

COURSE OUTCOMES AND PROGRAMME OUTCOMES

(under National Curriculum and Credit Framework for Undergraduate Studies)

The *National Curriculum and Credit Framework (NCCF) for Undergraduate Courses* as outlined by UGC was adopted by the affiliating University i.e. Kazi Nazrul University from the academic session 2023-24.

We already know that the Course Outcomes (Cos) and Programme outcomes (POs) are statements that describe what a student should be able to do or know by the end of a Course or a Programme respectively. They are a way to measure the impact of the Courses and Programme on a student's knowledge, skills, and attitudes. Thus, the Course Outcomes and Programme Outcomes for the different disciplines offered by the college under NCCF were formulated in tune with the **Graduate Attributes** as envisaged by UGC. These are stated as follows:

Type of learning outcomes (Course Outcomes)	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of:
	Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
	Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
	Capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.

Source: Adopted from National Curriculum and Credit Framework (NCCF) for Undergraduate Courses, UGC

Type of learning outcomes (Programme Outcomes)	The Learning outcomes descriptors
<i>Complex problem-solving</i>	The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
<i>Critical thinking</i>	<p>The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
<i>Creativity</i>	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
<i>Communication Skills</i>	<p>The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct

	<p>technical language related to a field of learning, work/vocation, or an area of professional practice,</p> <ul style="list-style-type: none"> • and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
<i>Analytical reasoning/thinking</i>	<p>The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
<i>Research-related skills</i>	<p>The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
<i>Coordinating/collaborating with others</i>	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

<i>Leadership readiness/qualities</i>	<p>The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
<i>Learning how to learn skills</i>	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/skill development/reskilling, • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner,
<i>Digital and technological skills</i>	<p>The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
<i>Multicultural competence and inclusive spirit</i>	<p>The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.

<p><i>Value inculcation</i></p>	<p>The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work, and follow ethical practices.
<p><i>Autonomy, responsibility, and accountability</i></p>	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
<p><i>Environmental awareness and action</i></p>	<p>The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental

	<p>degradation, climate change, and pollution,</p> <ul style="list-style-type: none"> • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
<i>Community engagement and service</i>	The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.
<i>Empathy</i>	The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

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