour of Noboru Karashima*.
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and reaction: essays on European expansion and reaction in Asia and Africa*. (No Title).
- Khan, I. A. (2004). *Gunpowder and firearms: Warfare in medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Eaton, R. M. (2005). *A social history of the Deccan, 1300-1761: eight Indian lives (Vol. 8)*. Cambridge University Press.

- Farooqui, S. A. (2011). A comprehensive history of medieval India: Twelfth to the mid-Eighteenth century. Pearson Education India.
- Haig, W. (1907). Historic Landmarks of the Deccan. Printed at the Pioneer Press.
- Apate, A. (2019). Shri Shivray Vol. 1 to 3, Rajhans Prakashan Pune
- Sabhasad, K.A. (1697) Sabhasad Bhakhar,
- Duff, J. G. (2023). History of the Mahrattas. BoD–Books on Demand.
- Kulkarni, M. B. (2020). Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father of Indian Navy.
- Apte. B.K. (1973), A history of the Maratha Navy and Merchantships, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), Maratha Naval Resistance to European Powers on the Konkan coast. Essays in Maritime Studies. Vol 1, MHS, Mumbai.
- Desai. S.P. (1989), The Marathas on the West Coast of India, State Board of Literature, Mumbai.
- Desai S.S., (1989) Portuguese Maratha Sambandh, State Board of Literature, Mumbai.
- Gundert, Herman Keralappalama (1964) (History of Malabar from A.D. 1498 - 1531)Kottayam, Vidyarthi Mithram.
- Ketkar. D.R.(1997),Sarkhel Kanhoji Angre. Maratha Armar, Mrunmai Rigvedi Prakashan, Thane.
- Kurup K. K. N, (1997) India's naval traditions: the role of Kunhali Marakkar, Northern Book Centre.
- Nambiar O.K (1963) The Kunjalis Admirals of Calicut, Asia Publishing House.
- Parasnis. D. B.(1904) Marathyanche Armar, Nirnaysagar Press, Pune.

Course Name: Chhatrapati Shivaji Maharaj and Public Administration**Course Code: CNB 2.3****Course Objectives:**

1. This course provides an overview of Chhatrapati Shivaji Maharaj's life and his contributions to public administration in medieval India
2. The course will examine the major historical events that influenced Shivaji's policies, as well as his governance style

Course Learning Outcomes:

1. Students will understand Chhatrapati Shivaji Maharaj's contributions to public administration
2. Students will be able to analyze Chhatrapati Shivaji Maharaj's governance style

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units**Unit 1: Basic Concepts of Public Administration**

- 1.1. Public Interest
- 1.2. Accountability
- 1.3. Efficiency
- 1.4. Transparency
- 1.5. Ethics

Unit 2: Concept of Surajya

- 2.1. System based Approach of Administration
- 2.2. Ashtapradhan Manadal
- 2.3. Revenue Collection
- 2.4. Introduction of Cash Salaries
- 2.5. Introduction of Pension

Suggested Readings:

- Arora, R. K., & Goyal, R. (1995). Indian Public Administration. Wishwash Prakashan, New Delhi, 4.

- Basu, R. (1994). Public administration: Concepts and theories. Sterling publishers pvt. Ltd.
- Basu, R. (1994). Public administration: Concepts and theories. Sterling publishers pvt. Ltd.
- Ghosh, L. K. (2021). Good Governance in Public Administration. International Journal of Mutidisciplinary Educational Research, 10(12), 4.
- Guha, S. (2019). The Maratha Empire. In Oxford Research Encyclopedia of Asian History.
- Kumari, A. N. J. A. L. I. (2021). Public Administration: Meaning, Scope and Its Nature. Scope and Its Nature (January 13, 2021).
- Prasad, D. R., Prasad, V. S., & Satyanarāyaṇa, P. (Eds.). (1991). Administrative thinkers. Sterling Publishers Pvt. Ltd.
- Sarkar, S. (2018). Public administration in India. PHI Learning Pvt. Ltd.
- Vendell, D. (2018). Scribes and the Vocation of Politics in the Maratha Empire, 1708-1818. Columbia University.

**Course Name: Practical Component: Research and Analyze the History of
Intelligence Agencies**

Course Code: CNB 2.4

Course Objectives:

1. The course aims to provide students with an understanding of the structure and organization of intelligence agencies across the world
2. This will enable students to analyze the hierarchy, leadership, and communication channels of different intelligence agencies
3. The course will help students understand the role of intelligence agencies in national security

Course Learning Outcomes:

1. Students will be able to analyze the structure and organization of different intelligence agencies
2. Students will be able to compare and contrast the hierarchy, leadership, and communication channels of different intelligence agencies across the world
3. Students will be able to evaluate the role of intelligence agencies in national security by analyzing how they gather information, how they share it with other agencies, and how they use it to protect their country's interests

Practical

1. Analyze the structure and organization of intelligence agencies
2. Students will analyze the structure and organization of different intelligence agencies
It can include hierarchy, leadership, and communication channels within different countries
3. Study the role of intelligence agencies in national security:
4. This could include analyzing how they gather information, how they share it with other agencies, and how they use it to protect their country's interests

Evaluation Pattern:

1. 100 % of internal assessment will consist of assignments/term papers/presentations/
Mid Term Exam and Practical
2. Concerned teachers may apply individual internal evaluation methods

Course Name: Art of Warfare and Strategic Policy**Course Code: CNB 2.5****Course Objective:**

1. It will introduce students to the war strategies and military tactics of Chhatrapati Shivaji Maharaj built on his vision to use geographical terrain and human and natural resources available to achieve the vision of creating independent rule/empire

Course Learning Outcomes:

1. Students will learn about various aspects of the basic understanding of political, historical environment
2. Students will be able to read and think and make sense of Chhatrapati Shivaji Maharaj's contribution in vision for nation

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units**Unit 1: Concepts and Scope**

- 1.1. Military Geography: Definition, Scope and Relevance
- 1.2. Overview of Geographical Warfare
- 1.3. Strategic Indicators

Unit 2: Organizational Structure of Maratha Army

- 2.1. The Maratha Army
- 2.2. Command Structure and, Military Organisation
- 2.3. War Doctrine: Strategic Exploitation of Geographic Terrain and Surprise Element

Unit 3: Intelligence Strategies

- 3.1 Espionage: Well-Trained Espionage System
- 3.1 Perception Management in the Eyes of the Enemy
- 3.1 Guerrilla Warfare

Unit 4: Diplomatic Role

- 4.1. Consolidation of Rule
- 4.2. Diplomacy and Negotiation
- 4.3. Relations with Foreign Rulers

Suggested Readings:

- Asher, Catherine B. and Cynthia Talbot, 2006. *India before Europe*, New Delhi: Cambridge University Press.

- Banks, A. (2000). *A Military Atlas of the First World War*. Pen and Sword.
- Bhargava, M. (2014). *The Decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and Reaction: Essays on European Expansion and Reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Chandra, Satish, 1999. *Medieval India: From Sultanate to the Mughals*. New Delhi: Har-Anand.
- Deshpande, P. (2007). *Creative Pasts: historical memory and identity in western India, 1700-1960*. Columbia University Press.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Galgano, F., & Palka, E. J. (Eds.). (2012). *Modern Military Geography*. Routledge.
- Gokhale, B. G. (1979). *Surat In the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S. (2007). *The Marathas 1600-1818*. Cambridge University Press.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and society in early South India: essays in honour of Noboru Karashima*.
- Harm j. Di Blij, (1973) *Systematic Political Geography*, New York: John Wiley and Sons.
- Khan, I. A. (2004). *Gunpowder and firearms: Warfare in medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Pagadi, S. M. (1970). *Maratha-Nizam Relations: Nizam-Ul-Mulk's Letters*. *Annals of the Bhandarkar Oriental Research Institute*, 51(1/4), 93-121.
- Pawar, A. G., & Pagdi, S. R. (1971). *Studies in Maratha History*. (No Title).
- Roy, Kaushik, (2015), *Military Manpower, Armies and Warfare in South Asia*, London, Routledge

- S. N. Sen, (2002), *Administrative System of the Marathas*, New Delhi, Indian Books.
- Sandhu, Gurcharn Singh, (2003), *A Military History of Medieval India*, New Delhi, Vision Books.
- Sandhu, Gurcharn Singh, *A Military History of Ancient India*, New Delhi, Vision.
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.
- Sarkar, J.N, (1960) *Military History of India*, Bombay, Orient Longmans.

Course Name: Fort Management: Expansion and Consolidation of Swaraj

Course Code: CNB 2.6

Course Objectives:

1. This course will explore the fortification and defense strategies implemented by Chhatrapati Shivaji Maharaj and his successors in the Maratha Empire
2. The course will examine how these strategies were aimed at creating a self-sufficient, prosperous, and culturally rich society

Course Learning Outcomes:

1. Students will understand the key principles of fortification and defense in the Maratha Empire
2. Students will analyze the fortification and defense strategies implemented by Chhatrapati Shivaji Maharaj and his successors
3. Students will learn to evaluate the impact of these strategies on the Maratha Empire
4. Students will learn to compare and contrast these strategies with those of other contemporary rulers

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Fort Management in the Maratha Empire

- 1.1. Historical background
- 1.2. Key principles of fortification and defense

Unit 2: Fortification Strategies

- 2.1. Types of forts
- 2.2. Design and construction techniques
- 2.3. Location selection

Unit 3: Defense Strategies

- 3.1. Guerrilla warfare tactics
- 3.2. Naval warfare tactics
- 3.3. Military intelligence gathering techniques

Unit 4: Administration of Forts

- 4.1. Leadership qualities

- 4.2. Planning and execution skills
- 4.3. Innovation in Fort Management
- 4.4. Creative problem-solving techniques

Suggested Readings:

- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Pagdi, S. R. (1974). *Chhatrapati Shivaji*. (No Title).
- Deshpande, A. (2016). *The Indian Fort As a Site of Intersections. In Narratives, Routes and Intersections in Pre-Modern Asia*. Routledge India.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian Lives* (Vol. 8). Cambridge University Press.

Course Name: Chhatrapati Shivaji Maharaj's Foreign Policy and Diplomacy

Course Code: CNB 2.7

Course Objectives:

1. This course will explore the foreign policies implemented by Chhatrapati Shivaji Maharaj and his successors in the Maratha Empire
2. The course will examine how these policies were aimed at creating a self-sufficient, prosperous, and culturally rich society

Course Learning Outcomes:

1. Students will understand the key principles of foreign policy and diplomacy in the Maratha Empire
2. Students will learn to analyze the foreign policies implemented by Chhatrapati Shivaji Maharaj and his successors
3. Students will learn to evaluate the impact of these policies on the Maratha Empire
4. Students will learn to compare and contrast these policies with those of other contemporary rulers

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Foreign Policy and Diplomacy in the Maratha Empire

- 1.1. Historical Background
- 1.2. Key principles of Foreign Policy and Diplomacy

Unit 2: Relations with Mughal Empire

- 2.1. Alliances and Hostilities
- 2.2. Diplomatic Missions

Unit 3: Relations with European Powers

- 3.1. Portuguese, British, French, and Dutch relations
- 3.2. Trade Agreements and Treaties

Unit 4: Relations with Other Indian States

- 4.1. Relations with Rajput States
- 4.2. Relations with Deccan Sultanates
- 4.3. Innovation in Foreign Policy and Diplomacy

4.4. Creative problem-Solving Techniques

Suggested Readings:

- Conlon, F. F. (1995). Stewart Gordon. *The New Cambridge History of India. Volume 2, part 4, The Marathas 1600–1818.* New York: Cambridge University Press. 1993. Pp. xv, 202. \$44.95.
- Gordon, S. N. (1972). *Old Rights and New Masters: Maratha Conquest and Control in Eighteenth-Century Malwa.* University Of Michigan.
- Gordon, S. (1994). *Marathas, Marauders, and State Formation in Eighteenth-Century India* (p. 23). Delhi: Oxford University Press.
- Hill, C. (2015). *Foreign Policy in the Twenty-First Century.* Bloomsbury Publishing.
- Sen, S. N. (1994). *Anglo-Maratha Relations, 1785-96* (Vol. 2). Popular Prakashan.
- Guha, S. (2019). The Maratha Empire. In *Oxford Research Encyclopedia of Asian History.*

Course Name: Introduction to Ancient Indian Military History

Course Code: CNB 2.8

Course Objectives:

1. The course will give overview of military history across the global, Indian level
2. This course will help enhance the students' understanding about the present organised forces and their operational structures

Course Learning Outcomes:

1. Students will be able to describe the major wars, battles, campaigns, and personalities that shaped Indian military history during ancient period

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Ancient Indian Military History

- 1.1. Sources and Methods of Study
- 1.2. Military Organization and Administration
- 1.3. Military Technology and Tactics

Unit 2: Major Wars and Battles

- 2.1. Mahabharata
- 2.2. Kalinga War
- 2.3. Alexander's Invasion
- 2.4. Mauryan Empire

Unit 3: Ancient South Indian Military History

- 3.1. Sources and methods of study
- 3.2. Military organization and administration
- 3.3. Military technology and tactics

Unit 4: Major wars and battles

- 4.1. Sangam Wars
- 4.2. Pallava-Chalukya Wars
- 4.3. Chola-Pandya Wars

Suggested Readings:

- Arrian (1976). *The Campaigns of Alexander* (Aubrey de Sélincourt, Trans.). Penguin Books.
- Basham, A.L. (1954). *The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims*. Grove Press.
- Brekke, T. (2013). *Ancient Indian Warfare*. Oxford University Press.
- Kosambi, D.D., Ed., Trans., & Annotator (1956). *The Arthashastra: Edited with a Critical Introduction and Notes*. Popular Prakashan.
- Majumdar, R.C., Ed., Trans., & Annotator (1960). *The Struggle for Empire: A Comprehensive Survey of the History and Culture of the Indian People from the Coming of the Muslims to the British Conquest 1206–1803*. Bharatiya Vidya Bhavan.
- Nilakanta Sastri, K.A. (1955). *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Oxford University Press.
- Nilakanta Sastri, K.A., & Venkataramanayya, N., Eds., Trans., & Annotators (1946). *Sources of South Indian History: A Selection from Foreign Notices and Records on South India from Earliest Times to 1300 A.D.* University of Madras.
- Pillai, V.M., Ed., Trans., & Annotator (1965). *The Five Great Epics of Tamil Literature: Cilappatikaram, Manimekalai, Civaka Cintamani, Valayapati and Kundalakesi..* Sahitya Akademi.
- Raychaudhuri, H.C., & Mukherjee, B.N., Eds., Trans., & Annotators (1996). *Political History of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty* (7th ed.). Oxford University Press.
- Sandhu, G. S. (2000). *A Military History of Ancient India*. Vision Books.
- Sarkar, J. (1960). *Military History of India*. M.C. Sarkar & Sons Private Ltd.
- Sircar, D.C. (1959). *Studies in the Geography of Ancient and Medieval India*. Motilal Banarsidass.
- Smith, V.A., Ed. (1920). *The Edicts of Asoka by Asoka, the Buddhist Emperor of India* (3rd ed.). Clarendon Press.
- Stein, B., Ed., Trans., & Annotator (1989). *The New Cambridge History of India: Vijayanagara*. Cambridge University Press.
- Thapar, R. (2012). *Asoka and the Decline of the Mauryas* (3rd ed.). Oxford University Press.

Course Name: Internship or Job Training (OJT)

Course Code: CNB 2.9

Course Objectives:

1. One of the objectives of the Internship Programme is that students will get a chance to spend some time to undertake work related to the discipline and gain practical experience as well as develop resource network
2. Internship programme would also give an opportunity to students to explore the professional and policy space, related to the discipline

Course Learning Outcomes:

1. Students will gain practical experience in a professional setting related to the student's field of study
2. Students will develop research and administrative skills through the completion of tasks assigned by the internship agency
3. It will enhance the ability to work independently as well as a part of the team
4. It will help them to build professional networks and relationships
5. Students will gain a deeper understanding of the practical applications of academic knowledge and skills

Evaluation Pattern:

1. Students will have to complete a minimum 60 hours and maximum 75 hours of work at the internship programme.
2. Internships can be undertaken at Strategic Think Tanks, Research Organizations, Government Bodies and Agencies, Academic Institutions, Policy Organizations or with Individual Academicians and Professionals
3. Students will undertake work as required by the internship agency. This must include research and administrative duties including submission of essays/books reviews/articles/interviews/etc.
4. Students will obtain a certificate from the internship agency indicating the work hours completed and the activities and duties undertaken by them during the internship programme
5. The certificate should be duly signed by the internship authority and submitted by the students to the department for evaluation

Suggested Institutions/Organisations:

- Institute of Chinese Studies (ICS)
- Manohar Parrikar Institute for Defence Studies and Analysis (MP-IDSA)
- Observer Research Foundation (ORF)
- Delhi Policy Group
- United Service Institution of India (USI)

- Vivekananda International Foundation (VIF)
- Institute of Peace and Conflict Studies (IPCS)
- National Maritime Foundation, New Delhi (NMF)
- Centre for Advanced Strategic Studies (CASS)
- Yashwantrao Chavan National Centre of International Security and Defence Analysis (YC-NISDA)
- Strategic Culture and Security Foundation, Pune
- Indian Maritime Foundation, Pune

Course Name: Chhatrapati Shivaji Maharaj's Governance, Administration and Contemporary Relevance

Course Code: CNB 3.1

Course Objectives:

1. The course aims to introduce the vision of governance and administration as a major element for foundation and expansion of the Maratha Empire
2. It will delve with the ideas of welfare policy for subject population and inclusive policy of governance

Course Learning Outcomes:

1. Students will be able to analyze the impact of different welfare policies on the well-being of citizens and the role of the state
2. Students will be able to explain the rationale and methods of decentralizing resources to different regions and levels of governance
3. Students will be able to compare and contrast various revenue systems and their implications for economic growth and social justice

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Government and Institutions

- 1.1. Welfare Policy
- 1.2. Revenue System
- 1.3. Expansion Policy

Unit 2: Consolidation of Strategic Places

- 2.1. Decentralization of Resources
- 2.2. Forts, Ports, Geographical Terrain
- 2.3. Negotiation and Conflict Resolution Through Peace Making
- 2.4. Supply Chain Management

Unit 3: Economic Policies

- 3.1. Agriculture
- 3.2. Irrigation
- 3.3. Trade and commerce

Unit 4: Social Policies

- 4.1. Caste system reform

- 4.2. Women's rights
- 4.3. Education
- 4.4. Military Policies
- 4.5. Fortification and Defense Strategies

Suggested Readings:

- Apate, A. (2019). *Shri Shivray Vol. 1 to 3*, Rajhans Prakashan Pune
- Apte. B.K. (1973), *A history of the Maratha Navy and Merchantships*, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), *Maratha Naval Resistance to European Powers on the Konkan coast. Essays in Maritime Studies*. Vol 1, MHS, Mumbai.
- Bhargava, M. (2014). *The decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and reaction: essays on European expansion and reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, religion, and state in medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social change and development in medieval Indian history*. Har Anand Publications.
- Desai S.S., (1989) *Portuguese Maratha Sambandh*, State Board of Literature, Mumbai.
- Desai. S.P. (1989), *The Marathas on the West Coast of India*, State Board of Literature, Mumbai.
- Deshpande, P. (2007). *Creative Pasts: historical memory and identity in western India, 1700-1960*. Columbia University Press.
- Duff, J. G. (2023). *History of the Mahrattas*. BoD–Books on Demand.
- Eaton, R. M. (2005). *A social history of the Deccan, 1300-1761: eight Indian lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A comprehensive history of medieval India: Twelfth to the mid-Eighteenth century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the seventeenth century: a study of urban history of pre-modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Gundert, Herman Keralappalama (1964) *History of Malabar from A.D. 1498 – 1531*, Kottayam, Vidyarthi Mithram.

- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and society in early South India: essays in honour of Noboru Karashima*.
- Jasper, D. (2003). *Commemorating the “Golden Age” of Shivaji in Maharashtra, India and the Development of Maharashtrian Public Politics*. Journal of political and military sociology, 31(2), 215-230.
- Ketkar, D.R.(1997), *Sarkhel Kanhoji Angre. Maratha Armar*, Mrunmai Rigvedi Prakashan, Thane.
- Khan, I. A. (2004). *Gunpowder and firearms: Warfare in medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Kulkarni, M. B. (2020). *Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father of Indian Navy*.
- Kurup K. K. N, (1997) *India’s naval traditions: the role of Kunhali Marakkar*, Northern Book Centre.
- Nambiar O.K (1963) *The Kunjalis Admirals of Calicut*, Asia Publishing House.
- Parasnis, D. B.(1904) *Marathyanche Armar*, Nirnaysagar Press, Pune.
- Sabhasad, K.A. (1697) Sabhasad Bhakhar,
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.
- Seshan, R. (2014). *The Maratha State: Some Preliminary Considerations*. Indian HistoricalReview, 41(1), 35-46.

Course Name: Chhatrapati Shivaji Maharaj's Economic and Agricultural Policies and Their Relevance in Present Time

Course Code: CNB 3.2

Course Objectives:

1. This course will explore the economic and agricultural policies implemented by Chhatrapati Shivaji Maharaj and his successors in the Maratha Empire
2. The course will examine how these policies were aimed at creating a self-sufficient, prosperous, and culturally rich society

Course Learning Outcomes:

1. Students will understand the key principles of economic and agricultural policies in the Maratha Empire
2. Students will analyze the agriculture, trade, taxation policies implemented by Chhatrapati Shivaji Maharaj and his successors
3. Students will evaluate the impact of these policies on the Maratha Empire
4. Students will compare and contrast these policies with those of other contemporary rulers
5. Students will discuss the relevance of these policies in present times

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Economic and Agricultural Policies in the Maratha Empire

- 1.1. Historical background
- 1.2. Key principles of economic and agricultural policies

Unit 2: Agriculture Policies

- 2.1. Irrigation Techniques
- 2.2. Crop Rotation Methods

Unit 3: Trade Policies

- 3.1. Encouragement of Trade and Commerce
- 3.2. Establishment of Trade Routes

Unit 4: Taxation Policies

- 4.1. Revenue collection and management

- 4.2. Taxation reforms
- 4.3. Innovation in Economic and Agricultural Policies
- 4.4. Creative problem-solving technique

Suggested Readings:

- Apate, A. (2019). *Shri Shivray* Vol. 1 to 3, Rajhans Prakashan Pune
- Apte. B.K. (1973), *A history of the Maratha Navy and Merchantships*, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), *Maratha Naval Resistance to European Powers on the Konkan Coast*. Essays in Maritime Studies. Vol 1, MHS, Mumbai.
- Bhargava, M. (2014). *The Decline of the Mughal Empire*. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and reaction: essays on European expansion and reaction in Asia and Africa*. (No Title).
- Chandra, S. (1996). *Historiography, religion, and state in medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Desai S.S., (1989) *Portuguese Maratha Sambandh*, State Board of Literature, Mumbai.
- Desai. S.P. (1989), *The Marathas on the West Coast of India*, State Board of Literature, Mumbai.
- Deshpande, P. (2007). *Creative Pasts: historical memory and identity in western India, 1700-1960*. Columbia University Press.
- Duff, J. G. (2023). *History of the Mahrattas*. BoD–Books on Demand.
- Eaton, R. M. (2005). *A social history of the Deccan, 1300-1761: eight Indian lives* (Vol. 8). Cambridge University Press.
- Farooqui, S. A. (2011). *A comprehensive history of medieval India: Twelfth to the mid-Eighteenth century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the seventeenth century: a study of urban history of pre-modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Gundert, Herman Keralappalama (1964) *History of Malabar from A.D. 1498 – 1531 Kottayam*, Vidyarthi Mithram.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and society in early South India: essays in honour of Noboru Karashima*.

- Ketkar. D.R.(1997),*Sarkhel Kanhoji Angre. Maratha Armar*, Mrunmai Rigvedi Prakashan, Thane.
- Khan, I. A. (2004). *Gunpowder and firearms: Warfare in medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Kulkarni, M. B. (2020). *Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father of Indian Navy*.
- Kurup K. K. N, (1997) *India's naval traditions: the role of Kunhali Marakkar*, Northern Book Centre.
- Nambiar O.K (1963) *The Kunjalis Admirals of Calicut*, Asia Publishing House.
- Parasnis. D. B.(1904) *Marathyanche Armar*, Nirnaysagar Press, Pune.
- Sabhasad, K.A. (1697) Sabhasad Bhakhar,
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.

Course Name: Chhatrapati Shivaji Maharaj: Art of Intelligence and Spy Craft.

Course Code: CNB 3.3

Course Objectives:

1. This course aims to understand the concepts and definitions of intelligence and spying and their role in statecraft and warfare
2. This course also aims to trace the evolution and development of intelligence and spy-craft from ancient to contemporary times across different civilizations and regions

Course Learning Outcomes:

1. Students can explain the key terms and concepts related to intelligence and spycraft
2. Students can identify and describe the main features and functions of intelligence organizations in different historical contexts
3. Students can compare and contrast the intelligence set ups and practices of the Roman Empire, the Persian Empire, the Chola Empire, and the Ottoman Empire during ancient and medieval times
4. Students can analyze the sources, methods, challenges, and achievements of modern intelligence organizations in India

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Intelligence: Theoretical Framework

- 1.1. Concepts of Intelligence and Spying
- 1.2. Evolution: Ancient to Contemporary Times
- 1.3. Study of selected Intelligence Set ups during Ancient and Medieval times: Roman Empire, Persian Empire, Chola Empire, Ottoman Empire
- 1.4. Modern Intelligence Organizations in India

Unit 2: Intelligence and Spy craft during Chhatrapati Shivaji Maharaj's Times

- 2.1. Asymmetrical power structure: Basis for strong Intelligence network
- 2.2. Unique factors resulting to committed spy force
- 2.3. Study of Intelligence structures of contemporary rival powers: Mughals, Bijapur Sultanate

2.4. Spy craft as an arm of Statecraft

2.5. Intelligence Organization of Chhatrapati Shivaji Maharaj

Suggested Readings:

- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Pagadi, S. M. (1970). *Maratha-Nizam Relations: Nizam-Ul-Mulk's Letters*. Annals of the Bhandarkar Oriental Research Institute, 51(1/4), 93-121.
- Pawar, A. G., & Pagdi, S. R. (1971). *Studies in Maratha History*. (No Title).
- Roy, Kaushik, (2015), *Military Manpower, Armies and Warfare in South Asia*, London, Routledge
- S. N. Sen, (2002), *Administrative System of the Marathas*, New Delhi, Indian Books.
- Sandhu, Gurcharn Singh, (2003), *A Military History of Medieval India*, New Delhi, Vision Books.
- Sandhu, Gurcharn Singh, *A Military History of Ancient India*, New Delhi, Vision.
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Shejwalkar, Trymbak (1964). *Shri ShivChhatrapati : Sankalpit Shivcharitrachi Prastavana, Aarakhada Va Sadhane*, Mumbai: Maratha Mandir Prakashan.

Course Name: Practical Component:

Conducting a Survey on Defence Budgets of Major Countries

Course Code: CNB 3.4

Course Objectives:

1. This course aims to identify the countries with the highest defense budgets and understand the factors that influence defense spending
2. This course aims to analyze trends and patterns in defense spending across different countries

Course Learning Outcomes:

1. Students will learn to analyse and interpret data related to defense budgets
2. Students will learn to evaluate the effectiveness of different survey methods
3. Students also can communicate findings in a clear and concise manner using charts, graphs, and other visual aids

Teaching Method:

1. Identify the countries that students want to include in survey
2. Determine the sources of data that you will use to collect information on defense budgets
3. Students can use publicly available data from government websites, international organizations, or research institutions
4. Collect the data to identify trends and patterns in defense spending across different countries
5. Students need to present their findings in a clear and concise manner using charts, graphs, and other visual aids
6. Students can also compare their results with existing research on defense spending to provide context to their findings

Course Name: Introduction to Peace and Conflict Studies

Course Code: CNB 3.5

Course Objectives:

1. The Course aims to Conceptualize Peace and Conflict. The subject explores various norms of violent and non-violent conflict and mechanism to deal with such Conflict
2. This Course Explores the Nature and Forms of Conflict, Approaches to Conflict Management and Conflict Resolution as Well as the New Concepts of Security

Course Learning Outcomes:

1. Students will be able to explain various aspects of conflict and the methods to deal with it
2. Students will be able to explore means such as diplomacy, treaties, legal norms and other conflict resolving and managing tools for its problem

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ mid term exam and practical
2. 50 % external- examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Understanding Peace and Conflict

- 1.1. Concept of Peace and Conflict
- 1.2. Nature and Forms of Conflict
- 1.3. Peace Research and Peace Movements

Unit 2: Conflict Management and Conflict Resolution

- 2.1 Confidence Building Measures
- 2.2 Disarmament and Arms Control
- 2.3 Functional Approaches and Regionalism

Unit 3: UN System of Managing and Resolving Conflict

- 3.1 Pacific Settlement of Disputes
- 3.2 Peacekeeping, Peacemaking and Adjudication

Unit 4: Conflict, Peace and Security

- 4.1 War and Its Justification
- 4.2 Comprehensive Security and Human Security

Suggested Readings:

- Anatol Rapoport, *Conflict in Manmade Environment* London: 1974.
- Barash, David and Charles Webel. *Peace And Conflict Studies*. Thousand Oaks, Ca: Sage, 2002.

- Charles Webel And Johan Galtung (Eds), *Handbook of Peace and Conflict Studies*, Routledge, Abingdon, Oxon, 2007.
- Chomsky, Noam, *World Orders: Old & New*, Oxford University Press, 1999.
- David Mitrany, *A Working Peace System* Chicago, 1966.
- Galtung, John, *Peace By Peaceful Means*, Sage, 1996.
- Ho-Won Jeong, *Peace And Conflict Studies: An Introduction*, Routledge, Abingdon, Oxon , 2017.
- J.W.Burton, *Conflict And Communication* London, 1969.
- Lederach, John Paul. *Building Peace: Sustainable Reconciliation In Divided Societies*. Washington Dc: Unites States Institute Of Peace, 1997.
- Lederach, John Paul. *Preparing For Peace: Conflict Transformation Across Cultures*. New York: Syracuse University Press, 1995.
- Matyók, T., Senehi, J. & Byrne, S. *Critical Issues In Peace And Conflict Studies: Theory, Practice, And Pedagogy*. Lanham, Md: Lexington Books, 2011.
- Pruitt, Dean And H.S Kim, *Social Conflict: Escalation, Stalemate, And Settlement*, (3rd Edition), Mc-Graw-Hill, 2003, P. 15-36.
- Ramsbotham, O., Et Al. *Contemporary Conflict Resolution*. Fourth Edition. Cambridge, Uk: Polity Press, 2011.
- Wallensteen, Peter, *Understanding Conflict Resolution*, Sage, 2002.

Course Name: Disaster Risk Assessments, Vulnerability & Preparedness Analysis

Course Code: CNB 3.6

Course Objectives:

1. This course focuses on analysis of risk and vulnerability and motto is to equip student in understanding the vulnerability of particular area whether it is village, city, metropolitan area or state

This course will also help to develop comprehensive understanding as why, how and when (possibility) of disaster incident

Course Learning Outcome:

1. Students will be able to identify the hazards, risks and vulnerabilities of natural, social and economic
2. Students will be able to explain Disaster Risk Assessments, Vulnerability & Preparedness

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Hazard, Risk, Vulnerability and Disaster Preparedness:

- 1.1 Conceptual Framework
- 1.2. Risk: Assessment & Analysis

Unit 2: Vulnerability: Natural, Social & Economical

- 2.1 Resource Analyses and Mobilisation;
- 2.2 Preparation of Disasters Management Plan
- 2.3 City, Institution & Relief Camp

Unit 3: Prevention, Preparedness & Mitigation of Disasters: Natural & Manmade.

- 3.1 Disaster Preparedness Plan
- 3.2 National, State, Districts Based Disaster Preparedness Planning
- 3.3 Urban and Rural Preparedness approaches
- 3.4 Risk Assessment and Reduction During Festival and Rallies
- 3.5 Risk associate with fire

Unit 4: Fire Science and Training

- 4.1 Fundamental of Fire Science
- 4.2 Industrial Fire and Safety
- 4.3 Fire Safety and Hazards Management
- 4.4 Environmental Safety
- 4.5 Safety of People in the Event of Fire

4.6 Fire Risk Assessment

Suggested Readings:

- Greenberg, Michael I. (2006), *Encyclopaedia of Terrorist, Natural & Man-Made: Disasters*, United Kingdom: Jones & Bartlett.
- Marathe, P. P. (2006), *Concepts and practices in disaster management*, Pune: Diamond Publications.
- Masellis, Michele, and S. William A. Gunn (Eds.) (2012), *The Management Of Burns And Fire Disasters: Perspectives 2000*, Netherland: Springer Science & Business Media.
- Moral, Roger del & Lawrence R. Walker (2007), *Environmental Disasters, Natural Recovery and Human Responses*, UK: Cambridge University Press.
- Parasuraman, S. (2000), *India Disaster Report towards Policy Initiative*, New York: Oxford University Press. Page 6 of 14 Shaw, Rajib (Eds.) (2009), *Disaster Management: Global challenges and local solutions*. Universities Press.
- Pelling, Mark (2003), *Vulnerability of Cities: Natural Disasters and Social Resilience*, London: Earth scan.
- Singh, R. B. (2006), *Natural Hazards And Disaster Management: Vulnerability And Mitigation* Jaipur: Rawat publications.

Websites

The National Institute of Disaster Management (NIDM) < <http://nidm.gov.in/default.asp>>

National Disaster Management Authority (India) < <http://www.ndma.gov.in/en/>>

United Nations International Strategy for Disaster Reduction < <https://www.unisdr.org>>

Course Name: Negotiation and Mediation

Course Code: CNB 3.7

Course Objectives:

1. The course intend to understand key historical and theoretical issues in the field of conflict resolution as well as some familiarization with the main theoretical schools that study mediation and negotiation
2. Grasp the main concepts and techniques used in bilateral and multilateral negotiation as well as in mediation, which are regularly used in conflict management and resolution

Course Learning Outcomes:

1. Students will learn negotiation and mediation practices through exercises conducted throughout the programme
2. Students will also acquire knowledge of applied methodological and validated methods in the field of conflict resolution

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Historical and Theoretical Issues

- 1.1. Evolution of Conflict Resolution:
 - 1.1.1. Foundations
 - 1.1.2. Constructions
 - 1.1.3. Reconstructions
- 1.2. Understanding Contemporary Conflict:
 - 1.2.1. Theories,
 - 1.2.2. Framework
 - 1.2.3. Conflict Mapping
- 1.3. Diplomacy and Conflict Resolution
- 1.4. Conflict Resolution in International System

Unit 2: Issues and Sources of Conflict and Methods of Managing Conflict

- 2.1. Territory, Economy and Ecology as Sources of Conflict
- 2.2. Ethnicity, Ethno-Religious Conflicts, Negotiation and Conflict Management

2.3. Conflict Prevention Theory, Conflict Resolution and Negotiation

2.4. Mediation and Conflict Resolution

2.5. Settlement of International Disputes by Legal Means

Unit 3: Dilemmas in Conflict Resolution

3.1. Terrorism and Conflict Resolution

3.2. Media and Conflict Resolution

3.3. Democracy and Conflict Resolution

3.4. Culture and Conflict Resolution

Unit 4: Technique of Principled Negotiation

4.1. Identifying the Problem and alternatives available

4.2. Method of Negotiation:

4.2.1. Separate People from Problem,

4.2.2. Focus on Interests,

4.2.3. Invent Options using Objective Criteria

Suggested Readings:

- Fisher, R. W.L. Ury, & B. Patton. (2012). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Edition. New York: Penguin Books.
- Ramsbotham, Miall, H, & T. Woodhouse. (2016). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, Cambridge: Polity. (4th Edition).
- Beardsley, K. (2011). *The Mediation Dilemma*, Cornell: Cornell University Press.
- Diehl, P & M. Grieg. (2012). *International Mediation*, London: Polity.
- Starkey, B. M.A. Boyer & J. Wilkenfeld. (2005). *Negotiating a Complex World: an Introduction to International Negotiation*, 2nd edition, Boulder: Rowmand & Littlefield Publishers.
- Crocker. C.A. et al. (eds) (2006). *Herding Cats*, Washington, D.C.; United States Institute of Peace Press.
- Bercovitch, J.(ed) (1996). *Resolving International Conflicts: The Theory and Practice of Mediation*, Washington DC:Lynne Rienner.
- Zartman, W. I. (ed). (2007). *Peacemaking in International Conflict: Methods and Techniques*, Washington DC: U.S. Institute of Peace Press.

Course Name: Research Project

Court Code: CNB 3.8

Course Objectives:

1. This course aims to provide students with an understanding of the key security challenges facing the world today
2. This course aims to explore the role of different actors in addressing contemporary security issues

Course Learning Outcomes:

- 1 Students will learn to analyse the effectiveness of different approaches, to address contemporary security issues
2. Students will learn to develop critical thinking skills and the ability to evaluate complex security issues

Students have to identify Contemporary security issues and carry out the in-depth study of an issue.

The potential areas can be:

- i. Identify Regional Security Issues
- ii. Internal/External National Security Issues
- iii. Defence Technology

Course Name: Chhatrapati Shivaji Maharaj's Vision for Justice and Contemporary Issues

Course Code: CNB 4.1

Course Objectives:

1. The course aims to explicate the idea of Surajya Welfare state and Justice as introduced by Chhatrapati Shivaji Maharaj
2. The course will also draw on the relevance of these ideas to the issues of contemporary time
3. This course aims to provide an in-depth understanding of the concept of justice from ancient to modern times and its relevance to contemporary issues
4. The course will cover the classic to modern concept of justice, access to justice, Indian view of justice, Chhatrapati Shivaji Maharaj's idea of justice, modern concept of justice, and its role in nation-building

Course Learning Outcomes:

1. Students will understand the evolution and development of the concept of justice from ancient to modern times
2. Students will learn to analyze the classic to modern concept of justice and access to justice
3. Students will learn to examine the Indian view of justice during ancient and medieval times and the major rulers contributing to the idea of justice
4. Students will learn to evaluate Chhatrapati Shivaji Maharaj's idea of justice and its contemporary relevance

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Concept of Justice

- 1.1. Classic to Modern Concept of Justice
- 1.2. Access to Justice
- 1.3. The Republic by Plato
- 1.4. The Nicomachean Ethics by Aristotle

1.5. The 'Social Contract' by Jean-Jacques Rousseau

Unit 2: Indian View of Justice

2.1. Arthashastra by Kautilya

2.2. The Sultanate of Delhi

2.3. Nizami Major rulers contributing to idea of Justice

Unit 3: Chhatrapati Shivaji Maharaj's Idea of Justice

3.1. Court and System of Judiciary under Chhatrapati Shivaji Maharaj

3.2. Impartial view towards Subjects or Equality of Treatment to subject irrespective of their religion

3.3. Opposed violence against Women and Children

3.4. Use of Local Language: Accessibility of Social Justice to Masses

Unit 4: Modern Concept of Justice

4.1. Contemporary relevance of Chhatrapati Shivaji Maharaj's idea of Justice

4.2. Modern Constitution

4.3. Its role in Nation Building

Suggested Readings:

- Ahmad, M. B. (1941). *The Administration of justice in Medieval India*. Aligarh. Historical Research Institute.
- Apate, A. (2019). *Shri Shivray* Vol. 1 to 3, Rajhans Prakashan Pune
- Apte. B.K. (1973), *A History of the Maratha Navy and Merchantships*, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), *Maratha Naval Resistance to European Powers on the Konkan coast. Essays in Maritime Studies*. Vol 1, MHS, Mumbai.
- Bhargava, M. (2014). *The Decline of the Mughal Empire*. (No Title).
- Bhat, B. V., *Maharashtra dharma*, Dhulia, Shaka, 1847.
- Braudel, F., & Wesseling, H. L. (1978). *Expansion and Reaction: Essays on European Expansion and Reaction in Asia and Africa*. (No Title).
- Bryce, " James, Stndiw in History and Jurisprudence, Vols. I and11, Oxford, 1901. Cambridge History of India, Vols. Ill and IV.
- Chandra, S. (1996). *Historiography, Religion, and State in Medieval India*. Har-Anand Publications.
- Chandra, S. (2005). *Medieval India: From Sultanat to the Mughals Part-II*. Har-Anand Publications.
- Chandra, S. (2008). *Social Change and Development in Medieval Indian History*. Har Anand Publications.
- Desai S.S., (1989) *Portuguese Maratha Sambandh*, State Board of Literature, Mumbai.
- Desai. S.P. (1989), *The Marathas on the West Coast of India*, State Board of Literature, Mumbai.

- Deshpande, P. (2007). *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*. Columbia University Press.
- Duff, J. G. (2023). *History of the Mahrattas*. BoD–Books on Demand.
- Eaton, R. M. (2005). *A Social History of the Deccan, 1300-1761: Eight Indian lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the Seventeenth Century: A Study of Urban History of Pre-Modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and Society in Early South India: Essays in Honour of Noboru Karashima*.
- Ketkar, D.R.(1997), *Sarkhel Kanhoji Angre. Maratha Armar*, Mrunmai Rigvedi Prakashan, Thane.
- Khan, I. A. (2004). *Gunpowder and Firearms: Warfare in Medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Kulkarni, M. B. (2020). *Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father of Indian Navy*.
- Kurup K. K. N, (1997) *India's Naval Traditions: the Role of Kunhali Marakkar*, Northern Book Centre.
- Nambiar O.K (1963) *The Kunjalis Admirals of Calicut*, Asia Publishing House.
- Parasnis. D. B. (1904) *Marathyanche Armar*, Nirnaysagar Press, Pune.
- Sabhasad, K.A. (1697) *Sabhasad Bhakhar*,
- Sardesai, G. S. (1946). *New History of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and His Line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the Great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.

Course Name: Chhatrapati Shivaji Maharaj's Vision for Maritime Security

Course Code: CNB 4.2

Course Objectives:

1. This course will explore the maritime security policies implemented by Chhatrapati Shivaji Maharaj and his successors in the Maratha Empire
2. The course will examine how these policies were aimed at creating a self-sufficient, prosperous, and culturally rich society

Course Learning Outcomes:

1. Students will be able to understand the key principles of maritime security in the Maratha Empire
2. Students will be able to analyze the naval policies, coastal defense strategies, and maritime trade policies implemented by Chhatrapati Shivaji Maharaj and his successors
3. Students will be able to evaluate the impact of these policies on the Maratha Empire
4. Students will be able to compare and contrast these policies with those of other contemporary rulers

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units

Unit 1: Introduction to Maritime Security in the Maratha Empire

- 1.1. Historical background
- 1.2. Key principles of maritime security
- 1.3. India's Maritime History

Unit 2: Naval Policies

- 2.1. Establishment of Naval Bases
- 2.2. Maratha Navy
- 2.3. Building a Merchant Navy
- 2.4. Taking on well-established naval powers on the west coast

Unit 3: Maritime Trade Policies

- 3.1. Encouragement of trade and commerce
- 3.2. Establishment of trade routes
- 3.3. Innovation in Maritime Security Policies

3.4. Creative problem-solving techniques

Unit 4: Coastal Defense Strategies

4.1. Fortification and defense strategies

4.2. Coastal surveillance techniques

4.3. Maritime Complexities

4.4. Protection of Critical Infrastructures and Port Security.

4.5. Maritime Security Cooperation.

4.6. Naval Diplomacy in the IOR.

4.7. India's Maritime security- Interests, Doctrine and Policy

Suggested Readings:

- D'silva, R. (1990): 'The Golden Days of Ship Building in Bassein', Sunday Free Press Journal, July 22.
- Das Gupta, A. (1979): 'Indian Merchants and the Decline of Surat, c.1700-1750', Manohar, New Delhi.
- Das Gupta, A. (1987): 'India and the Indian Ocean, c. 1500-1800: The Story', in A. Das Gupta and M. Pearson (eds), 'India and the Indian Ocean, c. 1500-1800', Oxford University Press, Calcutta, pp. 25-45.
- Divekar, S. and Apte, D. (1927): 'Shivbharata by Parmananda', Pune. Deshpande, P. (1982): 'Maratha Forts and Siege Tactics', in S. Doshi (ed), 'Shivaji and Facets of Maratha Culture', Marg Publications, Bombay, pp. 39-58.
- Gordon, S. (1993): 'The Marathas, 1600-1818', Cambridge University Press, Cambridge (Reprint by Foundation Books, Delhi).
- Gupta, A. D., & Pearson, M. N. (Eds.). (1987). India and the Indian Ocean, 1500-1800. OxfordUniversity Press, USA.
- James Kraska and Raul Pedrozo 2013. International Maritime Law, Martinus Nijhoff Publishers, Boston.
- Karmarkar, D. (2005): 'A Historical Geography of Coastal Gujarat and Konkan: Revisiting Spatial and Social Relations', an Unpublished Doctoral Thesis, Department of Geography, University of Mumbai, Mumbai.
- Khobrekar, V. (2002): 'Konkan: From Earliest to 1818 AD', Snehvardhan Prakashan, Pune.
- Kincaid, D. (1937): 'The Great Rebel: An Impression of Shivaji, Founder of the Maratha Empire', London.

- Kulkarni, A. (1996): 'The Marathas (1600–1848)', Books and Books, New Delhi.
- Kulkarni, A. (1997): 'Ship Building, Navigation and Maritime Activities on the West Coast of India in Medieval Period with Reference to Maratha Power', in K. Mathew (ed), 'Ship Building and Navigation in the Indian Ocean Region, c. 1400-1800', Munshiram Manoharlal Publishers, New Delhi, pp. 1-11.
- Michael McNicholas, Butterworth-Heinemann 2007. Maritime Security: An Introduction, United Kingdom.
- Nairne, A. (1894): 'A History of Konkan', Central Government Press, Bombay.
- Roy-Chaudhury, R. (2000). India's maritime security. Knowledge World. Sridharan, K. Sea: Our Saviour. Taylor & Francis, 2000.
- Sardesai, G. (1946): 'New History of the Marathas', Vol. I, Bombay.
- Tikekar, A. (2004): 'Sthal Kal' Mauj Prakashan Gruha, Mumbai.
- United Nations Convention on the Law of the Sea, (2009), Nova Science Publishers, Inc, New York.
- Yasin M. (1995): 'Shivaji's Naval Experiment', in K. Mathew (ed), 'Mariners, Merchants and Oceans: Studies in Maritime History, Manohar, New Delhi, pp. 247-260.

Course Name: Dissertation

Course Code: CNB 4.3

Course Objectives:

1. This course is designed for students to write research paper/project
2. The topic of the dissertation will be as per the interest area of students, however with the consultation of faculty
3. The dissertation is to be carried out under the guidance of the faculty of the department

Course Learning Outcomes:

1. Students will understand research, innovation, experiential learning and understand contemporary global security issues
2. Through research, students may give policy options to think tanks and government institutions

Dissertation Writing Method:

1. Students will follow APA, Chicago, MLA style sheet for writing dissertation under the guidance of the teacher
2. Students must complete field visit to Industrial/ Defence Establishments etc. while completing dissertation

Evaluation Pattern:

- Dissertation will be evaluated by teacher in concerned field and marks will be given by concerned teacher
- Presentation of dissertation will be compulsory
- Department may send dissertation to external examiner

1. Internal Assessment: Presentation (30 %)
2. External Assessment: Dissertation (70 %)
3. Evaluation: Research Methodology: 30 Marks/Paper 70 Marks
4. Total: 100 marks

Format of Submission:

- Students are required to submit TWO Copies of the dissertation, duly typed and bound
- A 4 size paper and use Times New Roman script with 12 font size and 1.5 Line spacing

Course Name: Chhatrapati Shivaji Maharaj's Environment and Natural Resource Management and Innovation

Course Code: CNB 4.4

Course Credits: 4

Course Objectives:

1. The course aims to introduce the students to the environmental vision and practices of Chhatrapati Shivaji Maharaj, who was a pioneer of sustainable development and conservation in India
2. The course will explore how Shivaji Maharaj utilized the natural resources of his territory, such as water, land, forests, and minerals, in an efficient and innovative manner, while also respecting the ecological balance and the rights of the local communities

Course Learning Outcomes:

1. Students will understand the historical and geographical context of Shivaji Maharaj's environmental vision and actions
2. Students will learn to analyze the various aspects of Shivaji Maharaj's environmental management and innovation, such as water conservation, soil fertility, forest protection, mineral extraction, waste management, and disaster preparedness

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: - Shivaji Maharaj's Environmental Vision

- 1.1. Historical and geographical background
- 1.2. Sources of inspiration
- 1.3. Key concepts

Unit 2: Water Management and Conservation

- 2.1. Shivaji Maharaj's strategies for rainwater harvesting
- 2.2. Irrigation
- 2.3. Watershed development

2.4. Drought mitigation

Unit 3: Land Management and Agriculture

3.1. Methods for Enhancing Soil Fertility

3.2. Crop Diversity

3.3. Organic Farming

3.4. Food Security

Unit 4: Forest Management and Biodiversity

4.1. Protecting and Restoring Forests

4.2. Wildlife, and Medicinal Plants

4.3. Mineral Management and Extraction

4.4. Mining

4.5. Refining Utilizing Minerals

4.5.1. Iron

4.5.2. Copper

4.5.3. Gold

4.5.4. Salt

4.6 Waste management and sanitation

Suggested Readings:

- Apate, A. (2019). Shri Shivray Vol. 1 to 3, Rajhans Prakashan Pune
- Apte. B.K. (1973), A history of the Maratha Navy and Merchantships, State Board of Literature, Mumbai.
- Arunachalam. B. (1998), Maratha Naval Resistance to European Powers on the Konkan coast. Essays in Maritime Studies. Vol I, MHS, Mumbai.
- Bhargava, M. (2014). The decline of the Mughal Empire. (No Title).
- Braudel, F., & Wesseling, H. L. (1978). Expansion and reaction: essays on European expansion and reaction in Asia and Africa. (No Title).
- Chandra, S. (1996). Historiography, religion, and state in medieval India. Har-Anand Publications.
- Chandra, S. (2005). Medieval India: From Sultanat to the Mughals Part-II. Har-Anand Publications.
- Chandra, S. (2008). Social change and development in medieval Indian history. Har Anand Publications.
- Desai S.S., (1989) Portuguese Maratha Sambandh, State Board of Literature, Mumbai.
- Desai. S.P. (1989), The Marathas on the West Coast of India, State Board of Literature, Mumbai.

- Deshpande, P. (2007). *Creative Pasts: historical memory and identity in western India, 1700-1960*. Columbia University Press.
- Duff, J. G. (2023). *History of the Mahrattas*. BoD–Books on Demand.
- Eaton, R. M. (2005). *A social history of the Deccan, 1300-1761: eight Indian lives (Vol. 8)*. Cambridge University Press.
- Farooqui, S. A. (2011). *A comprehensive history of medieval India: Twelfth to the mid-Eighteenth century*. Pearson Education India.
- Fukazawa, H. (1991). *The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries*. Delhi: Oxford University Press.
- Gokhale, B. G. (1979). *Surat in the seventeenth century: a study of urban history of pre-modern India*.
- Gordon, S., & Johnson, G. (1993). *The New Cambridge History of India*. Cambridge University Press.
- Gundert, Herman Keralappalama (1964) (History of Malabar from A.D. 1498 - 1531)Kottayam, Vidyarthi Mithram.
- Haig, W. (1907). *Historic Landmarks of the Deccan*. Printed at the Pioneer Press.
- Hall, K. R. (2001). *Structure and society in early South India: essays in honour of Noboru Karashima*.
- Ketkar. D.R.(1997),Sarkhel Kanhoji Angre. Maratha Armar, Mrunmai Rigvedi Prakashan, Thane.
- Khan, I. A. (2004). *Gunpowder and firearms: Warfare in medieval India*. (No Title).
- Kulkarni, A. R. (2008). *Medieval Maratha Country*. Diamond Publications.
- Kulkarni, M. B. (2020). *Chhatrapati Shivaji Maharaj and Maratha Aarmar Navy Father of Indian Navy*.
- Kurup K. K. N, (1997) *India's naval traditions: the role of Kunhali Marakkar*, Northern Book Centre.
- Nambiar O.K (1963) *The Kunjalis Admirals of Calicut*, Asia Publishing House.
- Parasnis. D. B.(1904) *Marathyanche Armar*, Nirnaysagar Press, Pune.
- Sabhasad, K.A. (1697) *Sabhasad Bhakhar*,
- Sardesai, G. S. (1946). *New history of the Marathas*. (No Title).
- Sardesai, G. S. (1946). *New History of the Marathas: Shivaji and his line (1600-1707 (Vol. 1)*. Phoenix Publications.
- Sardesai, H. S. (2002). *Shivaji, the great Maratha (Vol. 1)*. Genesis Publishing Pvt Ltd.

Course Name: Disaster Management: Planning, Reconstruction and Recovery

Course Code: CNB 4.5

Course Objectives:

1. This course essentially focuses on Post Disaster Activities
2. Students will learn about Reconstruction and Recovery of people and region

Course Learning Outcomes:

1. Students will be able to explain the fundamentals of disaster management and planning
2. Students will develop comprehensive approaches to bring normalcy in life of affected people

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Unit 1: Fundamentals of Disaster Management Planning

- 1.1. Meaning and Concepts
- 1.2. Definition and Approaches

Unit 2: Concept of Response to Disasters

- 2.1 Monitoring process
- 2.2 Evacuation procedures under different contingencies
- 2.3 Organizing Search and Rescue and Concepts
- 2.4 Organizing EOC and IRS during Response

Unit 3: Relief, Rehabilitation and Reconstruction

- 3.1 Compensation, Economic Restoration
- 3.2 Role of NGOs and Community
- 3.3 Preparation of Disaster Management Plan

Unit 4: Reconstruction and Rehabilitation

- 4.1 Damage Assessment
- 4.2 Role of Various Agencies in Reconstruction and Rehabilitation
- 4.3 Development of Physical, Economic and Social Infrastructure
- 4.4 Community based approaches for disasters resilient response

Suggested Readings:

- Bissell, Rick, Steven Jensen, Shirley Feldman-Jensen (2013), *Preparedness and Response for Catastrophic Disasters*, U.S.: Taylor & Francis.

- Bruce W. Clements (2009), *Disasters and Public Health: Planning and Response*, U.K.: Elsevier.
- Chan, Emily Ying Yang (2017), *Public Health Humanitarian Responses to Natural Disasters*, New York: Routledge.
- Coppola, Damon P. *Introduction to International Disaster Management*, U.K.: Elsevier.
- Cuny, F. C. (1983), *Disaster and Development*, New York: Oxford University Press.
- Dasgupta, Rajdeep (2007), *Disaster management and rehabilitation*, New Delhi: Mittal publications.
- Fischer, Henry W. (1998), *Response to Disaster: Fact Versus Fiction & Its Perpetuation : the Sociology of disaster*, Lahman: University Press of America.
- Shaw, Rajib (2015), *Recovery from the Indian Ocean Tsunami: A Ten-Year Journey*, London: Springer.
- Siddhartha Gautam, K Leelakrishna Rao and N Jagannatha Murthy (2012), *Disaster management: Programmes and policies*, New Delhi: Vista International Publishing House.

Course Name: Reconstruction and Development

Course Code: CNB 4.6

Course Objectives:

1. This course will focus on issues of Conflict, Reconstruction and Humanitarianism, Violence after Peace Accords, Conflict Termination
2. This course aims to develop a clear perspective on. Post-war Reconstruction Process, Disarmament, Demobilisation and Reintegration of Former Combatants, International Financial Institutions and Reconstruction

Course Learning Outcomes:

1. Students will be able to understand and explain the causes and factors shaping the conflict resolution during cold war and post-cold war period
2. Students will be able to identify and explain various peace process based on the nature of conflict

Teaching Methods:

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

Evaluation Pattern:

1. 50 % of internal assessment will consist of assignments/term papers/presentations/ Mid Term Exam and Practical
2. 50 % External- Examination
3. Concerned teachers may apply individual internal evaluation methods

Course Units:

Units: 1 Timing and Sequencing of Post-Conflict Reconstruction

- 1.1. Concept and Definition
- 1.2. Approaches
- 1.3. Timing and Sequencing

Unit 2: Dynamics of Post Conflict Reconstruction

- 2.1 Poverty Reduction and Social Development
- 2.2 Economic Reconstruction and Reforms
- 2.3 Democratisation - Peace Building Reforms
- 2.4 Civil Society Building
- 2.5 Disarmament, Demobilisation and Reintegration
- 2.6 Role of Foreign Aid
- 2.7 Trauma Recovery and Reconciliation

2.8 Peace Education and Reconciliation in Divided Societies

Unit 3: Country Experiences

3.1 Sri Lanka

3.2 Nepal

Unit 4: Peace Process

4.1 Preparing for Peace: Timing, New Contexts for Political Solutions

4.2 Rules and Procedures of Negotiated Peacemaking

4.3 Mediation and Ending Conflicts

4.4 Role of News Media

4.5 Traditional and Indigenous Approaches

4.6 Violence and Peace Processes

Suggested Readings:

- Boyce, James K. 2002. Aid Conditionality as a Tool for Peacebuilding: Opportunities and Constraints, *Development and Change*, Vol. 33, No. 5, p. 1042.
- Cheng, Christine & Dominik Zaum. 2012. *Corruption and post-conflict peace-building: selling the peace?* London: Routledge (available as an ebook via John Rylands Library).
- Caplan, R. 2002. *A New Trusteeship? The International Administration of War Torn Territories*. Oxford University Press: Oxford, England.
- Commins, S. (ed) 1996. *Development in States of War*, London: Oxfam.
- Commission on Post-Conflict Reconstruction, *Play to Win*. (Washington, 2003) www.csis.org/media/isis/pubs/playtowin.pdf
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- Darby, John (ed). 2006. *Violence and Reconstruction*. Notre dame, Ind.: University Notre Dame Press.
- Date-Bah, Eugenia. 2003. *Jobs After War : A Critical Challenge in the Peace and Reconstruction Puzzle*. Geneva: ILO.
- Debiel & Klein (eds). 2003. *Fragile Peace - State Failure, Violence and Development in Crisis Regions*, London, Zed.

- Vesna Bojicic Dzelilovic. 2000. 'From Humanitarianism to Reconstruction: Towards an Alternative Approach to Economic and Social Recovery form War', in Mary Kaldor (ed.), *Global Insecurity*. London: Pinter.
- Ferguson, Neil. 2010. *Post-Conflict Reconstruction*. Newcastle: Cambridge Scholars.
- Forman S & Patrick S (eds). 2000. *Good Intentions: Pledges of Aid for Post-Conflict Recovery*, Lynne Rienner Publishers: Boulder, CO.
- Francis, David. 2012. *When war ends: building peace in divided communities*. Farnham: Ashgate (Available as an ebook from John Rylands Library).
- Gates, S., Håvard Hegre, H. & Strand, H. 2012. Development Consequences of Armed Conflict, *World Development* 40(9): 1713-1722.

Course Name: Field Trip and Report Writing

Course Code: CNB 4.7

Course Objective:

1. This course will identify and analyze the historical significance of a particular place or event
2. It aims to understand the social, political, and economic context in which the event occurred
3. It will evaluate the impact and legacy of the event on the local community and beyond

Course Learning Outcomes:

1. Students will learn to analyze and interpret data related to historical events
2. Students will learn to communicate findings in a clear and concise manner using charts, graphs, and other visual aids
3. Students will learn to reflect on their learning experiences and personal growth through a portfolio or a report

Teaching Methods:

1. The students have to attain compulsory field visit to locations of strategic and security significance in order to learn through personal observation
2. Students are advised to organize a field visit to places significant for as security perspectives as forts
3. It will help them to learn about the medieval period and practical implications of different strategies prevailing during Chhatrapati Shivaji Maharaj's period
4. The field visit will be decided in consultation with department of Defence and Strategic Studies. Students are expected to write detailed field visit report for such visit

Evaluation Pattern:

1. Concerned teachers may apply individual internal evaluation methods