

PROGRAM LEARNING OUTCOMES IN ECONOMICS:

The broad programme learning outcomes in Economics are:

1. Get an understanding of basic economic theory
2. Learn the mathematical and statistical techniques necessary for a proper
3. understanding of the discipline
4. Get an introduction to real world economic issues and problems facing the
5. country and the world
6. Gain an understanding of proper policy responses to economic problems
7. Get trained to collect primary data and learn sampling techniques
8. Learn to use scientific empirical methods to arrive at conclusions about the
9. validity of economic theories; 10. Get trained in the art of economic modelling.

THE BROAD PROGRAMME LEARNING OUTCOMES OF COMMERCE:

The various learning outcomes of the programme are mentioned below:

- i. Bachelor's Degree in Commerce results in giving comprehensive knowledge of Marketing, Human Resource Management, Business and Corporate Law, Economics, Finance, Accounting, Management, Tax and several other branches of Commerce that includes Investment, Insurance, and Banking. Thus, this programme helps students in building a concrete footing for advanced studies in Commerce and to stand with the requirement of business sector, insurance, banking seeking youth fit for employment.
- ii. Students undergoing this programme will be equipped to the world of work, particularly, work of the future. The student will get a first-hand exposure of working in the real world.
- iii. Students completing this programme will be able to develop managerial knowledge and tactical dexterity, with a broader skill set and encourages them to seek out audacious, innovative solutions for today's business.
- iv. Completion of this programme will also enable the students to formulate business problems and provide innovative solutions thus, molding them into future visionaries, management leaders that are compassionate yet efficient.
- v. The course provides an extreme and rigorous base for teaching, research, and allied business administrations.

THE BROAD AIMS OF BACHELOR'S DEGREE PROGRAMME IN BOTANY ARE:

1. Students will be able to understand and explain different specializations of Botany such as systematics, evolution, ecology, developmental biology, physiology, biochemistry, plant interactions with microbes and insects, morphology, anatomy, reproduction, genetics, cell and molecular biology of plants.
2. Students will be trained in various analytical techniques of plant biology, use of plants as industrial resources or as support system for human livelihood and will be well versed with the use of transgenic technologies for both basic and applied research in plants.
3. Students will be able to identify various life forms of plants, design and execute experiments related to basic studies on evolution, ecology, developmental biology, physiology, biochemistry, plant interactions with microbes and insects, morphology, anatomy, reproduction, genetics, microbiology, molecular biology, recombinant DNA technology, transgenic technology. Students are also familiarized with the use of bioinformatics tools and databases and in the application of statistics to biological data.
4. Students will acquire core competency in the subject Botany and in allied subject areas.
5. They will be able to use the evidence based comparative studies approach to explain the evolution of organism and understand the genetic diversity and its significance.
6. The students will be able to explain various physiological and metabolic processes unique to plants.
7. They would be able to elaborate on the concepts of gene, genome and the molecular processes of replication, transcription and translation.
8. They will be able to understand adaptation, development and behaviour of different forms of life.
9. The students will get an understanding of functioning of ecosystem and tracing the energy pyramids through nutrient flow.
10. Students will be able to demonstrate the experimental techniques and methods in plant sciences and have innovative research ideas.

THE BROAD AIMS OF BACHELOR'S DEGREE PROGRAMME IN CHEMISTRY ARE:

The student graduating with the Degree B.Sc. (Honours/Research) in Chemistry should be able to understand:

- (i) Core competency: Students will acquire core competency in the subject Chemistry, and in allied subject areas.

(ii) Systematic and coherent understanding of the fundamental concepts in Physical chemistry, Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, and all other related allied chemistry subjects.

(iii) Students will be able to understand use the evidence based comparative chemistry approach to explain the chemical synthesis and analysis.

(iv) The students will be able to understand understand the characterization of materials.

(v) Students will be able to understand understand the basic principle of equipment, instruments used in the chemistry laboratory.

(vi) Students will be able to understand demonstrate the experimental techniques and methods of their area of specialization in Chemistry.

(vii) Disciplinary knowledge and skill: A graduate student are expected to be capable of demonstrating comprehensive knowledge and understanding of both theoretical and experimental/applied chemistry knowledge in various fields of interest like Analytical Chemistry, Physical Chemistry, Inorganic Chemistry, Organic Chemistry, Material Chemistry, etc. Further, the student will be capable of using of advanced instruments and related soft-wares for in-depth characterization of materials/chemical analysis and separation technology.

(viii) Skilled communicator: The course curriculum incorporates basics and advanced training in order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

(ix) Critical thinker and problem solver: The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical using basic chemistry knowledge and concepts.

(x) Sense of inquiry: It is expected that the course curriculum will develop an inquisitive characteristic among the students through appropriate questions, planning and reporting experimental investigation.

(xi) Team player: The course curriculum has been designed to provide opportunity to act as team player by contributing in laboratory, field-based situation and industry.

(xii) Skilled project manager: The course curriculum has been designed in such a manner as to enabling a graduate student to become a skilled project manager by acquiring knowledge about chemistry project management, writing, planning, study of ethical standards and rules and regulations pertaining to scientific project operation.

(xiii) Digitally literate: The course curriculum has been so designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of chemical simulation software and related computational work.

(xiv) Ethical awareness/reasoning: A graduate student requires to understand and develop ethical awareness/reasoning which the course curriculum adequately provide.

(xv) Lifelong learner: The course curriculum is designed to inculcate a habit of learning continuously through use of advanced ICT technique and other available techniques/books/journals for personal academic growth as well as for increasing employability opportunity.

THE BROAD PROGRAMME LEARNING OUTCOMES IN MATHEMATICS ARE:

i. Bachelor's degree in mathematics is the culmination of in-depth knowledge of algebra, calculus, geometry, Mechanics and several other branches of mathematics. This also leads to study of related areas like computer science and statistics. Thus, this programme helps learners in building a solid foundation for higher studies in mathematics.

ii. The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilised in modelling and solving real life problems.

iii. Students undergoing this programme learn to logically question assertions, to recognise patterns and to distinguish between essential and irrelevant aspects of problems. They also share ideas and insights while seeking and benefitting from knowledge and insight of others. This helps them to learn behave responsibly in a rapidly changing interdependent society.

iv. Students completing this programme will be able to present mathematics clearly and precisely, make vague ideas precise by formulating them in the language of mathematics, describe mathematical ideas from multiple perspectives and explain fundamental concepts of mathematics to non-mathematicians.

v. Completion of this programme will also enable the learners to join teaching profession in primary and secondary schools.

vi. This programme will also help students to enhance their employability for government jobs, jobs in banking, insurance and investment sectors, data analyst jobs and jobs in various other public and private enterprises

THE BROAD AIMS OF BACHELOR'S DEGREE PROGRAMME IN PHYSICS ARE:

The student graduating with the Degree Honours/Research in Physics would be able to:

(i) Core competency: Students will acquire core competency in the subject Physics, and in allied subject areas.

(ii) Systematic and coherent understanding of the fundamental concepts in Physics and other related allied Physics subjects.

(iii) Students will be able to use the evidence based comparative Physics approach to explain the scientific and technological problems.

(iv) The students will be able to understand the laws of nature.

(v) Students will be able to understand the basic principle of equipment, instruments used in the Physics laboratory.

(vi) Students will be able to demonstrate the experimental techniques and methods of their area of specialization in Physics.

(vii) Disciplinary knowledge and skill: A graduate student are expected to be capable of demonstrating comprehensive knowledge and understanding of both theoretical and experimental/applied Physics knowledge in various fields of interest like Mathematical Physics, Thermal and Statistical Physics, Electromagnetism, Waves and Optics, Analog and Digital Electronics, Modern Physics, Quantum Mechanics, Solid State Physics, Nuclear and Particle Physics, Classical Dynamics, Experimental Techniques, Devices and Instruments, etc.

(viii) Skilled communicator: The course curriculum incorporates basics and advanced training in order to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

(ix) Critical thinker and problem solver: The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical using basic Physics knowledge and concepts.

(x) Sense of inquiry: It is expected that the course curriculum will develop an inquisitive characteristic among the students through appropriate questions, planning and reporting experimental investigation.

(xi) Team player: The course curriculum has been designed to provide opportunity to act as team player by contributing in laboratory, field-based situation and industry.

(xii) Skilled project manager: The course curriculum has been designed in such a manner as to enable a graduate student to become a skilled project manager by acquiring knowledge about Physics project management, writing, planning, study of ethical standards and rules and regulations pertaining to scientific project operation.

(xiii) Digitally literate: The course curriculum has been so designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of simulation software and related computational work.

(xiv) Ethical awareness/reasoning: A graduate student requires to understand and develop ethical awareness/reasoning which the course curriculum adequately provide.

(xv) Lifelong learner: The course curriculum is designed to inculcate a habit of learning continuously through use of advanced ICT technique and other available techniques/books/journals for personal academic growth as well as for increasing employability opportunity.

PROGRAMM LEARNING OUTCOMES IN ZOOLOGY :

The programme learning outcomes relating to Honours/Research Degree in Zoology: Knowledge and Understanding Demonstrate:

(i) in-depth knowledge and understanding about the fundamental concepts, principles and processes underlying the academic field of Zoology and its different subfields (animal diversity, principles of ecology, comparative anatomy and developmental biology of vertebrates, physiology and biochemistry, genetics and evolutionary biology, animal biotechnology, applied Zoology, aquatic biology, immunology, reproductive biology, and insect, vectors and diseases, apiculture, aquarium fish keeping, medical diagnostics, and sericulture)

(ii) procedural knowledge that creates different types of professionals in the field of Zoology and related fields such as, apiculture, aquarium fish keeping, medical diagnostics, and sericulture, etc.

(iii) skills related to specialization areas within Zoology as well as within subfields of Zoology, including broader interdisciplinary subfields (Chemistry, Physics and Mathematics). Over the years, Zoologists were able to find many differences within the same breed of an animal species. As a Zoology professional one can study extinct animals by specializing in Paleozoology, on the different types of birds in Ornithology opt for studying Herpetology and Arachnology, the branches dealing with the study of snakes and spiders, respectively or Appreciate the complexity of life processes, their molecular, cellular and physiological processes, their genetics, evolution and behaviour and their interrelationships with the environment. Study concepts, principles and theories related with animal behaviour and welfare. Understand and interpret data to reach a conclusion Design and conduct experiments to test a hypothesis. Understand scientific principles underlying animal health, management and welfare. Accept the legal restrictions & ethical considerations placed for animal welfare. Understand fundamental aspects of animal science relating to management of animals. The core courses would fortify the students with in-depth subject knowledge concurrently; the discipline specific electives will add additional knowledge about applied aspects of the program as well as its applicability in both academia and industry. Generic electives will introduce integration among various interdisciplinary courses. The skill enhancement courses would further add additional skills related to the subject as well as other than subject. In brief, the students graduated with this type of curriculum would be able to disseminate subject knowledge along with necessary skills to suffice their capabilities for academia, entrepreneurship and Industry. For each syllabus, the course content has been divided into four units with a breakup of the topics to be covered to provide the students better understanding of the main theme represented in the title of each unit. Such type of design is to indicate the breadth of content to be taught thus ensuring more or less uniform coverage of information on a certain theme. The teacher

has to take up the contents in such a manner by asking questions and answering them that the whole process appears to be an interesting narrative with topics falling in line rather than appearing as unrelated complex terms. Learning will be more enjoyable and imbibing if appropriate examples are cited from our daily lives.

THE BROAD PROGRAMME LEARNING OUTCOMES IN ANTHROPOLOGY ARE:

1. The outcomes and attributes described in qualification descriptors are attained by learners 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 specify the intended outcomes from that programme of study which must be achieved for the award of a specific degree. The programme learning outcomes are aligned with the relevant qualification descriptors.
2. Programme learning outcomes are quite broad and are designed to capture the knowledge, skills, attitudes and values that are acquired through a programme of study. Programme learning outcomes will include disciplinary-area specific skills that a programme cultivates and generic skills, including transferable global skills and competencies, the achievement of which the students of specific programme of study should be able to demonstrate on completion of the UG programme of study for the award of the graduate degree qualification. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. Programme learning outcomes outline the minimum essential learning required to successfully complete a programme of study. They also help ensure comparability of learning levels and academic standards across colleges/universities and provide a broad picture of the level of competence of graduates/postgraduates of a given programme of study. A programme of study may be mono-disciplinary, multi-disciplinary or inter-disciplinary.
3. Some examples of desirable learning outcomes (disciplinary-area specific skills, generic skills and attributes) that an undergraduate student of Anthropology should be able to: Demonstrate a fundamental or coherent understanding of the academic field of Anthropology, its different branches and applications, and its linkages with related disciplinary areas/subjects; and (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Anthropology, including professionals engaged in research and development, teaching and government/public service.
4. Demonstrate the ability to use the knowledge of Anthropology in formulating and tackling Anthropology-related problems and identifying and applying appropriate anthropological principles and methodologies to solve a wide range of problems associated with Anthropology.
5. Plan and execute Anthropology-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software, and report accurately the findings of the experiment/field investigations.

6. Demonstrate relevant generic skills and global competencies such as (i) problem-solving skills that are required to solve different types of Anthropology-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Anthropology-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) ICT skills; and (v) personal skills such as the ability to work both independently and in a group.

7. Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behaviour such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii) the ability to identify the potential ethical issues in work-related situations; and (iii) promoting safe learning and working environment.

THE PROGRAMME LEARNING OUTCOMES RELATING TO HONOURS/RESEARCH DEGREE IN GEOGRAPHY:

1. Demonstrating the understanding of basic concepts in geography.
2. Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
3. Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.
4. Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
5. Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration.
6. It is also suggested that after the completion of FYUGP Hons./Research, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society

THE BROAD PROGRAMME LEARNING OUTCOMES IN HISTORY ARE:

The list below provides a synoptic overview of possible career paths provided by the undergraduate training in history from the Ranchi University, Ranchi:

1. Teaching
2. Research

3. Politics
4. Journalism
5. Media
6. Performing Arts
7. International Relations
8. Administration
9. Social Work
10. Law
11. Management
12. Policy Making
13. Human Resource Development

THE BROAD PROGRAMME LEARNING OUTCOMES IN POLITICAL SCIENCE ARE:

1. The students who opt for Bachelor's Degree Programme in Political Science generally are the ones who wish to get exposed to the core of several disciplines instead of moving towards specialization in one.
2. As the students are from a diverse disciplinary background, the course has been designed to teach them the core areas of Political Science such as political theory, Indian constitution and international relations.
3. The aim is not just to impart factual and theoretical information but also to develop critical thinking on political issues and phenomena.
4. The course contains a mixed bag of discipline-centric, interdisciplinary and skill-based modules. This will lay a strong foundation enabling students to pursue higher studies and research in the discipline as well as skills and techniques to get employment.
5. The course module seeks to enlighten the students about the functioning of the Indian Political System and how India manages its broad national interests in global politics.
6. The objective of the course is to educate students so that they become informed, reflective, active and responsible citizens of India.

THE LEARNERS WHO COMPLETE FYUGP OF FULL-TIME UNDERGRADUATE PROGRAMME IN PSYCHOLOGY WOULD EARN A BACHELOR'S DEGREE HONOURS/RESEARCH.

Academic Competence

1. Disciplinary knowledge and methods including data analysis and computer literacy.
 2. Basic professional skills pertaining to psychological testing, assessment and counselling.
 3. Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrialorganizational, clinical, counselling, health, educational, social, community).
 4. Ability to relate and connect concepts with personal experiences and using critical thinking.
 5. Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
 6. Ability to use various e-resources and social media and negotiating with technological challenges.
 7. Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
 8. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.
- Personal & Behavioural Competence
1. Self-development, health and hygiene, self-regulation skills.
 2. Developing positive attributes such as empathy, compassion, social participation, and accountability.
 3. Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
 4. Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
 5. Appreciating and tolerating different perspectives.
 6. Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.
- Social Competence
1. Collaboration, cooperation and realizing the power of groups and community.
 2. Analysing social problems and understanding social dynamics.
 3. Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
 4. Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc).
 5. Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
 6. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

THE BROAD PROGRAMME LEARNING OUTCOMES IN SOCIOLOGY ARE:

(i) Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool-kit of the discipline.

(ii) The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.

(iii) Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.

(iv) They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.

(v) A Sociology graduate is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.

(vi) Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices.

(vii) Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual.

(viii) Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action.

(ix) A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.

(x) Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence.

(xi) It is a cosmopolitan science that is positive and nor

THE BROAD PROGRAMME LEARNING OUTCOMES IN BENGALI ARE:

1. Develop communication skills in the chosen language and help to acquire a broad understanding of the society, history and culture within which the language has developed and are used Integrate knowledge of social and political institutions, historical events, and cultural movements into the acquisition of the ability for critical understanding of literature.

2. Enable students to attain the linguistic skill for domain specific writings and critical writings.

3. Equip students to continue their studies in a postgraduate programme in language, literary, cultural and comparative studies.

4. Provide students with the competences necessary to immediately enter professional life for a variety of employment opportunities (in translation, interpretation, creative writing, official writing, language teaching at the school and equivalent levels, publishing, print and electronic media, journalistic writings, script writing, film criticism, manuscriptology and in other emerging areas where knowledge of a language is either required or seen as an advantage).

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN ENGLISH:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons/Research) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study.

To this extent, FYUGP in English is committed to allowing for flexibility and innovation in

(i) programme design and syllabi development by higher education institutions (HEIs),

(ii) teachinglearning process,

(iii) assessment of student learning levels, and

(iv) periodic programme review within institutional parameters as well as FYUGP guidelines,

(v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The FYUGP for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is actually learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values. Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN HINDI:

स्नातक हिंदी (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है—

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के संबध में एक स्पष्ट समझ विकसित हो सके।
2. हिंदी साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के संबंध में पर्याप्त जानकारी मिल सके।
3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना।
4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना।
5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे कि हिंदी साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके।
7. आधुनिक संदर्भों में तकनीकी संसाधनों को इस्तमाल करते हुए हिंदी साहित्य की जानकारी देना।
8. प्रत्येक स्तर पर जीवन मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना।

9. विद्यार्थी में लेखन, वाचन और श्रवण के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके।

10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग तलाशना।

11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिपेक्ष्य में हिंदी साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके। विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक कार्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें।

12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना भी हिंदी साहित्य के अध्ययन का प्रमुख उद्देश्य है।

THE BROAD AIMS OF THE LOCF FOR PHILOSOPHY ARE TO:

i. help formulate graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes that are expected to be demonstrated by a graduate;

ii. understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy.

iii. develop the idea of creating new theories of metaphysics and epistemology and ethics and logic and aesthetics

iv. critically analyses the hypothesis, theories, techniques and definitions offered by philosophers

v. utilize philosophy to understand social realities and problems and to come up with ideal solutions to them

vi. identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature vii. understand and appreciate the foundational nature of philosophy. To provide knowledge and skill to the students' thus enabling them to undertake further studies in Philosophy in related areas or multidisciplinary areas that can be helpful for self-employment/ entrepreneurship.

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN KHORTHA:

स्नातक खोरठा (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है :-

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के सम्बन्ध में स्पष्ट समझ विकसित हो सके।

2. खोरठा साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के सम्बन्ध में पर्याप्त जानकारी मिल सके।

3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना।

4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना।

5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे खोरठा साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके।
7. आधुनिक संदर्भ में तकनीकी संसाधनों को इस्तेमाल करते हुए खोरठा साहित्य की जानकारी देना।
8. प्रत्येक स्तर पर जीवन के मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना।
9. विद्यार्थी में श्रवण, लेखन और वचन के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके।
10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग को तलाशना।
11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिप्रेक्ष्य में खोरठा साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके। विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक पाठ्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें।
12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना।
13. भारतीय साहित्य के वाङ्मय में खोरठा भाषा को स्थापित करना।
14. मातृभाषा, मातृभूमि की सेवा प्रेम को अटूट बनाना।
15. ग्रामीण एवं शहर के विद्यार्थियों को शैक्षणिक एवं साहित्यिक दृष्टिकोण से मजबूत बनाते हुए राष्ट्रीय एकता की भावना से जोड़ना।

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN KURUKH:

स्नातक कुडुख (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है :-

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के सम्बन्ध में स्पष्ट समझ विकसित हो सके।
2. कुडुख साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के सम्बन्ध में पर्याप्त जानकारी मिल सके।
3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना।
4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना।
5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे कुडुख साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके।
7. आधुनिक संदर्भ में तकनीकी संसाधनों को इस्तेमाल करते हुए कुडुख साहित्य की जानकारी देना।
8. प्रत्येक स्तर पर जीवन के मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना।

9. विद्यार्थी में श्रवण, लेखन और वचन के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके।

10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग को तलाशना।

11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिप्रेक्ष्य में खोरटा साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके। विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक पाठ्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें।

12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना भी कुँडुख साहित्य के अध्ययन का प्रमुख उद्देश्य है।

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN KURMALI:

स्नातक कुरमाली (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है :-

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के सम्बन्ध में स्पष्ट समझ विकसित हो सके।
2. कुरमाली साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के सम्बन्ध में पर्याप्त जानकारी मिल सके।
3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना।
4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना।
5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे कुरमाली साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके।
7. आधुनिक संदर्भ में तकनीकी संसाधनों को इस्तेमाल करते हुए कुरमाली साहित्य की जानकारी देना।
8. प्रत्येक स्तर पर जीवन के मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना।
9. विद्यार्थी में श्रवण, लेखन और वचन के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके।
10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग को तलाशना।
11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिप्रेक्ष्य में कुरमाली साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके। विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक पाठ्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें।
12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना।
13. भारतीय साहित्य के वाङ्मय में कुरमाली भाषा को स्थापित करना।

14 मातृभाषा, मातृभूमि की सेवा प्रेम को अटूट बनाना ।

15. ग्रामीण एवं शहर के विद्यार्थियों को शैक्षणिक एवं साहित्यिक दृष्टिकोण से मजबूत बनाते हुए राष्ट्रीय एकता की भावना से जोड़ना ।

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN MUNDARI:

स्नातक मुण्डारी (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है :-

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के सम्बन्ध में स्पष्ट समझ विकसित हो सके ।
2. मुण्डारी साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के सम्बन्ध में पर्याप्त जानकारी मिल सके ।
3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना ।
4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना ।
5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके ।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे मुण्डारी साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके ।
7. आधुनिक संदर्भ में तकनीकी संसाधनों को इस्तेमाल करते हुए मुण्डारी साहित्य की जानकारी देना ।
8. प्रत्येक स्तर पर जीवन के मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना ।
9. विद्यार्थी में श्रवण, लेखन और वचन के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके ।
10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग को तलाशना ।
11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिप्रेक्ष्य में मुण्डारी साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके । विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक पाठ्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें ।
12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना ।
13. भारतीय साहित्य के वाङ्मय में मुण्डारी भाषा को स्थापित करना ।
- 14 मातृभाषा, मातृभूमि की सेवा प्रेम को अटूट बनाना ।
15. ग्रामीण एवं शहर के विद्यार्थियों को शैक्षणिक एवं साहित्यिक दृष्टिकोण से मजबूत बनाते हुए राष्ट्रीय एकता की भावना से जोड़ना ।

LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING IN NAGPURI:

स्नातक नागपुरी (प्रतिष्ठा) कार्यक्रम से संबद्ध अधिगम परिणाम इस प्रकार है :-

1. साहित्य संप्रेषण के आधार बिंदुओं की जानकारी देना ताकि साहित्य के सम्बन्ध में स्पष्ट समझ विकसित हो सके ।

2. नागपुरी साहित्य और भाषा का व्यवस्थित और तर्कसंगत ज्ञान कराना ताकि उसके सैद्धांतिक पक्ष और साहित्यिक विकास के सम्बन्ध में पर्याप्त जानकारी मिल सके।
3. साहित्य की विभिन्न विधाओं को पाने की योग्यता का विकास करना।
4. साहित्य लेखन की विविध शैली और समीक्षात्मक दृष्टि का विकास करना।
5. स्थानीय, राष्ट्रीय और वैश्विक सांस्कृतिकता के वृहद संजाल के बारे में जानकारी देना ताकि विद्यार्थी में साहित्यिक मूल्यांकन की योग्यता विकसित हो सके।
6. समीच्य दृष्टि और व्यवस्थित वैचारिकी का प्रदर्शन करना जिससे नागपुरी साहित्य के अध्ययन के प्रति जिज्ञासा और प्रश्न उत्पन्न हो सके।
7. आधुनिक संदर्भ में तकनीकी संसाधनों को इस्तेमाल करते हुए नागपुरी साहित्य की जानकारी देना।
8. प्रत्येक स्तर पर जीवन के मूल्यों और साहित्यिक मूल्यों का निर्धारण करने की क्षमता और ज्ञान का विकास करना।
9. विद्यार्थी में श्रवण, लेखन और वचन के साथ-साथ कल्पनाशक्ति का विकास करना जिससे कि उसके समग्र व्यक्तित्व में निखार आ सके।
10. साहित्य के अध्ययन के बाद रोजगार के विभिन्न क्षेत्रों की पहचान करते हुए रोजगार के नए मार्ग को तलाशना।
11. वर्तमान युग सूचना क्रांति का युग है जिसमें अभिव्यक्ति की प्रधानता है ऐसे में तकनीकी के विकास ने साहित्य संचरण को अत्यंत सुगम बना दिया है इसी के परिप्रेक्ष्य में नागपुरी साहित्य लेखन और अनुवाद का मंच प्रदान करना जिसका उपयोग कर जनसंचार से लेकर व्यक्तित्व विकास तक में विद्यार्थी निष्णात हो सके। विद्यार्थी की रुचियों को एक व्यवस्थित रूप देना और उन्हें विभिन्न विधाओं में से चयन की स्वतंत्रता प्रदान करना ताकि वे स्नातक पाठ्यक्रम के पूर्ण होने के बाद खुद ही साहित्य के विभिन्न क्षेत्रों में से अपनी रुचि के अनुसार चयन कर सकें।
12. भारत के साहित्यिक, सांस्कृतिक और भाषाई विविधता को जानने के प्रति जागरूकता पैदा करना।
13. भारतीय साहित्य के वाङ्मय में नागपुरी भाषा को स्थापित करना।
14. मातृभाषा, मातृभूमि की सेवा प्रेम को अटूट बनाना।
15. ग्रामीण एवं शहर के विद्यार्थियों को शैक्षणिक एवं साहित्यिक दृष्टिकोण से मजबूत बनाते हुए राष्ट्रीय एकता की भावना से जोड़ना।