



# SIDDHINATH MAHAVIDYALAYA

(Govt. Aided)

Estd. - 2013

SHYAMSUNDARPUR PATNA • PANSKURA • PURBA MEDINIPUR • PIN - 721139 • Phone - 03228-255030  
email - siddhinathmahavidyalaya@gmail.com

## B.A Honours





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## **Subject-Bengali**



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## B.A. Honours in Bengali

### CBCS

#### Programme Specific Outcome (PSO)

By the end of the UG Hons. programme in Bengali, the students will be able to

- Learn in-depth different genres of Bengali Literature.
- Solve the grammatical problems.
- Develop the skills of creative writing.
- They have experience in the field survey.
- Write research-related articles in various journals.
- Develop the skill of individual publication and group publication.
- Develop an interest in journalism and theatre.
- To improve their performance in competitive exams such as SSC, NET, SET.

#### BNGHCC01:

##### Bangla Bhasar Udvab o Parichay

1. Students will learn about the definition and characteristic language.
2. Students will learn the Historical classification of language.
3. Students will be able to find the origin, history and periodization of the language.
4. Students will learn Bengali vocabulary, Semantics and the change of meanings.
5. Students will be able to differentiate between language and dialect.
6. They also learn the classification of dialect and the characteristics of various dialect

#### BNGHCC02:

##### Bangla Sahityer itihās : Prachin o Madhyayug.

1. Students will learn the periodization of Bengali literature.
2. Students will be able to find the character of Medieval literature
3. Students find the difference between the pre-Chaitanya period and the post-Chaitanya period
4. Students will learn about 'Vaishnav' and 'Shakta' cultures in the period.
5. Students will learn the classification of Medieval literature.



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6. Students will be able to find the origin and history of 'charyagiti'.

## BNGHCC03:

### Prachin O Madhyayuger Padapath

1. Students will learn the Philosophical idea of Buddhism.
2. Students will learn how much 'Vaishnav Bhakti dharma' influenced Bengali literature in the Medieval period.
3. Students will be able to find the difference between pre-Chaitanya Vaishnav padabali and post-Chaitanya Vaishnav padaboli.
4. Students learn the character of Vaishnav dharma, Shakta dharma and its influence on Bengali literature.

## BNGHCC04:

### Chaitanya Jibani O Mangal kabyapath

1. Students will learn about the life of Chaitanya dev.
2. Students will learn how to spread Vaishnav dharma in Bengal and its influence on Bengali literature.
3. Students will learn about the structure and classification of Mangalkavya.
4. Students will be able to find the social impact of chandimangal and annadamangal in the medieval period.

## BNGHCC05:

### Unish-Bish Sataker Prabandha, Kabyasahityer itihās and Akhyān Sahitya Path

1. Students will learn the difference between Modern Bengali Literature and Mediaeval Bengali Literature.
2. Students will learn the origin and history of the Bengali Prose.
3. Development of Bengali Prose.
4. Students will learn the role of essays in Bengali Literature.
5. Students will know the development of Poetry.

## BNGHCC06:

### Chhanda, Alankar O Nirbachita Kabita Path

1. Students will know about the Prosody.
2. Students will learn the importance of Prosody to create a poem.
3. Students will know the basic concept of different Prosody.
4. Students will learn the classification of rhetoric.
5. Students will be able to solve the Rhetoric and Prosody
6. Students will learn how to use rhetoric in Bengali literature.
7. Students will know about the Modern poem in 1st part of twenty century.

## BNGHCC07:



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## Prabandha Path

1. Students will know about the role of essays in Bengali Literature.
2. Students learn about essays and increase their creativeness.;

## BNGHCC08:

### History of Drama, fiction and short stories about the nineteen- twenty century.

1. Students will learn the definition of Drama.
2. Students will know the social impact of Drama and theatre in Bengali Literature.
3. Students will know about the History of the Bengali Novel.
4. Students will know the various type of novel and their characteristics.
5. Students will learn about the origin of the short story.

## BNGHCC09:

### Kavya Path

1. Students will be able to know the philosophy of poems.
2. Students will learn the classification of poems.
3. Students will relate to poems and Prose.
4. Students will learn about various poetry in Bengali Literature.

## BNGHCC10

### :Upanyas Path

1. Students will learn the classification of Novels.
2. Students will be able to know the philosophy of the author.
3. Students will relate between Novels and Short stories.
4. Students will learn about various Novels in Bengali Literature.
5. Students will learn about the evolution of the Bengali novel.
6. Students will be able to know the origin and history of the Novel.

## BNGHCC11:

### Natya Path

1. Students will learn the classification of Drama.
2. Students will learn the structure of Drama.
3. Students will be able to know the origin and history of Drama.
4. Students will learn various Dramas in Bengali Literature.
5. Students will be able to sketch the history of Drama from the beginning point to 2nd half of the twentieth century.

## KBNGHCC12:



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## Cabyatatya, Paschatya sahitya samalochana O sahityerrupriti.

1. Students will learn about the poetics.
2. Students will learn the role of 'Dhwani' and 'Rasa' in Bengali Literature.
3. Students will be able to know the vision and idea of the Literary movement.

## BNGHCC13:

### Loksahitya

1. Students will learn the basic concept of 'Lok'.
2. Students will define which is related to Lok Sahitya.
3. Students will learn the classification of Lok Sahitya.
4. Students will go to a field survey to collect the Folkculture and Folk literature.
5. Students will define the sketch between urban literature and folk culture.

## BNGHCC14:

### Sanskrit, Ingreji O Pratibeshi sahityer itihās.

1. Students will know about the history of Sanskrit Literature.
2. Students will know about the history of English Literature.
3. Students will be able to connect with Sanskrit and English Literature.
4. Students will relate to the other states' regional Literature

## BNGHDS01:

### Prachin sahitya tattwa o sahitya tattwik

1. Students will learn the role of 'Dhwani' and 'Rasa' in Bengali Literature
2. Students will learn about the concept of prachyaalankartattwa.
3. Students will learn about the theory of bharatiyakabyatattwa

## BNGHDS02:

### Bangla chhotogolpo, bhramankahini o goyendakahini path

1. Students will learn about various aspects of the short stories, travel stories and detective stories.

## BNGHDS03

### godyo-sahitya path

2. Students will learn origins and development of Bengali prose in the 19th Century
3. They will be able to appreciate different genres of Bengali prose.

## BNGHDS04:

### Rabindra-sahitya path



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1. Students will be able to appreciate and analyze various works of Rabindranath Tagore.
2. They will form ideas about the philosophy of Rabindranath Tagore.
3. Students will know the theory of translation from one literature to another literature.

## BNGHSE01:

### Bangla Byakaran o anubadtattwa

1. Students will be able to know the theory of translation.
2. Students will learn grammatical evolution in Bengali Literature.

## BNGHSE02:

### Bangla bhasha o sahitya bishayakprakalpa Rachana o prakalpa- patraupasthapana

1. Students will learn how to make a project.
2. Students will develop their creative writing.

## BNGHGE01:

### Banglar bhukhanda,jatir utpatti o dharma o sangskritir itihasa ebong loka-sahitya

1. Students will learn about the geography of ancient Bengal and origins of the Bengali people.
2. They will learn about the religion and culture of ancient Bengal.
3. They will be able to appreciate the folk literature of Bengal.

## BNGHGE02:

### Kabyasahityerdhara o Vaishnabpadabali path

1. Students will be able to know the philosophy of poems.
2. Students will learn the classification of poems.
3. They will be able to appreciate the medieval genres of Bengali literature

## BNGHGE03:

### Upanyas o chhotogolpo path

1. Students will learn the classification of Novels.
2. Students will be able to know the philosophy of the author.
3. Students will relate between Novels and Short stories.
4. Students will learn about various Novels in Bengali Literature.
5. Students will learn about the evolution of the Bengali novel.
6. Students will be able to know the origin and history of the Novel
7. Students will learn about various aspects of the short stories .

## BNGHGE04:

### Bangla giti-sahitya, shishu-sahitya o ramyorachanardhara

1. Students will be acquainted with various Bengali lyrics of different ages.
2. They will be able to appreciate the impact of Bengali lyrics on the culture and society of Bengal.



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3. They will learn various aspects of literature for children.
4. They will be able to appreciate Bengali belle lettres of the 19th century.

## AECC (MIL-2):

### UnishSataker Bangla Prabandha O Loksahitya

1. Students will know about the role of essay in Bengali Literature.
2. Students learn about essay and increase their creativeness.
3. Students will learn the basic concept of 'Lok'.
4. Students will define which is related to lokshitya.
5. Students will learn the classification of loksahitya.
6. Students will go to field survey for collect the Folkculture and Folkliterature.
7. Students will define the sketch between urban literature and folkculture.

## BNGGSE01

### Likhan Naipunya Briddhi

1. Students will able to know the theory of translation.
2. Students will learn grammatical evolution in Bengali Literature.
3. Students will learn how to make project.
4. Students will develop their creative writing.

## BNGGSE02

### AnubadTattwa O Srijansil Rachana

1. Students will develop their creative writing.
2. Students will learn the theories of translation.
3. Students will learn to translate from L1 to L2.

## BNGGSE03:

### Saili, Kabyasaili Bichar, GadyaSaili Bichar O Natyasaili Bichar

1. Students will learn about literary style.
2. Student will learn the stylistics differences of various genre of literature.





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## BNGGSE04:

### Bisaybhittik Alochona O Alochonapatra Upasthapan

1. Write research related articles in various journals.
2. Developed the skills of individual publication and group publication.
3. Developed the skills of project writing.

## BNGGGE01:

### Sisusahitya o Goyenda Kahini

1. Students will learn the history of Bengali children's literature.
2. Students will learn about Goyendakahini.
3. Students will learn about the authors of children's literature.

## BNGGGE02:

### Prabandha o Sahityer Rupriti Bichar Paddhati

1. Student will know about the role of essay in Bengali literature.
2. Student will learn about essay and increase their creativeness.
3. Student will learn the differences of various genre of literature.



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**Subject-Sanskrit**



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## Department of Sanskrit

**B.A. Honours in Sanskrit (CBCS system) w.e.f. academic session 2018-19**

### Programme Outcome (PO)

The outcomes and attributes described in qualification descriptors are attained by students through learning acquired on completion of a programme of study. The term 'programme' refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. The programme outcomes are aligned with the relevant qualification descriptors. Programme outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across colleges and provide a broad perspective of the programme.

In B.A. Hons. in Sanskrit (CBCS system) the student will be expected to:

- know Sanskrit verse, prose and application of Sanskrit Language
- know about the pedagogical aspects of Sanskrit teaching
- compare ancient literature and culture with the modern one
- use the Sanskrit Language in a real-life context
- know the utility of the texts on yoga, Ayurveda etc.
- reappraise ancient Indian traditions and culture

### Course Outcome (CO)



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## **SANHCC01: Classical Sanskrit Literature (Poetry)**

Students will read Raghuvamsa by Kalidasa and be aware of the dignity and qualities expected of the ancient Kings. They will know the metaphysical aspects of ancient philosophy by reading Nitishatakam and the moral knowledge embedded in that book will uplift the character of the learners. Kiratarjuniya will show to the students the political awareness of the ancient Indian woman exemplified in the character of Draupadi. Chapter-5 of Kumarasambhava informs the learners about the path to salvation.

## **SANHCC02: Classical Sanskrit Literature (Prose)**

The description of Lakshmi's interest, blasphemy and the qualities of a King will show the students the enthralling impact of Sanskrit prose in Sukanasopadesha. We can see a very captivating description of Lakshmi's interest and interest blasphemy and the qualities of the King. Visrutacharita informs the students about the social and cultural knowledge of ancient India.

## **SANHCC03: Critical Survey of Sanskrit Literature**

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature.

## **SANHCC04: Self-management in the Gita**

Students will read Gita critically and know about the sacred path of salvation, peace, devotion and the path of self-management.

## **SANHCC05: Classical Sanskrit Literature (Drama)**

Sanskrit plays are the mirror of the social, cultural, religious and political aspects of ancient India. Through these dramas, students can know the wisdom of Chanakya, the qualities of Dushyanta, the sacred advice of Kanva, and the dignity of Vasavadatta.

## **SANHCC06: Poetics and literary criticism**

Learners will know the definitions, forms and structures of poems, stories, dramas. They mostly learn a set pattern prescribed in Nāṭyaśāstra by Bharata. They are informed about the power of words (sabdasakti) as the most important element of a 'uttamakavya' (Composition of the highest standard) in Sanskrit literature. They are taught about the Rasa Sutra (different genres of composition).

## **SANHCC07: Indian Social Institution**

Students will know the basic functions of social institutions. The science of polity, known by several names like Rajadharma, Rajyasastra, Dandaniti, Nitisastra, and Arthasastra, is dealt with by the students. They will read pieces from Manusmriti, Arthashastra, Yajñabalkyasmriti, Shanti Parva from Mahabharata, etc.

## **SANHSE01: Reading Skills in Brahmi Scripts**



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The course enables students to learn early, middle and late Brahmi scripts. They will be able to decipher ancient inscriptions written in Brahmi script. Also by learning Brahmi they will understand the evolution of Brahmi to modern Indian scripts.

## **SANHCC08: Indian Epigraphy, Paleography and Chronology**

Students will have a basic knowledge of Indian epigraphy. Learners will form ideas about the social, cultural, economic and political aspects of ancient India reflected in inscriptions. They will be able to arrange the inscriptions chronologically using proper chronological methods.

## **SANHCC09: Modern Sanskrit Literature**

Students will learn to compare the early works of Sanskrit literature with some recently published works. They will be taught the usage of Sanskrit in the modern context.

## **SANHCC10: Sanskrit and World Literature**

Students will be able to understand the world-wide importance of texts like the Gita, Upanishads, and Fables after having a knowledge of the translated works on these texts.

## **SANHSE02: Sanskrit Metre and Music**

Students will learn the chanting rhythm of the Vedic Mantras and other Sanskrit shlokas. The metrical repertoire in Sanskrit Prosody will enrich the students' understanding of various metres and rhythms of ancient Indian shlokas and verses.

## **SANHCC11: Vedic literature**

Students will be acquainted with the ancient Indian History and culture through this oldest Indo-Aryan body of literature.

## **SANHCC12: Sanskrit Grammar**

Learners will be able to get hold of the concepts of the Sajna sutra and Paribhasha sutra. They will be able to differentiate between the Sajna and Paribhasha sutras with special reference to Laghusidhantakaumudi.

## **SANHDS01: Art of Balanced living**

Learners will know the methods of self-presentation, restraint of sense organs and mind. They will be able to understand the importance of practised control over physical and mental abilities. Mental purity and improved behaviour are the goals to attain to lead a balanced living.

## **SANHDS02: Theatre and Dramaturgy in Sanskrit**

Students will know the types of theatre, types and the qualities of Hero and Heroine. They will come to grasp the subject matter of dramas and appreciate various types of Rasas.

## **SANHCC13: Ontology & Epistemology**



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Students will be acquainted with the metaphysical aspects of ancient Indian traditional knowledge. They will note the various Padarthas, and come to understand the multi-dimensional aspects of Pramanas. They will understand the ancient Indian cosmology.

## **SANHCC14: Sanskrit Composition & Communication**

The course will enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, and other genres.

## **SANHDS03: Sanskrit Linguistics**

Students will be acquainted with the history and process of development of Sanskrit as an Indo-Iranian branch of the language of the family of Indo-European languages. They will understand the differences and similarities between Vedic and Classical Sanskrit. They will be acquainted with the various types of phonetic laws.

## **SANHDS04: Fundamentals of Ayurveda**

Students will understand the key to living healthily in accordance with the Indian traditional knowledge system.

## **SANHGE01: Basic Sanskrit**

The course will enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, and other genres.

## **SANHGE02: Sanskrit and other Modern Indian Languages**

Students will understand Sanskrit as a fountainhead of modern North Indian languages.

## **SANHGE03: Fundamentals of Indian Philosophy**

Students will understand ancient Indian philosophy and its six schools.

## **SANHGE04: Basic Principles of the Indian Medicine System (Ayurveda)**

Students will understand the key to living healthily in accordance with the Indian traditional knowledge system.

## **B.A. Honours Programme in Sanskrit Under Graduate w.e.f. 2014-15**

### **Programme outcome (PO)**

After the completion of the UG programme in Sanskrit, the students will be:

- expected to know Sanskrit verse, prose, and application of Sanskrit Language.
- expected to appreciate ancient Indian traditions and culture.
- expected to use the Sanskrit Language in a real-life context.
- expected to know about the pedagogical aspects of Sanskrit Teaching,

### **Course Outcome (CO)**



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## Paper I

### Sanskrit Grammar, Composition and Metrics

Students will be able to

- build concept regarding basics of Sanskrit grammar.
- understand the meaning of texts to certain extent
- write correct Sanskrit
- identify the meter of any sloka.
- get the idea of ancient Indian literary tradition

## Paper II Drama and Dramaturgy

After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition. This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts. The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's Natyasastra. The students will also understand the structure of Indian dramaturgy and compare them with modern theatre/ movie after reading the Sahityadarpana.

## Paper III Prose and Poetry

This course will help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works. This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic and prose works. They may be able to know then monarchical/political tradition of ancient India.

## Paper IV Poetics and History of Sanskrit Literature

This course will make students aware of with the skills to assess the merits or demerits of works on poetry, prose, drama etc. according to Kavyalamkarasutravritti. They will be able to recognize the various genres of poetry, appreciate the objectives of poetry and also analyze the structure of a work in terms of the essential ingredients of poetry as propounded. Sahityadarpana Chap. 10 will help students to build their prosodic knowledge.

## Paper V: Veda

By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well.

After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form. Students will understand the strength of Unity, power of mind, and will realize the importance of earth in their life. From the study of Upaniṣad they will know about philosophical and



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psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

## **Paper VI: Grammar and Linguistics**

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental compounding and suffixing patterns according to Siddhanta Kaumadi of Bhattoji Dikshita. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language. They will be able to learn the linguistics features of Vedic and classical Sanskrit and compare the features with other modern Indo-European languages.

## **Paper VII: Dharmasastra and Arthasastra**

After the completion of this course students will be able to connect the theoretical model of kingship propounded by the prescribed texts. They will have a clear idea of ancient Indian polity, administration and law. The learners will be able to see Dharma as dynamic institution. They will be able to compare /evaluate modern socio-politico-legal issues in parlance of ancient political texts. This will free them from the traces of fundamentalism and they should become more open minded and liberal. Learning and developing a critical approach about the institution of caste and women's issues will make the participants sensitive to discriminating practice.

## **Paper VIII: Indian Philosophy**

Indian Philosophy texts prescribed in the course teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyze the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.





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## **Subject- English**



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**DEPARTMENT OF ENGLISH**

**HONOURS COURSE**

**3 TIER EXAMINATION PATTERN (W.E.F. 2014-2015)**

### **Programme Outcome (PO)**

After the completion of the UG programme in English , the students will be-

- Expected to know about different ages of English literature and their details
- Expected to learn the origin of English language and how it spread across the world.
- Expected to have concept how Bible, Latin and French language influenced English language.
- Expected to have interest in literature by going through different literary compositions.

### **Course Outcome (CO)**

#### **PAPER- I**

#### **English Literature & Language**



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Helps the learners

- To gain knowledge of the emergence of language within the study of literature.
- To study the rhythm, intonation and stress in language.
- To identify varied rhetorical situations calling for a wide range of appropriate responses.
- To get acquainted with the different forms of poetry, prose, fiction and drama.
- To know the genres, historical and cultural contexts of Old and Middle English literature and to read from texts in Old and Middle English with awareness of the linguistic changes affecting the languages.

## PAPER- II

### ENGLISH LITERATURE 1500-1630

Helps the learners

- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To understand the great ideas conveyed in Shakespeare and Marlowe's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.
- To have a clear idea about the emergence of sonnets, classification of sonnets, metaphysical poetry and so on.

## PAPER- III

### ENGLISH LITERATURE 1630 – 1780

Helps the learners

- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.
- To introduce drama as a major form of literature and familiarize students with the minor forms, the elements and types of drama.
- To encourage students to make a detailed study of a few masterpieces of English prose.

## PAPER- IV

### ENGLISH LITERATURE 1780 – 1840

Helps the learners



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- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To encourage students to make a detailed study of a few masterpieces of English prose.
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.

## **PAPER- V**

### **ENGLISH LITERATURE 1840 – 1900**

Helps the learners

- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To encourage students to make a detailed study of a few masterpieces of English prose.
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently

## **PAPER- VI**

### **ENGLISH LITERATURE 1900 - 2000**

Helps the learners

- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To introduce students to the basics of fiction as a literary genre.
- To make students aware of different types and aspects of fiction.
- To introduce drama as a major form of literature and familiarize students with the minor forms, the elements and types of drama.
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.

## **PAPER- VII**

### **INDIAN WRITING IN ENGLISH AND IN ENGLISH TRANSLATION**

Helps the learners

- To identify and analyze the socio-economic-political contexts that influence the literature of the period
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently
- To introduce drama as a major form of literature and familiarize students with the minor forms, the elements and types of drama.



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- To introduce students to the basics of fiction as a literary genre.
- To make students aware of different types and aspects of fiction.
- To gather relevant information regarding English texts.
- To activate and reinforce the writing, grammar, vocabulary and punctuation skills of the students.

## PAPER- VIII

### HALF I : COMPULSORY SECTION (Essay & Basic Phonetics)

Helps the learners

- To present a coherent argument in response to a stimulus or question, and to persuade the reader that their position is credible.
- To identify various types of sounds in natural language.
- To produce and perceive English vowels, consonants and diphthongs.
- 

### HALF II : OPTIONAL SECTION

#### OPTION I : American Literature

Helps the learners

- To introduce students to the basics of fiction as a literary genre.
- To make students aware of different types and aspects of fiction.
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.
- To know the style of writing short story - its character depiction, plot construction, abrupt beginning and sudden ending.
- To introduce drama as a major form of literature and familiarize students with the minor forms, the elements and types of drama.

#### OPTION II : New Literatures Including Writing from the Margins

Helps the learners

- To introduce students to the basics of fiction as a literary genre.
- To make students aware of different types and aspects of fiction.
- To introduce drama as a major form of literature and familiarize students with the minor forms, the elements and types of drama.
- To know the style of writing short story - its character depiction, plot construction, abrupt beginning and sudden ending.
- To enhance students' awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently.



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**BA Honours (CBCS system) w.e.f. academic session 2018-19**

**Programme Outcome (PO)**

After the completion of the UG programme in English, the students will be-

- Expected to know about different ages of English literature and their details
- Expected to learn the origin of English language and how it spread across the world.
- Expected to have concept how Bible, Latin and French language influenced English language.
- Expected to have interest in literature by going through different literary compositions.

**Course Outcome (CO)**

**Core Courses (CC)**

**CC-1: British Poetry and Drama: Beginning to 14<sup>th</sup> Century and History of English Language**

Helps the learners

- To gain knowledge of the emergence of language within the study of literature.
- To study the rhythm, intonation and stress in language.
- To identify varied rhetorical situations calling for a wide range of appropriate responses.
- To get acquainted with the different forms of poetry, prose, fiction and drama.
- To know the genres, historical and cultural contexts of Old and Middle English literature and to read from texts in Old and Middle English with awareness of the linguistic changes affecting the languages.

**CC-2: British Poetry and Drama: Renaissance to 17<sup>th</sup> and 18<sup>th</sup> Centuries**

Helps the learners

- To comprehend and appreciate the literary tradition of England through Renaissance up to the Restoration period.
- To know about the Restoration comedy of manners and the true picture of the then society.

**CC-3: British Literature (fiction & non-fiction): 18<sup>th</sup> Century**

Helps the learners

- To learn different modes of expression in literature and develop critical thinking through the appreciation of satire as a genre.



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- To understand of literary movements such as the Augustan Age, Enlightenment literature, Neoclassicism, and the rise of the novel as a literary form.

## CC-4: British Romantic Literature (1798-1832)

Helps the learners

- To be acquainted with the Romantic writers and their writing style.
- To get the idea of the distinction between fancy and imagination.
- To appreciate the creative force and the spontaneous beauty of British Romantic literature and feel the intensity of the power of emotion, imagination, the supernatural and the spirituality.

## CC-5: British Literature: 19<sup>th</sup> Century (1832-1900)

Helps the learners

- To learn about the fallout of the Industrial Revolution in Europe as well as the regressive and repressive social norms associated with the Victorian period.
- To have concept about 'dramatic monologue' popularized by Browning and Tennyson.

## CC-6: British Literature: The Early 20<sup>th</sup> Century

Helps the learners

- To learn and appreciate the concepts like modernism, symbolism, psychoanalysis, Oedipus complex, the system of consciousness narrative etc.
- To be acquainted with the modern writers like Conrad, Lawrence, Woolf, Eliot, Yeats' works.

## CC-7: American Literature

Helps the learners

- To be introduced to various forms of American Literature.
- To learn Detective Novel and to understand Social Realism in American Novel.
- American literature continues to evolve, reflecting the complexities and diversity of American life. It remains a powerful medium for exploring human experiences, questioning societal norms, and contributing to cultural and intellectual discourse.
- To use literature as a medium for social and political critique, raising awareness and prompting change.



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## CC-8: European Classical Literature

Helps the learners

- To establish foundational themes, genres, and literary forms that continue to influence Western literature, such as epic poetry, tragedy, comedy, and rhetoric.
- To shape artistic and aesthetic values in Western art and literature, influencing Renaissance and neoclassical movements.

## CC-9: Modern European Drama

Helps the learners

- Modern European drama has had a profound influence on global theatre, inspiring playwrights and directors worldwide and contributing to the development of various theatrical traditions and movements.
- Modern European drama continues to evolve, reflecting and shaping cultural, social, and political landscapes. It remains a dynamic and influential force in the world of theatre.

## CC-10: Popular Literature

Helps the learners

- to know about Ethics and Education in Children's Literature.
- To create a profitable market for publishers, authors, and related industries (film adaptations, merchandise). Bestsellers like J.K. Rowling's "
- To serve as a mirror to society, highlighting current issues, societal norms, and cultural shifts. For example, novels like "The Hunger Games" explore themes of dystopia and resistance.

## CC-11: Postcolonial Literatures

Helps the learners

- To offer critical perspectives on the impact of colonization, challenging dominant Eurocentric narratives and highlighting issues of power, race, and inequality.
- To highlight the complexities of cultural identity in postcolonial societies, emphasizing hybridity and the blending of cultural influences. This can be seen in the works of authors like Salman Rushdie and Derek Walcott.
- To inspire political and social activism, advocating for the rights and recognition of postcolonial peoples and cultures.





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## CC-12: Women's Writing

Helps the learners

- To provide a platform for diverse female experiences, breaking stereotypes and offering a more nuanced portrayal of women's lives. Authors like Virginia Woolf and Toni Morrison have expanded the literary canon with their unique perspectives.
- To open up discussions on women's sexuality and identity, challenging taboos and fostering a deeper understanding of women's inner lives. Works like "I Know Why the Caged Bird Sings" by Maya Angelou and "The Bell Jar" by Sylvia Plath delve into these themes.

## CC-13: Indian Classical Literature

Helps the learners

- to get general idea about Indian Classical Literature.
- to know the aesthetics of Indian English Poetry.
- to be acquainted with the advent of modernism in Indian English Literature.

## CC-14: Indian Writing in English

Helps the learners

- To Provide a window into the complexities of Indian society, offering global readers insights into the diversity and richness of Indian culture. Novels like "Midnight's Children" by Salman Rushdie and "The God of Small Things" by Arundhati Roy have become seminal works in this regard.
- To create a unique literary style that blends English with Indian languages and cultural elements, reflecting India's multilingual and multicultural society. This hybridity has become a hallmark of Indian writing in English.

## Discipline Specific Electives (DSE)

### DSE-1: Nineteenth Century European Realism

Helps the learners

- To highlight the harsh realities and injustices of society, prompting readers to reflect on and question existing social conditions and structures. Works like Émile Zola's "Germinal" and Leo Tolstoy's "Anna Karenina" explored these themes deeply.
- To introduce journalistic methods into literature, enhancing the realism and credibility of fictional works. Authors like Charles Dickens often used serialized publications to comment on social issues.



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## **DSE-2: World Literatures**

Helps the learners

- to introduce to various cultural practices that have shaped identities across the globe.
- To create a deeper understanding of non-English literary figures, their writings and through writings their societies and cultures.

## **DSE-3: Science Fiction and Detective Literature**

Helps the learners

- To get clue that analysis and intuition work together and that analysis is at the bottom of intuition.
- To know how to solve a problem by step wise investigation.

Or,

## **DSE-3: Literature and Cinema**

Helps the learners

- To have a visual impact what they read on the pages of a book.
- To store in mind the theme, subject, concept of any literary work for a long time.

## **DSE-4: Partition Literature**

Helps the learners

- To highlight the historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition.
- To preserve the memories and experiences of those who lived through the partition, providing a crucial historical record. Works like Khushwant Singh's "Train to Pakistan" and Saadat Hasan Manto's short stories serve as powerful testimonies of the era.

Or,

## **DSE-4: Travel Writing**

Helps the learners



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- To inspire exploration and discovery by documenting new lands, routes, and natural phenomena. Travel narratives by explorers like Captain James Cook and Alexander von Humboldt contributed to geographical knowledge and scientific inquiry.
- To facilitate cultural exchange by introducing readers to unfamiliar places and customs, fostering understanding and appreciation of diverse cultures. Travel writers like Marco Polo and Ibn Battuta were early pioneers in this regard.

## Skill Enhancement Course (SEC)

### Programme Outcome (PO)

**Professional Development:** Improve professional competencies such as teamwork, time management, and adaptability.

**Communication:** Enhance verbal and written communication skills necessary for effective interaction in professional settings.

**Ethical and Social Responsibility:** Understand ethical issues related to the field and demonstrate social responsibility in their professional activities.

**Career Readiness:** Prepare for future career opportunities by gaining relevant skills and knowledge that are in demand in the industry.

**Continuous Learning:** Cultivate a mindset of continuous learning and professional development beyond the course.

### Course Outcome (CO)

#### SEC-1: English Language and Teaching

Helps the learners

- To learn English language properly and apply it in any field when needed.
- To be comfortable to communicate in English easily.

Or

#### SEC-1: Soft Skills

Helps the learners

- To learn the basics of good language and the importance of speaking.

#### SEC-1: Translation Studies

Helps the learners



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- To read any unknown , difficult topic in own mother language.
- To get a scope to be familiar with other literature.

Or

## SEC-2 Creative Writing

Helps the learners

- To provide entertainment, enjoyment, and escapism for readers. Creative writing captivates audiences through compelling narratives, intriguing plots, and memorable characters.
- To build communities of writers and readers who connect through shared experiences and narratives. Creative writing fosters cultural exchange and understanding by showcasing diverse voices and viewpoints.

Or

## SEC-3: Business Communication

Helps the learners

- To boost employee morale, motivation, and job satisfaction by keeping employees informed, involved, and aligned with organizational goals. Business communication fosters a sense of belonging and commitment among employees.
- To support ongoing learning and development by providing constructive feedback, performance evaluations, and opportunities for skills enhancement. Business communication facilitates continuous improvement and professional growth.

Or

## SEC- 3: Technical Writing

Helps the learners

- To enhance understanding among readers, including colleagues, stakeholders, and end-users, by presenting information in an accessible format. Technical writing reduces ambiguity and promotes accurate interpretation of technical content.
- To facilitate learning and skill development among employees, students, or users by providing structured, step-by-step instructions. Technical writing supports training programs and educational initiatives, ensuring effective knowledge transfer.

**DEPARTMENT OF ENGLISH**

**BA Honours (CBCS system) w.e.f. academic session 2022-23**

**Programme Outcome (PO)**



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After the completion of the UG programme in English , the students will be-

- Expected to know about different ages of English literature and their details
- Expected to learn the origin of English language and how it spread across the world.
- Expected to have concept how Bible, Latin and French language influenced English language.
- Expected to have interest in literature by going through different literary compositions.

## Course Outcome (CO)

### CC-1: History of English Literature and Language

Helps the learners

- To enable a critical understanding of the intellectual history of England and to equip the learners to analyze literary products within particular socio-historical contexts.

### CC-2: British poetry (Renaissance to 18<sup>th</sup> century)

Helps the learners

- to know different movements and their impact on poetry.
- to know different poets' (Wordsworth, Shelley, Keats, Browning, Tennyson) writing style.

### CC-3: British Drama & Prose (Renaissance to 18<sup>th</sup> century)

Helps the learners

- To know about Renaissance Humanism
- To learn about Sonnets and drama during Renaissance.

### CC-4: British Literature: Romantic Period

Helps the learners

- to know about Romantic Literature.
- to be acquainted with Gothic Novel.

### CC-5: British Literature: Victorian Period

Helps the learners

- to know about Science and Religion conflict in 19<sup>th</sup> century.
- to be acquainted with Dramatic Monologue.
-



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## CC-6: British Literature: The Early 20<sup>th</sup> Century

Helps the learners

- to be able to understand T.S.Eliot's modern Poetry.
- to know the advent of modernism in early 20th century literature.

## CC-7: American Literature

Helps the learners

- to be introduced to various forms of American Literature.
- to learn Detective Novel
- to understand Social Realism in American Novel.

## CC-8: European Classical Literature

Helps the learners

- to learn various terms related to Drama.
- to learn Literary Cultures in Augustan Rome.
- to learn Epic and terms related to Epic.

## CC-9: Modern European Drama

Helps the learners

- to know the Theatre of the Absurd.
- to learn Naturalism in Modern European Drama

## CC-10: Popular Literature

Helps the learners

- to know Coming of Age Novel.
- to know about Ethics and Education in Children's Literature.

## CC-11: Postcolonial Literature

Helps the learners

- to know about Postcolonial Literature.



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- to know about literature and identity politics

## CC-12: Women's Writing

Helps the learners

- to learn about Confessional mode in Women's Writing.
- to understand Sexual Politics.

## CC-13: Indian Classical Literature

Helps the learners

- to get general idea about Indian Classical Literature.
- to know the aesthetics of Indian English Poetry.
- to be acquainted with the advent of modernism in Indian English Literature.

## CC-14: Indian English Literature

Helps the learners

- to know Indian Classical Drama.
- to be acquainted Indian Epic Tradition

## Discipline Specific Electives (DSE)

### Programme Outcome (PO)

### Course Outcome (CO)

#### DSE-1: Nineteenth Century European Realism

Or

#### British Literature: Post World War II

- Students will know about politics and the Russian Novel.

Helps the learners

- to know about Social Realism in 19th Century European Novels.
- 

#### DSE-2: World Literature

Or

#### Modern Indian Writing in English Translation



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Helps the learners

- They will have idea about Literary Translation and circulation of Literary Texts.
- 

## DSE-3: Literary Criticism Or Literary Theory

Helps the learners

- To make better sense of work from judgements about literature, study ideas from different points of view and determine on an individual level whether a literary work is worth reading.

## DSE-4: Partition Literature

Or,

### Literature of the Indian Diaspora

Helps the learners

- to come to know about the themes of homelessness, exile, communalism, and violence as represented in Partition Literature.
- to have basic ideas about Partition and Partition Literature

## Skill Enhancement Course (SEC)

### Programme Outcome (PO)

**Skill Development:** Participants will acquire specific skills relevant to the course topic, such as technical skills (e.g., programming languages, software tools), communication skills, leadership skills, etc.

**Knowledge Acquisition:** Gain knowledge about key concepts, theories, or practices related to the course subject area.

**Application of Learning:** Apply acquired knowledge and skills to solve practical problems or real-world challenges.

**Critical Thinking and Analysis:** Develop critical thinking abilities to evaluate information, make decisions, and solve problems effectively.

## Course Outcome (CO)

### SEC-1: English Language Teaching Or Soft Skills

Helps the learners

- Assure in abilities, self-awareness, and belief in potential for growth.





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- to cover communication, teamwork, critical thinking, adaptability, time management, leadership, emotional intelligence, conflict resolution and so on.
- to think critically, evaluate information objectively, and make well-informed decisions.

## SEC-2: Creative Writing Or Translation Studies

Helps the learners

- To develop the creative and technical skills necessary to conceive, execute and revise original literary work in a student's chosen genre.
- to analyze texts in terms of style, register, genre, cultural references, and intended audience to ensure accurate and appropriate translation.
- To understand the skills required to become a professional translator and what is meant by translation competence.

**DEPARTMENT OF ENGLISH**

**4- Year Undergraduate Programme**

**B.A. (Honours)- Major in English**

**(w.e.f. academic year 2023-2024)**

### **Programme Outcome (PO)**

After the completion of the UG programme in English , the students will be-

- Expected to know about different ages of English literature and their details
- Expected to learn the origin of English language and how it spread across the world.
- Expected to have concept how Bible, Latin and French language influenced English language.



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- Expected to have interest in literature by going through different literary compositions.

## Course Outcome (CO)

### ENGHMJ101: History of English literature and language

Helps the learners-

- To enable a critical understanding of the intellectual history of England and to equip the learners to analyze literary products within particular socio-historical contexts.

### ENGSEC01: Soft skills

Helps the learners-

- To learn the basics of good language and the importance of speaking.
- To improve team dynamics, productivity, and innovation. Soft skills enable individuals to work effectively in diverse teams, contribute ideas, resolve conflicts constructively, and achieve common goals.

### AEC01: Communicative English-I

Helps the learners-

- To cover communication, teamwork, critical thinking, adaptability, time management, leadership, emotional intelligence, conflict resolution and so on.
- To enhance clarity, fluency, and comprehension in verbal and written communication. Communicative English enables individuals to express ideas, convey information accurately, and engage in meaningful conversations across diverse contexts.

### MIDC01: Multidisciplinary course- I

Helps the learners-

- To know the different modes of rhetorical communication.
- To be able to write well- developed, organized and coherent documents relevant to their chosen field.

### VAC01: ENV5

Helps the learners-

- To manage environment related risk from an organization's operation
- To identify environmental hazards affecting air, water and social equality.

### ENGMI01: Academic writing and composition



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Helps the learners-

- To develop flexible strategies for generating, revising, editing and proof- reading.
- to adapt writing to different audiences, considering their knowledge, expectations, and perspectives.
- to revise and edit drafts effectively, improving clarity, coherence, and accuracy of language and content.

## **ENGHMJ102: British poetry (Renaissance to 18<sup>th</sup> century)**

Helps the learners-

- to know different movements and their impact on poetry.
- To know British poetry has shaped global literary traditions and influenced poets worldwide. From the Elizabethan sonnet to Romanticism, Modernism, and contemporary poetry, British poets have pioneered innovative forms and thematic explorations.
- to know different poets' (Wordsworth, Shelley, Keats, Browning, Tennyson) writing style.

## **ENGSEC02: Basic Phonetics**

Helps the learners-

- To identify various types of sounds in natural language.
- To facilitate accurate transcription and comparison of speech sounds across languages. The IPA supports linguistic research, language documentation, and language teaching by providing a universal notation system for phonetic transcription.

## **AEC02: MIL-I**

Helps the learners-

- To identify the similarities and differences of Media

## **MIDC02: Multidisciplinary course- II**

Helps the learners-

- To know the different modes of rhetorical communication.
- To be able to write well- developed, organized and coherent documents relevant to their chosen field.

## **VAC02: Value added course-02**



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Helps the learners-

- To provide students an understanding of the expectations of industry.
- To improve employability skills of students.

## **ENGMI02: Gender and Human Rights**

Helps the learners-

- To define and evaluate gender as a social construct.

## **CS: Community Service**

Helps the learners-

- To determine the current problems of the society with regard to their fields of study.
- To choose the contexts where his/her service is needed.



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# Philosophy



**B.A. HONOURS IN PHILOSOPHY**

**SIDDHINATH MAHAVIDYALAYA**

**PROGRAMME SPECIFIC OUTCOMES**

1. To enrich the knowledge of critical analysis in different branches of Philosophy.
2. To develop analytical bend of mind for solving socio-philosophical problems.
3. Helps to build creative, critical and independent thinking.
4. The ability to organise and present a persuasive case.



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5. The technique and skill to collect relevant information for establishing the conclusion.

## **B.A. Honours in Philosophy**

### **COURSE NAME AND OUTCOME**

#### **1.PHIHCC01 INDIAN PHILOSOPHY - I**

- It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summom bonum of life.
- Indian philosophy encompasses a wide range of school of thought , each with its own unique perspective and teaching . However some general features an outcomes of Indian philosophy include : i) Diversity ii)Metaphysical exploration iii) Epistemological enquiry iv) Etical practices v) Synthesis of ideas.
- Indian philosophy has a tradition of synthesizing diverse ideas and accommodating various perspectives. It often integrates philosophical concepts with religious and cultural practices, fostering a holistic approach to life and knowledge.
- Indian philosophical ideas have transcended geographical boundaries and influenced global thought. Concepts such as karma, dharma, yoga, and non-duality have found resonance in various philosophical and religious traditions around the world.

#### **2.PHIHCC02 HISTORY OF WESTERN PHILOSOPHY – I**

- How to reject orthodox beliefs and establish critical as well as rational knowledge in our social set up.
- Western philosophical perspectives have led to diverse understandings of reality,consciousness, and the relationship between the mind and the external world in Western thought.
- The outcomes of these various perspectives include ongoing debates about the nature of consciousness, the relationship between mind and body, and the implications for issues such as free will, ethics, and the nature of reality itself in Western philosophy.

#### **3.PHIHCC03 Indian Philosophy – II**

- It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summom bonum of life.
- This holistic approach has led to a synthesis of knowledge that includes not only theoretical understanding but also practical wisdom and ethical principles.
- Indian philosophy has made significant contributions to epistemology, exploring the nature of knowledge (pramana) and the ways in which humans gain valid understanding.

#### **4.PHIHCC04 HISTORY OF WESTERN PHILOSOPHY – II**

- Students will learn how to reject orthodox beliefs and establishcritical as well as rational knowledge in our social set up.
- The emphasis on reason, inquiry, and the pursuit of knowledge has been a lasting legacy.
- The outcome of Western philosophy is a rich and diverse tapestry of ideas that have shaped intellectual, cultural, and social developments throughout history.



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## **5.PHIHCC05 PHILOSOPHY OF MIND**

- How to develop a positive attitude in our thinking process for balanced personality.
- The philosophy of mind has led to profound insights into the nature of consciousness, mental processes, and their relationship to the physical world.
- The ongoing exploration of these philosophical issues continues to shape our understanding of what it means to be conscious, self-aware, and cognitively active beings.

## **6.PHIHCC06 SOCIAL AND POLITICAL PHILOSOPHY**

- Wing to establish cardinal principles for regulating and binding together of the members of the society.
- the outcomes of social and political philosophy are profound and far-reaching, impacting the way societies are organized, governed, and understood.
- The discipline continues to play a crucial role in shaping political institutions, policies, and ethical considerations in the contemporary world.

## **7.PHIHCC07 PHILOSOPHY OF RELIGION**

- It helps people to understand and evaluate different religious traditions and their alternatives.
- The outcomes of the philosophy of religion are dynamic, evolving with cultural and intellectual shifts.
- It contribute to a deeper understanding of the complexities surrounding religious beliefs and practices, fostering open dialogue and critical inquiry in the exploration of profound existential questions.

## **8.PHIHCC08 WESTERN LOGIC –I**

- By going through the methods and principles of Logic, students can distinguish valid form of reasoning's or arguments from invalid ones.
- Inductive arguments provide a framework for understanding the probabilistic nature of our observations and making informed judgments based on available evidence.
- The outcomes of logic in Western philosophy have been far-reaching, shaping not only philosophical discourse but also scientific inquiry, mathematical reasoning, and technological development.

## **9. PHIHCC09 WESTERN LOGIC – II**

- Logic has also been applied to ethical and value theory, with discussions on the logical structure of moral reasoning and the analysis of ethical concepts.
- By going through the methods and principles of Logic, students can distinguish valid form of reasoning's or arguments from invalid ones.
- Western logic has faced challenges and critiques, including debates over the limitations of formal logic in capturing all aspects of human reasoning and the diversity of logical systems.

## **10 . PHIHCC10 EPISTEMOLOGY AND METAPHYSICS (WESTERN)**

- It gives the basic parameters to analyze the theory of knowledge and reality in practical front.



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- Western philosophical discussions about the limits and scope of human understanding.
- The outcomes in Western epistemology and metaphysics reflect a rich tapestry of ideas, debates, and evolving perspectives.

## 11. PHIHCC11 NYAYA LOGIC AND EPISTEMOLOGY –I

- Student can develop a power of critical thinking to infer an unknown entity.
- Nyaya philosophy also recognizes a pluralistic view, acknowledging the existence of a variety of substances.
- Nyaya philosophers emphasize the importance of debate and argumentation in the pursuit of knowledge.

## 12. PHIHCC12 ETHICS (INDIAN)

- It gives us norms or principles to determine which action is good or bad, right or wrong, ethical or unethical in the socio-human affairs.
- Indian ethical and philosophical ideas, such as yoga, meditation, and non-violence, have gained global recognition and influence.
- Indian ethics often includes a reverence for nature and the environment, promoting a sense of ecological responsibility.

## 13. PHIHCC13 NYAYA LOGIC AND EPISTEMOLOGY –II

- It has influenced various fields, including theology, linguistics, and jurisprudence.
- Nyaya philosophical systematic approach to reasoning and its exploration of valid means of knowledge have had a lasting impact on the intellectual capacity.
- Students develop a power of critical thinking to infer an unknown entity.

## 14. PHIHCC14 ETHICS (WESTERN)

- Students learn the power to deal with difficult and controversial moral issues in their day-to-day life.
- Western ethical thought places a strong emphasis on concepts of justice and fairness.
- Western ethics often operates within a secular framework, separating moral considerations from religious doctrines.

## 15 . PHIHGE01 WESTERN LOGIC

- By going through the methods and principles of Logic, students can distinguish valid forms of reasoning's or arguments from invalid ones.
- Western logic has faced challenges and critiques, including debates over the limitations of formal logic in capturing all aspects of human reasoning and the diversity of logical systems.

## 16. PHIHGE02 PHILOSOPHY OF MIND

- How to develop a positive attitude in our thinking process for balanced personality.
- The philosophy of mind has led to profound insights into the nature of consciousness, mental processes, and their relationship to the physical world.
- The ongoing exploration of these philosophical issues continues to shape our understanding of what it means to be conscious, self-aware, and cognitively active beings.





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## 17. PHIHGE03 THEORY OF INFERENCE IN NYĀYA

- Student will be able to learn about inferential means or methods which are essential for getting valid knowledge.
- the theory of inference in Nyāya provides a systematic framework for logical reasoning and the acquisition of knowledge.
- Nyaya philosophy providing sophisticated analyses and commentaries.

## 18. PHIHGE04 TERMINATION OF LIFE & ETHICS

- it develops the power of decision making on the basis of socio-moral norms or principles to sort out the social problems and issues in our daily life.
- Western ethical values, advocating for the protection of fundamental human rights globally.
- Western practical ethics, emphasizing the maximization of overall well-being or happiness.

## 19. PHIHDS01 PHILOSOPHY OF LANGUAGE (INDIAN)

- Student can develop a power of critical thinking through verbal terminologies about the objects of knowledge.
- It has influenced various fields, including theology, linguistics, and jurisprudence.
- Nyaya philosophical systematic approach to reasoning and its exploration of valid means of knowledge have had a lasting impact on the intellectual capacity.

## 20 . PHIHDS02 ETHICS (APPLIED ETHICS)

- It develops the capacity to grasp some practical problems & issues and find out their solutions in the socio-moral context.
- Students earn the power to deal with difficult and controversial moral issues in their day-to-day life.
- It gives us norms or principles to determine which action is good or bad, right or wrong, ethical or unethical in the socio-human affairs.

## 21 . PHIHDS03

- Student will be able to understand that religion is a search for self-knowledge and summum bonum of life.

## 22 . PHIHDS04 SWAMI VIVEKANANDA

- We will get inspirations from a perfect role model whose thoughts are still relevant and act as a guiding force for leading a peaceful life.

## 23. PHIHSE01 PHILOSOPHY OF HUMAN RIGHTS

we will be aware about our rights as human beings and also basic questions regarding justification of human rights will be sorted out.



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## 24.PHIHSE02 MAN AND ENVIRONMENT

People will understand the importance of natural environments  
and also learn how to preserve it for human welfare.





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## **Education**



**Department of Education**

**B.A. Honours in Education (CBCS system) w.e.f. academic session 2018-19**



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## Programme Outcome (PO)

The programme outcomes for the Education under the Choice Based Credit System (CBCS) at the undergraduate level in Vidyasagar University typically aim to develop well-rounded, knowledgeable, and skilled graduates who can contribute effectively to the field of education. While the specific outcomes might vary slightly, the general outcome is as follows:

### 1. Comprehensive Understanding of Educational Foundations:

- Gain a thorough understanding of the philosophical, sociological, and psychological foundations of education.
- Analyze historical and contemporary issues in education from multiple perspectives.

### 2. Development of Pedagogical Skills:

- Acquire practical teaching skills, including lesson planning, instructional strategies, and classroom management.
- Implement effective assessment and evaluation techniques to measure student learning outcomes.

### 3. Critical Thinking and Analytical Abilities:

- Develop critical thinking skills to analyze educational theories, policies, and practices.
- Engage in reflective practices to improve teaching and learning processes.

### 4. Research Competence:

- Understand and apply research methodologies in education.
- Conduct independent research projects and contribute to the academic knowledge base in education.

### 5. Technological Proficiency:

- Integrate educational technology and digital tools to enhance the teaching-learning process.
- Stay updated with the latest technological advancements in education.

### 6. Understanding Learner Diversity:

- Recognize and address the diverse needs of learners, including those from different cultural, social, and economic backgrounds.
- Promote inclusive education practices to ensure equity and access for all students.

### 7. Professional Ethics and Social Responsibility:

- Develop a sense of professional ethics and responsibility in educational settings.



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- Engage with community projects and initiatives to promote educational equity and social justice.

## 8. Communication and Leadership Skills:

- Enhance communication skills for effective interaction with students, parents, colleagues, and the community.
- Develop leadership skills to take on various roles in educational institutions and organizations.

## 9. Preparation for Advanced Studies and Career Opportunities:

- Prepare for advanced studies in education or related fields.
- Equip students with the knowledge and skills needed for various career opportunities in education, including teaching, administration, counseling, and educational research.

## 10. Lifelong Learning and Professional Development:

- Foster a commitment to continuous professional development and lifelong learning.
- Encourage engagement with professional organizations and participation in workshops, seminars, and conferences.

## Course Outcome (CO)

### C1T: Introduction to Education:

1. Students will comprehend the fundamental concepts, scope, and nature of education. They will learn about the historical evolution of education and its relevance in contemporary society.
2. Learners will gain insights into the philosophical and sociological underpinnings of education. They will explore various educational philosophies and their impact on educational practices.
3. Students will be able to identify and articulate the aims and objectives of education at different levels. They will understand how these aims shape curriculum and instructional strategies.
4. This course will help students understand the relationship between education and society.
5. Learners will study the contributions of key educational thinkers and reformers. They will analyze their philosophies and their impact on modern educational practices.



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## **C2T: History of Indian Education:**

1. Students will gain an understanding of the historical development of the education system in India from ancient times to the present.
2. Learners will explore the educational practices and institutions of ancient and medieval India, including Gurukuls, Buddhist Viharas, and Madrasas.
3. Students will analyze the impact of British colonial rule on the Indian education system, including the introduction of Western education, Macaulay's Minutes, and the Wood's Despatch.
4. The course will cover major educational reforms and policies implemented in India after independence, such as the Kothari Commission, the National Policy on Education, and the Right to Education Act.
5. Students will understand the growth and development of higher education in India, including the establishment of universities, technical institutes, and research centers.
6. The course will examine the role of education in promoting social change and addressing issues such as caste, gender, and economic disparities.

## **CC – 3: Psychological Foundation of Education:**

1. Students will gain a fundamental understanding of the nature, scope, and significance of educational psychology and its role in the educational process.
2. Learners will explore various theories of learning and development, including behaviorism, cognitivism, constructivism, and humanism, and their implications for education.
3. Students will understand the physical, cognitive, social, and emotional development stages of children and adolescents and how these stages influence learning.
4. The course will cover the concept of individual differences among learners, including intelligence, learning styles, motivation, and personality, and how to address these differences in educational settings.
5. Students will understand cognitive processes such as perception, memory, thinking, problem-solving, and how these processes impact learning.
6. Students will understand the importance of mental health and well-being in education, recognizing signs of psychological distress in learners and providing appropriate support.



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## **C4T: Philosophical Foundation of Education:**

1. Students will gain a foundational understanding of the nature, scope, and significance of educational philosophy and its role in shaping educational thought and practice.
2. Learners will explore major philosophical systems and their impact on education, including idealism, realism, pragmatism, existentialism, and constructivism.
3. Students will understand the relationship between philosophy and curriculum development, exploring how different philosophical perspectives influence curriculum design and content.
4. The course will emphasize the development of critical thinking skills, encouraging students to apply philosophical reasoning to educational issues and challenges.
5. Students will develop the ability to integrate philosophical concepts with educational practice, enhancing their teaching strategies and approaches based on philosophical insights.
6. Students will develop the ability to integrate philosophical concepts with educational practice, enhancing their teaching strategies and approaches based on philosophical insights.

## **C5T: Sociological Foundation of Education:**

1. Students will gain a foundational understanding of the interrelationship between education and society, including how education both shapes and is shaped by social forces.
2. Students will understand the role of education in the socialization process, examining how schools and other educational institutions contribute to the development of social norms, values, and behaviors.
3. Learners will analyze the role of educational institutions in promoting social change, including their potential to address social issues and contribute to social progress.
4. Learners will gain insights into educational policies and their social implications, understanding how policy decisions impact educational access, quality, and equity.
5. Students will be updated on contemporary issues and trends in the sociology of education, including globalization, multiculturalism, and the impact of technology on education.

## **C6T: Educational Organization, Management and Planning:**

1. Students will gain a foundational understanding of the structure and functions of various educational organizations, including schools, colleges, and universities.



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2. Learners will explore key theories and principles of management as they apply to educational settings, including classical, behavioral, and contemporary management theories.
3. The course will cover the principles and processes of strategic planning in educational institutions, including goal setting, SWOT analysis, and the development of strategic plans.
4. Learners will examine various leadership styles and their impact on educational organizations, understanding the role of effective leadership in achieving organizational goals.
5. The course will cover the basics of financial management in educational settings, including budgeting, financial planning, and resource allocation.

## **C7T: Guidance and Counselling:**

1. Students will gain a fundamental understanding of the concepts, nature, and scope of guidance and counselling, including their importance in educational settings.
2. Students will understand the different types of guidance (educational, vocational, personal, and social) and their specific applications and methodologies.
3. Learners will understand the role and responsibilities of a counsellor in educational institutions, including ethical and professional standards.
4. Learners will understand the processes involved in career counselling, including career planning, decision-making, and the use of career information resources.
5. Students will explore strategies for counselling diverse populations, addressing issues related to cultural, social, and individual diversity.

## **C8T: Technology in Education:**

1. Students will gain a foundational understanding of the nature, scope, and significance of educational technology in teaching and learning.
2. Learners will explore strategies for integrating technology into educational practices, including lesson planning, instructional design, and classroom management.
3. Students will become familiar with a variety of educational technologies, tools, and resources that support teaching, learning, and assessment.
4. The course will emphasize the development of digital literacy skills among students, including information literacy, media literacy, and digital citizenship.
5. Students will explore models of blended and online learning, including best practices for designing and delivering online courses and activities.





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## **C9T: Curriculum Studies:**

1. Students will gain a comprehensive understanding of the concept, nature, and scope of curriculum, including its historical development and theoretical foundations.
2. Learners will explore various models and approaches to curriculum development, including Tyler's objectives model, Taba's model, and the process approach, understanding their implications for educational practice.
3. Students will understand the challenges and strategies for implementing curriculum in educational settings, including teacher training, resource allocation, and monitoring and evaluation.
4. Learners will explore theoretical perspectives on curriculum, including essentialism, progressivism, reconstructionism, and critical theory, and their influence on curriculum design and implementation.
5. Students will be updated on current issues and trends in curriculum studies, including global perspectives, curriculum reforms, and the impact of technology on curriculum design and delivery.

## **C10T: Inclusive Education:**

1. Learners will explore the legal and policy frameworks related to inclusive education at national and international levels, understanding the rights of students with disabilities and other marginalized groups.
2. Students will understand the diverse needs of learners in inclusive classrooms, including students with disabilities, gifted students, culturally and linguistically diverse students, and those from marginalized backgrounds.
3. Learners will explore support systems and services available to promote inclusive education, including special education services, assistive technology, and community resources.
4. The course will emphasize the importance of continuous professional development for educators in inclusive practices, including strategies for fostering a supportive and inclusive school culture.
5. Students will learn about inclusive assessment practices, including methods for assessing diverse learners' progress and ensuring equitable assessment opportunities.

## **C11T: Evaluation and Measurement in Education:**



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1. Students will gain a foundational understanding of the concepts, principles, and importance of evaluation and measurement in educational settings.
2. Learners will explore the purposes and types of evaluation in education, including formative evaluation (assessment for learning) and summative evaluation (assessment of learning).
3. Students will learn about various assessment methods and techniques, including written tests, performance assessments, portfolios, projects, and peer assessments.
4. Learners will explore alternative assessment approaches, such as authentic assessment, competency-based assessment, and self-assessment, considering their relevance in diverse educational contexts.
5. Students will develop skills in collecting, analyzing, and interpreting assessment data, using data to inform instructional decisions and improve student learning outcomes.

## **C12T: Statistics in Education:**

1. Students will gain a foundational understanding of basic statistical concepts and methods used in educational research and data analysis.
2. Students will understand basic probability theory and its application in educational research and decision-making, including probability distributions (normal, binomial) and sampling methods.
3. Learners will learn about the role of statistics in research design, sampling techniques, and data collection methods used in educational studies.
4. Learners will explore how statistics are used in educational assessment and evaluation, including analyzing test scores, assessing program effectiveness, and evaluating educational outcomes.
5. Students will understand the role of statistics in data-driven decision-making processes in education, including using data to inform instructional strategies, resource allocation, and policy development.

## **CC – 13: Psychology of Adjustment:**

1. Students will gain an understanding of the concept of adjustment, including its psychological, emotional, and behavioral dimensions.
2. Learners will explore various psychological theories and models of adjustment, including coping mechanisms, stress theories, and adaptation processes.
3. Students will learn about different coping strategies and techniques used to manage stress, adversity, and life transitions effectively.
4. Learners will explore the concepts of resilience and adaptability, understanding how individuals can bounce back from challenges and setbacks.



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5. Students will understand how adjustment processes vary across different stages of life, from childhood to adulthood and aging.

## **C C- 14: Basic Concept of Educational Research:**

1. Students will gain a foundational understanding of the nature, purpose, and significance of educational research in advancing knowledge and practice in education.
2. Learners will learn about different research designs commonly used in educational research, including qualitative, quantitative, and mixed methods approaches.
3. Students will understand the ethical principles and guidelines governing research involving human participants, including issues of informed consent, confidentiality, and ethical conduct.
4. Learners will be introduced to the research process, including problem formulation, literature review, research questions or hypotheses development, data collection, analysis, and interpretation.
5. Students will develop skills in critically reading, evaluating, and synthesizing educational research literature, identifying strengths, limitations, and implications for practice.

## **DSE1T: Peace and Value Education:**

1. Students will gain a comprehensive understanding of the concept, principles, and goals of peace education, including its role in promoting a culture of peace, non-violence, and conflict resolution.
2. Learners will explore fundamental human values and ethical principles that underpin peace education, such as respect for human rights, tolerance, empathy, justice, and compassion.
3. Students will develop an appreciation for cultural diversity and intercultural understanding as essential elements of promoting peace and harmony in society.
4. Learners will explore the principles of human rights education and their significance in promoting peace, social justice, and equality.
5. Learners will examine the role of education in promoting peacebuilding efforts, including initiatives within schools, communities, and broader societal contexts.

## **DSE2T: Teacher Education:**



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1. Students will gain a comprehensive understanding of the teaching profession, including its roles, responsibilities, and ethical considerations.
2. Learners will explore the historical, philosophical, sociological, and psychological foundations of education, understanding their relevance to teaching practice and educational policies.
3. Students will develop pedagogical knowledge and skills necessary for effective teaching, including lesson planning, instructional strategies, classroom management, and assessment techniques.
4. Learners will explore strategies for integrating technology into teaching practices, enhancing instructional delivery, student engagement, and learning outcomes.
5. Students will learn about inclusive education practices, understanding how to create inclusive learning environments that accommodate diverse learner needs and promote equity and accessibility.

## **DSE3T: Educational Thought of Great Educators:**

1. Students will gain an understanding of educational philosophy as reflected in the thoughts and writings of influential educators throughout history.
2. Learners will explore the theories and ideas of great educators, including their perspectives on teaching, learning, curriculum, and the purpose of education.
3. Students will develop skills in critically analyzing and evaluating the educational theories and philosophies of great educators, identifying key concepts, strengths, limitations, and relevance to contemporary education.
4. Learners will delve into the philosophical foundations of educational thought, including idealism, pragmatism, realism, and constructivism, as articulated by influential educators.
5. Students will examine how the ideas of great educators have influenced educational reform movements, policies, and practices globally.

## **DSE4T: Women Education:**

1. Students will be able to analyze various issues and challenges faced by women in education, workplace, and society.
2. Students will demonstrate an understanding of the social, cultural, and historical constructs of gender and their impact on educational opportunities for women.



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3. Students will gain knowledge of historical and contemporary women's movements and their impact on educational policies and practices.
4. Students will develop skills in advocating for gender equality and women's rights in educational settings and beyond.

## **SEC1T: Communication Skill:**

1. Students will demonstrate proficiency in speaking clearly, logically, and persuasively in different situations.
2. Students will develop active listening skills to understand and respond appropriately to diverse viewpoints.
3. Students will demonstrate the ability to write clearly, concisely, and persuasively for different audiences and purposes.
4. Students will recognize and utilize nonverbal cues effectively in interpersonal interactions.
5. Students will develop the ability to build and maintain positive relationships through effective communication.
6. Students will demonstrate competence in preparing and delivering effective presentations using appropriate visual aids and techniques.

## **SEC2T: Special Education:**

1. Students will demonstrate knowledge and understanding of various disabilities, including intellectual disabilities, learning disabilities, autism spectrum disorders, and physical disabilities.
2. Students will learn to assess individual student needs and develop appropriate Individualized Education Plans (IEPs) to support their learning and development.
3. Students will acquire and apply effective instructional strategies and accommodations to meet the diverse learning needs of students with disabilities.
4. Students will develop skills in managing behavior and creating supportive learning environments for students with disabilities.



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5. Students will engage in ongoing professional development to stay current with best practices and research in special education.

### *Generic Electives (GE)*

**[Interdisciplinary for another department]**

#### **GE1T: Educational Psychology:**

1. Students will understand the principles of human development across the lifespan and apply this knowledge to educational settings.
2. Students will analyze cognitive processes such as memory, attention, problem-solving, and decision-making, and their relevance to learning and educational practices.
3. Students will explore motivational theories and strategies to enhance student motivation and engagement in learning.
4. Students will recognize and address individual differences in learning styles, abilities, and socio-cultural backgrounds in educational contexts.
5. Students will develop skills in creating positive learning environments, managing student behavior, and fostering social-emotional development.

#### **GE2T: Psychology of Mental Health and Hygiene:**

1. Students will demonstrate knowledge of mental health concepts, including factors influencing mental health, mental illnesses, and resilience.
2. Students will learn strategies and interventions aimed at promoting mental well-being and preventing mental health disorders.



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3. Students will understand methods and tools used in the assessment of mental health, including diagnostic criteria and screening measures.
4. Students will explore practices and behaviors that promote mental hygiene, including self-care, stress management, and healthy lifestyle choices.
5. Students will examine the influence of social and cultural factors on mental health, including stigma, social support, and cultural beliefs about mental illness.

## **GE3T: Education of Children with Special Needs:**

1. Students will demonstrate knowledge and understanding of various disabilities and exceptionalities, including intellectual disabilities, learning disabilities, autism spectrum disorders, sensory impairments, and physical disabilities.
2. Students will learn to develop and implement Individualized Education Plans (IEPs) tailored to meet the unique educational needs of children with disabilities.
3. Students will develop strategies for managing behavior and creating supportive learning environments that foster positive behavior and social-emotional development.
4. Students will learn effective collaboration and communication skills to work with families, special educators, therapists, and other professionals involved in supporting children with special needs.

## **GE4T: Mental Health Education:**

1. Students will demonstrate knowledge of the concepts, factors, and dimensions of mental health, including resilience, coping mechanisms, and risk factors for mental illness.
2. Students will learn strategies and interventions aimed at promoting positive mental health, including stress management, self-care practices, and healthy lifestyle choices.
3. Students will explore strategies to reduce stigma associated with mental illness and promote a supportive and inclusive environment for individuals with mental health challenges.



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4. Students will acquire skills in collaborating with mental health professionals and making appropriate referrals for individuals in need of specialized mental health services.
5. Students will learn about assessment tools and methods used to evaluate mental health education programs and interventions for effectiveness and impact.



## History





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## **B.A. Honours in History**

### **Programme Specific Outcome (PSO)**

After the completion of the UG Honours programme in History, the students will be able to

- Understand various perspectives on civilizations.
- Appreciate the notions of liberty, equality and fraternity as a civilizational basis for modern democratic order.
- Analyse the political, social, economic and cultural aspects of a historical phenomenon.
- Understand and appreciate the forces of change and the forces of continuity in a given society.
- To pursue his higher study in the field of Journalism, Public Relations.
- Go for a M.A, B.Ed. or MBA.
- Compete in Government Services like WBCS, IAS, IPS, IFS, etc. or seek a career in the Travel and Tour sector.



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## **As per CBCS syllabus**

### **Course Outcome (CO)**

#### **HISHCC01: Greek and Roman Historians**

##### **Unit – I Greek Historiography**

Module I New form of inquiry (historia) in Greece in the sixth century BCE

- Students will learn what is History and its origin.
- They will learn different views on development of historical thinking.

Module II Herodotus and his Histories

- They will learn different method of history writing

Module III Thucydides: the founder of scientific history writing

- They will learn what scientific history writing is
- Students will learn a comparative study on Greek historians

Module IV Next generation of Greek historians

- Here they will learn different views on Greek historians

##### **Unit II Roman Historiography**

Module I Development of Roman historiographical tradition

- They will acquire knowledge of different aspects of Roman historiography.

Module II Imperial historians



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- Students will learn the origin of Imperial history.
- They will acquire the knowledge about Roman history and its historians.

## Module III Historical methods in ancient Rome

- They will learn the different methods of history writing in ancient Rome.

## HISHCC02: Early Historic India (proto history to 6th century B.C)

### Unit I

#### Module- I Understanding early India

- The students of this department will have deep knowledge of the idea of Bharatavarsha.
- They will learn different theories and interpretations about the Indian past.
- They will have wide knowledge regarding literary and archaeological sources of ancient Indian history.

#### Module-II Neolithic to Chalcolithic settlements

- The students of this department will be well informed about different stage of early civilization.
- They will learn the different aspects of Harrapan civilization, its formation and downfall.

#### Module-III the Aryans in India: Vedic Age

- Students will learn the historiography of the concept of 'Aryan'.
- They will be aware about Political development, culture and rituals of Aryan culture

#### Module-IV North India in sixth century BCE

- They will learn the formation of kingdom, clan and oligarchy.
- They will get brief knowledge about emergence of Magadha as an empire.

### Unit II

#### Module I Ideas and institutions in early India

- Students will get knowledge about the roots of casteism.
- They will learn about the condition of women and society in the ancient past.

#### Module II Cults, doctrines, and metaphysics

- Here the students will be aware of the different cults and their doctrines.



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## Module III Aspects of the economy in the age of Buddha

- The module helps the students to understand the economic changes in the ancient past and how the second urbanization took place.

## Module IV The cultural milieu

- This module helps the students to develop their knowledge about ancient science, technology, language and literature.

### HISHCC03: Mauryan and Gupta Empire

- The students will get to know a brief history of the Magadhan Empire, its formation and its downfall.
- They will learn the post-Maurya development in politics and society.
- Here also focused on the brief history of Empirical Guptas, their politics and culture.

### HISHCC04: Political History of Early Medieval India (600 AD to 1200 AD)

- Students will learn the sources of early Medieval history of India.
- They will be aware of the regional culture in early medieval India.
- They will get a brief knowledge of early history of south India.
- They will also learn the feudal character of Indian polity.
- They will be taught how the political changes took place in late early medieval India.
- They will also be taught how a centralized military power like Cholas emerged as an empire.

### HISHCC05: Delhi Sultanate

- The students of our department will learn the sources of the history of the Delhi Sultanate.
- They will also get a brief knowledge on the socio-political, economic and cultural history of the Sultanate.
- They will be taught the regional state emerge as a political power in the said period.
- They also taught about the religion, society and culture of said period.

### HISHCC06: The Feudal Society

- The students of our department will learn the basic character of a Feudal Society.
- They will be taught the origins of Feudal Society in Europe.



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- They will be learn the socio-economic condition in Feudal Society.
- They will be taught how the cultural changes took place in Feudal Society.

## **HISHCC07: Akbar and the Making of Mughal India**

- The students will be taught the historiographical sources of Mughal India.
- They will learn the foundation and formation of Mughal India.
- They will learn the rural society and economy of Mughal India.
- They will also learn the religion and cultural dimension in Mughal India.

## **HISHCC08: Renaissance and Reformation**

- The Students will be taught here what is Renaissance and Reformation.
- They will learn the background of the Renaissance and Reformation.
- They will be taught the impact of Renaissance on world Politics.
- They will get a brief knowledge on secular culture and society.

## **HISHCC09: The French Revolution & Napoleon Bonaparte**

- Here the student will get a knowledge of historiography of French Revolution.
- They will learn how several crisis let the path of Revolution.
- They will learn the rise of Napoleon and his Empire.
- They will taught the impact of revolution in outside of France.

## **HISHCC10: 19th Century Revolutions in Europe**

- Here the students will get a brief knowledge on world politic after Napoleon.
- They will learn how the concept of nationalism emerge in world politics.
- They will learn the transformation in society and economy in Nineteen century Europe.

## **HISHCC11: Select Themes in the Colonial Impact on Indian Economy and Society**

- The students are taught here the Colonial State institutions and ideologies.
- They will learn the colonial policies to extort the Indian economy.
- They will learn the Reformism and Revivalism in Hindu culture.
- We take a look at the Islamic reform in India.

## **HISHCC12: Peasant and Tribal Uprisings in Colonial India in the 19th Century**



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- Here the lectures are delivered on the early colonial rule and revenue operations, revenue demands and settlements.
- They will learn how the tribal and peasant movement developed in early colonial period.
- They will learn the Peasant movements in late 19th century, conflict between landlords and tenants.
- We also take a look on the revolutionary potential of Indian peasantry.

## **HISHCC13: International Relations after the Second World War**

- The students will get to know various standpoints of International relations.
- They will appreciate India's role as a non-aligned country in the International relations.
- They will get to know different stages of Cold War and its aftermath.
- They will understand the intricacies and new challenges of the new world order since the fall of the Soviet power.

## **HISHCC14: Modern Nationalism in India**

- Here we deal with the emergence of Nationalism in India and its historiography.
- The students will get a brief knowledge on Gandhian Mass Movements—Non-cooperation, Civil Disobedience, Quit India Movement.
- They will be taught the Roots of Communalism and Communal Award.
- They will be taught how the Pakistan demand took its root.
- They will learn the Partition and its Aftermath.

## **HISHDS01: Modern Transformation of China (1839-1949)**

- Students of the department will learn Modern Transformation of China (1839-1949).

## **HISHDS02: Modern Transformation of Japan**

- Students of the department will have comprehensive understanding of Modern Transformation of Japan.

## **HISHDS03: War and Diplomacy, 1914-1945**

- The Students of the department will learn about War and Diplomacy, 1914-1945.
- They will get to know about the fallout of the failure of diplomacy and democracy.

## **HISHDS04: Pre-colonial South-East Asia**



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- Students will learn history of Pre-colonial South East Asia.
- They will get to understand the closeness of the Indian civilization to the South-East Asian culture.

## **HISHSE01: Art appreciation an introduction to Indian art**

- Students will learn about the essence of Indian Art.
- They will be able to appreciate the aesthetic quality of new modern art and its relation with nationalism in Bengal.
- They will understand and value the tradition of folk art in India.

## **HISHSE02: Colonial Science in India: Institutions and Practices**

- Students will understand how the spread of modern science under the colonial aegis help the colonial rulers to exploit the colony.
- They will understand the sociological perspectives on modern science.
- They will appreciate the contributions of the indigenous scientists to the development of national science.

## **HISHGE01: Theories of the Modern State**

- Students will get to know the origins of the modern state and its main features.
- They will appreciate the notions of liberty, equality and justice.

## **HISHGE02: Science and Empire**

- Students will understand how the spread of modern science under the colonial aegis help the colonial rulers to exploit the colony.
- They will understand the sociological perspectives on modern science.
- They will appreciate the contributions of the indigenous scientists to the development of national science.

## **HISHGE03: Some Perspectives on Women's Rights in India**

- Students will appreciate the struggle of the women for securing their rights in India.
- They will get to know various laws protecting women's rights in India.
- They will understand the limitations of laws and form an opinion about what more can be done.



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### **HISHGE04: Gender & Education in India**

- Students will understand the limited scope for women's education in the Ancient and Middle Ages.
- They will understand the background to and the reasons for the development girls' schools, women's colleges since the 19th century.
- They will appreciate the roles of the personalities like Bethune, Vidyasagar, Rokeya Sakhawat in the sphere of women's education.

## **As per NEP: 2020 syllabus**

### **Course Outcome (CO)**

#### **HISHMJ01: Ancient India from the Earliest Times to 600 BCE**

##### **Unit I**

##### **Module- I Understanding early India**

- The students of this department will have deep knowledge of the idea of Bharatavarsha.
- They will learn different theories and interpretations about the Indian past.
- They will have wide knowledge regarding literary and archaeological sources of ancient Indian history.

##### **Module-II Neolithic to Chalcolithic settlements**

- The students of this department will be well informed about different stage of early civilization.
- They will learn the different aspects of Harrapan civilization, its formation and downfall.





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## Module-III the Aryans in India: Vedic Age

- Students will learn the historiography of the concept of 'Aryan'.
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- Students will get knowledge about the roots of casteism.
- They will learn about the condition of women and society in the ancient past.

### Module II Cults, doctrines, and metaphysics

- Here the students will be aware of the different cults and their doctrines.

### Module III Aspects of the economy in the age of Buddha

- The module helps the students to understand the economic changes in the ancient past and how the second urbanization took place.

### Module IV The cultural milieu

- This module helps the students to develop their knowledge about ancient science, technology, language and literature.

## HISHMJ02: Social Formation and the Culture Patterns of the Ancient World

- Students will learn about the Evolution of Mankind throughout Paleolithic and Mesolithic age.
- They will learn about the beginning of Food production of Human Civilization.
- They will understand the Bronze Age civilization through Egypt, Mesopotamia etc.
- They will be able to know about the Ancient Greece and their socio-cultural, political and economical structure.
- They will understand how the Iron Age comes to effect on human civilization.

## HISMI01: Ancient India



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- Students will learn about the prehistoric times in the Indian sub-continent.
- They will learn about the ancient Indian political, social, economic, and cultural history.
- They will understand that ancient Indian society was not static.
- They will be able to appreciate the high culture of the classical age of ancient India.
- They will understand that India was a multireligious country even before the advent of Islam in the subcontinent.

## **HISMI02: Medieval India**

- Students will learn about the political, social, economic, and cultural history of the Sultanate and Mughal rule in India.
- They will be able to appreciate the high Persianate culture of the medieval times.
- They will be able to analyze the economic and socio-cultural character of the pre-modern states that rose on the pillars of agricultural growth.
- They will be able to discern the areas of conflict and the areas of the confluence of Indian and Perso-Islamic cultures.

## **HISSEC01: Art appreciation an introduction to Indian art**

- Students will learn about the essence of Indian Art.
- They will be able to appreciate the aesthetic quality of new modern art and its relation with nationalism in Bengal.
- They will understand and value the tradition of folk art in India.

## **HISSEC02: Archives and Museums in India**

- Students will acquire the knowledge about the archives.
- They will be able to gather knowledge about the museum.



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