

**Mahatma Education Society's**  
**Pillai HOC College of Arts, Science & Commerce (Autonomous)**  
**Rasayani**

**Affiliated to University of Mumbai**  
**NAAC Accredited with "A+" Grade in cycle II**  
**ISO 9001:2015 Certified**



## **SYLLABUS**

### **Bachelor of Arts (B.A.)** **S.Y.B.A.**

**As per National Education Policy 2020**

**Academic Year 2026-27**



Mahatma Education Society's

College Code: 870

**PILLAI HOC COLLEGE OF ARTS, SCIENCE & COMMERCE**

Pillai HOCL Educational Campus, HOC Colony, Rasayani, Via. Panvel, Dist. Raigad. Pin 410207

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(NAAC Accredited 'A+' Grade , CGPA – 3.26 in Cycle 2 & ISO 9001:2015 Certified)

Affiliated to the University of Mumbai, Approved by Government of Maharashtra

(AUTONOMOUS COLLEGE)

Sr. No.	Name	Composition Category	Signature
1	Mr Sujith Babu S.	Chairperson & Head of the Department	
2	Dr Rinkoo Shantanu	Principal	
3	Mr Binit Kumar	Vice Principal	
4		Vice Chancellor's Nominee	
5	Dr Saleha Syed	Subject Expert from outside Parent University	
6	Dr Santhi U.	Subject Expert from outside Parent University	
7	Ms. Archana Rajendran	Industry Representative	
8	Mr Shubham Koltekar	Alumni Representative	
9	Ms Kalavati Upadhyay	Member (Economics)	
10	Ms Monica Rayal	Member (Mass Media)	
11	Ms Ankita Surve	Member (English)	
12	Mr Sumer Pawar	Member (English)	
13	Ms Poorvi Kumbhare	Member (English)	
14	Ms Rachna Choraghe	Member (Economics)	
15	Ms Antto Anisha	Member (Economics)	

## 1. Introduction

The Bachelor of Arts (B.A.) Programme at PHCASC is designed to offer students a rich and intellectually stimulating undergraduate experience that blends academic rigor with holistic development. As one of the flagship programmes of the institution, the B.A. course reflects PHCASC's commitment to nurturing responsible, knowledgeable, and socially aware graduates. Rooted in the liberal arts tradition, the programme allows students to explore a broad range of subjects within the humanities and social sciences, ensuring a balanced and multidisciplinary learning journey.

One of the strengths of the B.A. Programme at PHCASC is its emphasis on developing essential twenty-first-century skills. Students cultivate strong communication abilities, analytical reasoning, creativity, emotional intelligence, and problem-solving skills, which are highly valued in both higher education and the workplace. Throughout their academic journey, they are exposed to diverse perspectives, enabling them to understand societal issues with depth and empathy. They also gain opportunities for practical exposure through internships, presentations, outreach programmes, and engagement with real-world problems.

## 2. Programme Outcomes (POs)

<b>PO. No.</b>	<b>PO Title</b>	<b>PO's in Brief</b>
<b>PO1</b>	<b>Fundamental Knowledge Acquisition</b>	Graduates will demonstrate a comprehensive and foundational knowledge of their chosen discipline along with an awareness of interdisciplinary connections.
<b>PO2</b>	<b>Critical Thinking and Analytical Reasoning</b>	Graduates will be able to analyse complex problems, synthesize data from multiple sources (qualitative and quantitative), and employ logical reasoning to formulate well-supported conclusions and arguments.
<b>PO3</b>	<b>Effective Communication</b>	Graduates will exhibit proficiency in both written and oral communication, articulating ideas clearly, persuasively, and ethically to diverse audiences
<b>PO4</b>	<b>Problem Solving</b>	Graduates will possess the ability to identify, formulate, and design solutions for real-world problems in their professional or social contexts, applying relevant theoretical knowledge and practical skills.
<b>PO5</b>	<b>Information and Digital Literacy</b>	Graduates will demonstrate the capability to locate, evaluate, and effectively use information from various sources, and utilize modern tools and Information and Communication Technology (ICT) for professional and academic tasks.

<b>PO6</b>	<b>Research Skills and Scientific Temperament</b>	Graduates will develop a sense of inquiry and research methodology, including the ability to design experiments (where applicable), collect and analyse data, and interpret results while maintaining scientific rigor and intellectual honesty.
<b>PO7</b>	<b>Ethical Reasoning and Professional Integrity</b>	Graduates will recognize ethical dilemmas, commit to professional and academic ethics, and demonstrate an understanding of moral and social responsibilities in their personal and professional conduct.
<b>PO8</b>	<b>Employability and Professional Skills</b>	Graduates will acquire the necessary job-ready skills, managerial competencies, and professional values to secure gainful employment or pursue advanced education in their respective fields.
<b>PO9</b>	<b>Environmental and Sustainability Consciousness</b>	Graduates will understand the importance of environmental conservation and sustainable development, displaying responsibility toward ecological challenges and advocating for healthy environmental practices.
<b>PO10</b>	<b>Life-Long Learning</b>	Graduates will develop the capacity for independent and self-directed learning to continuously upgrade their knowledge and skills, enabling them to adapt to rapid technological and societal changes.
<b>PO11</b>	<b>Civic and Social Responsibility</b>	Graduates will act as responsible citizens with an informed awareness of constitutional values, engaging proactively in community development and addressing social needs.
<b>PO12</b>	<b>Empathy and Social Intelligence</b>	Graduates will be able to cultivate and demonstrate affective, interpersonal, social and emotional intelligence.

### 3. Programme Specific Outcomes (PSOs)

<b>PSOs. No.</b>	<b>PSO Title</b>	<b>PSOs in brief</b>
<b>PSO1</b>	<b>Disciplinary Knowledge &amp; Interpretation</b>	Students will demonstrate comprehensive knowledge of English literature, Economic theories, and Historical developments, enabling them to interpret texts, analyse socio-economic patterns, and understand historical processes with clarity, depth, and critical insight.

<b>PSO2</b>	<b>Analytical, Critical &amp; Research Skills</b>	Students will develop the ability to critically evaluate literary works, economic data, and historical sources, using appropriate analytical tools and research methods. They will be able to construct coherent arguments, interpret evidence, and draw logical conclusions across all three disciplines.
<b>PSO3</b>	<b>Communication, Expression &amp; Professional Competence</b>	Students will strengthen their communication skills—written, verbal, and digital—allowing them to express ideas clearly, creatively, and persuasively. They will be equipped with competencies relevant to careers in teaching, research, writing, public service, media, policy analysis, and heritage studies.
<b>PSO4</b>	<b>Social Awareness, Ethics &amp; Lifelong Learning</b>	Students will develop awareness of cultural diversity, socio-economic issues, and historical contexts, fostering responsible citizenship and ethical sensitivity. They will be prepared for lifelong learning and adaptable to evolving academic, professional, and societal demands.

#### 4. Evaluation Pattern

<b>Marking Code</b>	<b>Marking Scheme</b>
<b>A</b>	50 Marks Semester End Exam, 50 Marks Continuous Assessment (distributed within 15 Marks Class Test, 15 Marks Presentation & Assignment, 10 Marks Online Quiz, 10 Marks Attendance & Class Participation)
<b>B</b>	50 Marks Semester End Exam
<b>C</b>	100 marks Continuous Assessment (distributed within 30 Marks Class Test, 30 Marks Presentation & Assignment, 30 Marks Online Quiz, 10 Attendance & Class Participation)
<b>D</b>	50 Marks of Continuous Assessment (distributed within 15 Marks Class Test, 15 Marks Presentation & Assignment, 10 Marks Online Quiz, 10 Marks Attendance & Class Participation)
<b>E</b>	50 Marks Practical Examination (distributed within 30 Marks Practical Module 1 & 2, 10 Marks Journal, 10 Marks Viva)

<b>SEMESTER III</b>							
<b>Course Code</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Theory/ Practical</b>	<b>Marks</b>	<b>Credits</b>	<b>Lectures/ Week</b>	<b>Evaluation Pattern</b>
<b>HUAEN201</b>	<b>Major</b>	<b>History of English Literature-I</b>	<b>Theory</b>	<b>100</b>	<b>3</b>	<b>3</b>	<b>A</b>
<b>HUAEN202</b>	<b>Major</b>	<b>Introduction to World Literature- I</b>	<b>Theory</b>	<b>100</b>	<b>3</b>	<b>3</b>	<b>A</b>
<b>HUAEO203</b>	<b>Major</b>	<b>Introduction to Macroeconomics</b>	<b>Theory</b>	<b>100</b>	<b>3</b>	<b>3</b>	<b>A</b>
<b>HUAHI204</b>	<b>Minor</b>	<b>History</b>	<b>Theory</b>	<b>100</b>	<b>3</b>	<b>3</b>	<b>A</b>
<b>HUAEC201</b>	<b>AEC</b>	<b>Ability Enhancement Course (Hindi)</b>	<b>Theory</b>	<b>100</b>	<b>2</b>	<b>2</b>	<b>A</b>
<b>HUAEN205</b>	<b>SEC</b>	<b>Fundamentals of Entrepreneurshi p</b>	<b>Theory</b>	<b>100</b>	<b>3</b>	<b>3</b>	<b>A</b>
<b>HUCEP201</b>		<b>Community Engagement Programme</b>			<b>2</b>	<b>2</b>	
<b>Total</b>				<b>600</b>	<b>22</b>	<b>**</b>	<b>**</b>

# **SEMESTER III**

<b>Course</b>	<b>History of English Literature- I</b>				
<b>Course Code</b>	<b>HUAEN201</b>	<b>Level</b>		<b>5.0</b>	
				<b>Theory</b>	<b>Practical</b>
<b>Semester</b>	<b>III</b>	<b>Credits - 03</b>		<b>03</b>	<b>NA</b>
<b>Type</b>	<b>Theory</b>	<b>No of Teaching hours</b>		<b>45</b>	<b>NA</b>
<b>Evaluation/ Assessment</b>	<b>Total Marks</b>	<b>Semester End</b>	<b>Continuous</b>		<b>Practical</b>
	<b>100</b>	<b>50</b>	<b>50</b>		<b>NA</b>

<b>Learning Objectives</b>	
<b>1</b>	To provide students with a systematic historical overview of English literature from its beginnings to the modern period.
<b>2</b>	To introduce the major literary periods, movements, and transitions that shaped the evolution of English literature.
<b>3</b>	To familiarize students with key writers, genres, and representative literary forms across different ages.
<b>4</b>	To examine the relationship between historical contexts and literary expression, including social, political, and intellectual influences.
<b>5</b>	To prepare students for advanced literary study by developing competence in literary-historical terminology and period-based analysis.

<b>Course Outcomes</b>	
<b>CO1</b>	On successful completion of the course, students will be able to: Trace and explain the chronological development of English literature across major literary ages
<b>CO2</b>	Differentiate between literary movements by identifying their defining features, themes, and genres.
<b>CO3</b>	Contextualize literary trends and authors within their historical, cultural, and ideological backgrounds.
<b>CO 4</b>	Recognize and evaluate the contributions of major English writers to the growth of literary traditions.
<b>CO 5</b>	Demonstrate an informed understanding of literary history through structured written responses and critical discussions.

### Modules At Glance

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>	<b>Mapping with CO</b>
I	Old English Literature (c. 450–1066)	9	CO 1
II	Middle English Literature (1066–1500)	9	CO2

III	Renaissance and Elizabethan Age (1500–1603)	9	CO3
IV	Jacobean and Caroline Age (1603–1649)	9	CO4
V	The Restoration Age (1660–1700)	9	CO5

### Syllabus

Module No.	Content	No. of Hours
1	Anglo-Saxon society and culture Oral tradition and heroic poetry Features of Old English poetry Beowulf: themes and significance (overview)	<b>09 Hours</b>
2	Norman Conquest and linguistic change Medieval romance, allegory, and religious literature Geoffrey Chaucer: life, age, and contribution <i>The Canterbury Tales</i> : general introduction	<b>09 Hours</b>
3	Renaissance humanism Development of drama, poetry, and prose The sonnet tradition Writers: William Shakespeare Edmund Spenser Christopher Marlowe	<b>09 Hours</b>
4	Metaphysical poetry: features and themes Jacobean tragedy and comedy Writers: John Donne, Ben Jonson, John Webster	<b>09 Hours</b>
5	Restoration society and literature Comedy of manners Satire and prose Writers: John Dryden, William Congreve	<b>09 Hours</b>
<b>Case Study Scenario</b>		
<b>M1</b>	Students studying <i>Beowulf</i> and <i>The Canterbury Tales</i> find it difficult to understand the shift from heroic poetry to medieval narratives. The teacher explains Anglo-Saxon oral traditions, features of Old English poetry, and the impact of the Norman Conquest on language and literature. By comparing heroic ideals in <i>Beowulf</i> with the social realism in Chaucer’s work, students recognize changes in themes and audience. They also understand how linguistic and cultural shifts shaped literary forms. This helps them trace the evolution of early English literature.	
<b>M2</b>	While studying writers like William Shakespeare, John Donne, and William Congreve, students initially struggle to connect different literary movements. The instructor introduces Renaissance humanism, metaphysical poetry, and Restoration comedy of manners. Students then identify how themes shift from individualism and creativity to complex emotions and finally to social satire. By comparing sonnets, metaphysical poems, and plays, they see how literature reflects changing social and	

political contexts. This approach helps them understand continuity and transformation in English literary history
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### References Books

- Hudson, William Henry. *An Outline History of English Literature*. Revised by Ifor Evans, Routledge, 2006.
- Albert, Edward. *History of English Literature*. Oxford UP, 1979.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2014.
- Nayar, Pramod K. *A Short History of English Literature*. Cambridge UP, 2009.
- Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2013.

### Semester End Evaluation (50 Marks)

#### Paper Pattern

Time: 2 Hr

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	15
Q2	Attempt any 3 out of 5	15
Q3	Attempt any 3 out of 5	15
Q4	Case Study	05

Course	Introduction to World Literature I				
Course Code	HUAEN202	Level	5.0		
			Theory	Practical	Total
Semester	III	Credits	03	NA	03
Type	Major	No of Teaching hours	Hours	NA	Hours
Evaluation/ Assessment	Total Marks	Semester End	Continuous	Practical	
	100	50	50	NA	

### Learning Objectives

1	Define and apply the concept of "The Global South" as it pertains to African and Australian Indigenous literatures.
2	Distinguish between "Hard Translation" (literal) and "Cultural Translation" (idiomatic) in modern Japanese-to-English texts.

3	Explain the theory of "Eco-criticism"—how modern Australian and African writers depict the climate crisis as a continuation of colonial land-theft.
4	Identify " <b>Post-Postmodern</b> " traits in literature, such as "New Sincerity" or "Meta-fiction."

<b><u>Course Outcomes</u></b>	
CO1	<b>CO1: Critical Synthesis:</b> Synthesize the historical shifts (colonial to post-global) in Japanese, African, and Australian literatures to evaluate how they influence contemporary global thought.
CO2	<b>CO2: Transnational Analysis:</b> Identify and explain "transnationalism"—how authors from these three regions write for both a local and a global audience (the "Global Novel").
CO3	<b>CO3: Identify and compare universal human themes</b> —such as family dynamics, coming-of-age, and the search for belonging—as they are uniquely expressed in contemporary Japanese, African, and Australian narratives.

### **Modules At Glance**

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>	<b>Mapping with CO</b>
I	Terms and Concepts	15	1
II	Poetry	15	2,3
III	Drama	15	3

### **Syllabus**

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>
<b>1</b>	<p>Terms, Concepts &amp; Frameworks</p> <ol style="list-style-type: none"> <li>1. Japan: <i>Mono no aware</i> (the pathos of things), <i>Wabi-sabi</i> (beauty in imperfection), and the structure of Haiku/Tanka.</li> <li>2. Africa: <i>Orature</i> (oral tradition), Post-colonialism</li> <li>3. Australia: <i>The Dreaming</i> (indigenous cosmology), <i>Terra Nullius</i>, and the "Bush Mythos."</li> </ol>	15

2	<p>. "The Old Pond" by Matsuo Bashō</p> <p>a. "The Morning Glory" by Kaga no Chiyo (Chiyo-ni)</p> <p>b. "Be Not Defeated by the Rain" by Kenji Miyazawa</p> <p>c. "Africa My Africa" by David Diop</p> <p>d. "The Vultures" by David Diop</p> <p>e. "A Far Cry from Africa" by Derek Walcott</p> <p>f. "My Country" by Dorothea Mackellar</p> <p>g. "We Are Going" by Oodgeroo Noonuccal (Kath Walker)</p> <p>h. "The Man from Snowy River" by Banjo Paterson</p>	15
3	<p>Drama</p> <p><i>The Strong Breed</i> by Wole Soyinka (Nigeria)</p> <p><i>The First Born</i> by Jack Davis</p> <p><i>The Man Who Cut the Rope</i> (Kubi o Kitta Otoko) by Kunio Kishida</p>	15
<b>Case Study Scenario</b>		
<b>M1</b>	<p>A group of students studies “<i>The Old Pond</i>” by Matsuo Bashō and “<i>Africa My Africa</i>” by David Diop but initially struggles to interpret their deeper meanings. The teacher introduces concepts like <i>Mono no aware</i> and <i>Wabi-sabi</i> for Japanese poetry, and <i>Orature</i> and <i>Post-colonialism</i> for African literature. With these frameworks, students begin to understand the emotional subtlety of Japanese poetry and the resistance and identity in African works. They realize how culture shapes literary expression. This helps them develop a more comparative and analytical approach.</p>	
<b>M2</b>	<p>Students analyze “<i>A Far Cry from Africa</i>” by Derek Walcott, “<i>We Are Going</i>” by Oodgeroo Noonuccal, and <i>The Strong Breed</i> by Wole Soyinka. Initially, they see these texts as unrelated, but the teacher introduces ideas like <i>Terra Nullius</i>, <i>The Dreaming</i>, and <i>Post-colonialism</i>. Students then identify common themes such as cultural loss, identity conflict, and colonial impact. They understand how literature reflects social realities. This approach helps them connect texts across different cultures.</p>	

### References Books

- "How to Read World Literature" by David Damrosch
- "The Post-Colonial Studies Reader" edited by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin
- "In Praise of Shadows" by Jun'ichirō Tanizaki
- "The Haiku Handbook: How to Write, Share, and Teach Haiku" by William J. Higginson

- Japanese Culture" by H. Paul Varley

**Semester End Evaluation (50 Marks)**

**Paper Pattern**

**Time: 2 Hr**

Question No	Questions	Total Marks: 50
Q1	Attempt any 3 out of 5	15
Q2	Attempt any 3 out of 5	15
Q3	Attempt any 3 out of 5	15
Q4	Case Study	05

Course	Introduction to Macroeconomics				
Course Code	HUAE0203	Level	5		
			Theory	Practical	Total
Semester	III	Credits - 03	03	NA	03
Type	Theory	No of Teaching hours	45	NA	45
Evaluation/ Assessment	Total Marks	Semester End	Continuous	Practical	
	100	50	50	-	

<u>Learning Objectives</u>	
1	Students will be able to <b>differentiate between types of inflation</b> (demand-pull and cost-push) and explain their impact on various sectors of the economy.
2	Students will be able to <b>assess the relationship between inflation and unemployment</b> using the Phillips Curve and explain the concept of stagflation in real-world contexts.
3	Students will be able to <b>construct and interpret IS and LM curves</b> , and analyze how changes in fiscal and monetary policy affect overall economic equilibrium

<u>Course Outcomes</u>	
CO1	Learners will be able to <b>analyze macroeconomic instability</b> , including depression, inflation, hyperinflation, and stagflation, along with their causes, features, and economic consequences.

<b>CO2</b>	Learners will be able to <b>evaluate monetary and fiscal policy frameworks</b> , including their objectives, instruments, limitations, and roles in managing economic development in developing economies.
<b>CO3</b>	Learners will be able to <b>interpret and apply macroeconomic models</b> , particularly the IS-LM framework, to understand equilibrium in goods and money markets and analyze shifts in economic conditions.

### Modules At Glance

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>	<b>Mapping with CO</b>
I	INTRODUCTION TO MACRO ECONOMICS	15	CO 1
II	EMPLOYMENT, CONSUMPTION AND TRADE CYCLE	15	CO2
III	SAVING, INVESTMENT AND MONEY	15	CO3
	Total	45	

### Syllabus

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>
1	INTRODUCTION TO MACRO ECONOMICS  Macroeconomics: Meaning, Nature, scope and importance and limitations. Macroeconomic Schools of Thought: Keynesian, New Keynesian, Macroeconomic Indicators: Economic Growth, Gross Domestic Product, Income and Savings indicators, Consumer Spending indicators, Prices and Inflation indicators	15
2	EMPLOYMENT, CONSUMPTION AND TRADE CYCLE  Say's law: Features, criticism Effective demand: ADF, ASF factors affecting and determination of employment and output Consumption: Factors affecting consumption, Average and Marginal Propensity to consume, psychological law of consumption. Trade cycle: Features, phases, and limitations.	15

3	SAVING, INVESTMENT AND MONEY  Savings function, properties of Average Propensity to Save and Marginal Propensity to Save, Role of saving in economic growth. Practical sums on properties. Investment: Investment function, types, Factors affecting MEC, Investment multiplier its Working, Leakages, and Limitations , Demand for money: Classical approach, Keynesian and Friedman Monetary approach. Supply of money: Constituents, Factors affecting, Velocity of circulation of money	15
Case Study Scenario		
<b>M1</b>	<b>Economic Slowdown in a Country</b>  In a developing economy, industries reduced production due to low demand. Even though workers were willing to work at lower wages, firms did not increase employment. Investment levels also declined due to pessimistic expectations.	
<b>M2</b>	<b>Inflation and Economic Growth</b>  A country reported an increase in its GNP from 1000 crore to 1300 crore in one year. However, economists found that most of this increase was due to rising prices rather than actual production growth.	

### References

1. Abel A. B. B. S. Beranake and D. Croushore, Macroeconomics, 10th edition, Pearson, 2019.
2. Ahuja H. L., Macroeconomics theory and Policy, 20th edition, S. Chand and company Ltd, 2015.
3. Dwivedi D.N., Macroeconomics theory and Policy, 5 th edition, Mcgraw -Hill Publication company Ltd. Delhi, 2018.
4. Dornbusch Rudiger, Fischer, Stanley and Startz, 12th edition Edition), Macroeconomics Delhi: Mcgraw -Hill Publication, 2018.
5. N. Gregory Mankiw, Principles of Macroeconomics, 9th edition, Cengage Learning, 2020.

### *Semester End Evaluation (50 Marks)*

#### *Paper Pattern*

*Time: 2 Hr*

Question No	Questions	Total Marks: 50
<b>Q1</b>	Attempt any 3 out of 5	<b>15</b>
<b>Q2</b>	Attempt any 3 out of 5	<b>15</b>

<b>Q3</b>	Attempt any 3 out of 5	<b>15</b>
<b>Q4</b>	Case Study	<b>05</b>

<b>BOS</b>	<b>Humanities, Social Sciences and Media Studies</b>				
<b>Course</b>	<b>Early Historic India: State Formation, Empire, and Society (600 BCE – 600 CE)</b>				
<b>Course Code</b>	<b>HUAHI204</b>	<b>Level</b>	<b>5</b>		
<b>Semester</b>	<b>III</b>	<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
<b>Type</b>	<b>Theory</b>	<b>No of Teaching hours</b>	03	NA	03
<b>Evaluation/ Assessment</b>	<b>Total Marks</b>	<b>Semester End</b>	<b>Continuous</b>	<b>Practical</b>	
	100	50	50	NA	

<b>Learning Objectives</b>	
<b>1</b>	To understand political consolidation and imperial governance in early India.
<b>2</b>	To examine political fragmentation and cultural interactions.
<b>3</b>	To analyse classical age developments in polity, economy, and culture.

<b>Course Outcomes</b>	
<b>CO1</b>	Students will understand early empire-building, governance systems, and ethical statecraft.
<b>CO2</b>	Students will grasp the impact of foreign interactions and cultural syncretism.
<b>CO3</b>	Students will understand why the Gupta period is often termed a “Golden Age” and critically evaluate this concept.

### Modules At Glance

<b>Module No.</b>	<b>Content</b>	<b>No. of Hours</b>	<b>Mapping with CO</b>
I	Rise of Magadha and Mauryan Empire	15	CO1

II	Post-Mauryan Developments (200 BCE – 300 CE)	15	CO2
III	The Gupta Age and Society (300 CE – 600 CE)	15	CO3

### Syllabus

Module No.	Content	No. of Hours
1	<b>Rise of Magadha and Mauryan Empire:</b> a. Rise of Magadha as a dominant power b. Establishment of the Mauryan Empire c. Administration under Chandragupta Maurya and Ashoka	15 Hours
2	<b>Post-Mauryan Developments (200 BCE – 300 CE):</b> a. Indo-Greek, Shaka, and Kushana Dynasty rule in India b. Trade routes: Silk Route and maritime trade d. Cultural synthesis and spread of Buddhism e. Art and architecture: Gandhara and Mathura schools	15 Hours
3	<b>The Gupta Age and Society (300 CE – 600 CE):</b> a. Rise and expansion of the Gupta Empire b. Administration and economy under Gupta rulers c. Society: Varna system, position of women d. Cultural achievements: literature, science, and art	15 Hours
<b>Case Study Scenario</b>		
M1	<p>The Mauryan Empire reached its peak under Ashoka, whose reign marked a significant transformation in ancient Indian governance. After the devastating Kalinga War (c. 261 BCE), which caused immense loss of life, Ashoka renounced aggressive warfare and adopted Buddhism, promoting a policy of Dhamma based on non-violence, tolerance, and ethical rule. He issued edicts across his empire to communicate moral principles and introduced welfare measures such as hospitals, roads, and rest houses. Officials known as Dhamma Mahamatras were appointed to ensure the implementation of these values.</p>	
M2	<p>The Mauryan Empire reached its peak under Ashoka, whose reign marked a significant transformation in ancient Indian governance. After the devastating Kalinga War (c. 261 BCE), which caused immense loss of life, Ashoka renounced aggressive warfare and adopted Buddhism, promoting a policy of Dhamma based on non-violence, tolerance, and ethical rule. He issued edicts across his empire to communicate moral principles and introduced welfare measures such as hospitals, roads, and rest houses. Officials known as Dhamma Mahamatras were appointed to ensure the implementation of these values. Ashoka's reign thus represents a shift from conquest-driven expansion to a welfare-oriented and morally guided administration, which also contributed to the spread of Buddhism beyond India.</p>	

**References Books:**

- . Basham, A. L. (2004). The wonder that was India (Rev. ed.). Picador India.
- a. Chakravarti, U. (1987). The social dimensions of early Buddhism. Oxford University Press.
- b. Chakravarti, U. (1996). Ancient Indian social history: Some interpretations. Oxford University Press.
- c. Kosambi, D. D. (1975). An introduction to the study of Indian history. Popular Prakashan.
- d. Ray, H. P. (2003). The archaeology of seafaring in ancient South Asia. Cambridge

***Semester End Evaluation (50 Marks)******Paper Pattern******Time: 2 Hr***

<b>Question No</b>	<b>Questions</b>	<b>Total Marks: 50</b>
<b>Q1</b>	Attempt any 3 out of 5	<b>15</b>
<b>Q2</b>	Attempt any 3 out of 5	<b>15</b>
<b>Q3</b>	Attempt any 3 out of 5	<b>15</b>
<b>Q4</b>	Case Study	<b>05</b>