



GOVERNMENT (AUTONOMOUS) GIRLS POST GRADUATE COLLEGE OF EXCELLENCE, SAGAR (M.P.)

(NAAC 'A' Grade Accredited)

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Introduction

Graduate attributes are the distinct characteristics that individuals are expected to cultivate through higher education, including knowledge, skills, attitudes, and values. These attributes improve one's capacity to broaden existing knowledge, acquire new skills, excel in careers, pursue further education, and contribute responsibly to society. They define the essential elements of a university degree program and cover competencies that are relevant across different subjects and program settings. These attributes are fostered through meaningful learning experiences, including the curriculum, overall university environment, and critical reflection. The curriculum framework, focusing on learning outcomes, recognizes the uniqueness of each student and graduate, considering their prior learning, life experiences, learning styles, and future career goals. The quality and variety of experiences offered by higher education institutions shape the development of these attributes. Graduate attributes include both specialized disciplinary knowledge and universal skills and global competencies that students in various academic fields should acquire and display.



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GRADUATE ATTRIBUTES

Disciplinary knowledge:

Able to show a deep understanding and proficiency in one or more subjects within a college curriculum.

Problem-solving:

The ability to take what one has learned and use their skills to solve new and unfamiliar problems, instead of just repeating what they have been taught in the curriculum; and applying their learning to real-world situations.

Communication Skills:

Successfully conveying thoughts and ideas through writing and speech, effectively communicating with others using suitable mediums, confidently expressing one's opinions, and showcasing attentive listening, analytical reading, and the skill to present complex information clearly and concisely to various audiences.

Research-related skills:

Having a curious mindset and the skill to ask pertinent questions, challenge assumptions, combine information, and clearly express



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thoughts; Capacity to identify cause-and-effect connections, identify issues, develop theories, assess them, analyze and interpret data, draw insights, create hypotheses, predict outcomes; skill to design, carry out, and communicate the outcomes of an experiment or research.

Critical thinking:

The ability to use critical thinking to assess information, analyze evidence, and evaluate arguments based on facts. This includes recognizing underlying assumptions, constructing logical arguments, and reviewing practices, policies, and theories using a scientific method.

Analytical reasoning:

Having the skills to assess the trustworthiness and significance of evidence, spot logical errors and gaps in others' arguments, interpret and combine information from different sources, make sound conclusions backed by evidence and examples, and consider opposing perspectives are all crucial abilities.



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Multicultural competence:

Understand the different values and beliefs of various cultures and have a global outlook, being able to thrive in a multicultural society and interact respectfully with diverse groups.

Cooperation/Teamwork:

Capability to collaborate efficiently and respectfully with a variety of teams; promoting unity and coordination among group members, and joining forces to achieve a shared goal while contributing effectively as a team member.

Self-directed learning:

Having the skill to work on your own, determine the necessary resources for a project, and successfully oversee the project until it is finished.

Scientific reasoning:

Capability to analyze, interpret, and make conclusions based on quantitative and qualitative data, as well as critically evaluate ideas, evidence, and experiences from a rational and open-minded standpoint.

Reflective thinking:



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Having a critical awareness of one's own experiences and the society in which they occur, with an emphasis on self-reflection and understanding.

Leadership readiness/qualities:

The ability to identify and organize team or organizational tasks, establish a clear direction, create a compelling vision, develop a team to work towards the vision, inspire team members to be invested in the vision, and employ management skills to lead individuals effectively towards their goals with ease and efficiency.

Lifelong learning:

The capacity to gain knowledge and expertise, which includes the ability to "learn how to learn," is crucial for engaging in lifelong learning activities. This can be achieved through autonomous and self-guided learning focused on individual growth, fulfilling economic, social, and cultural goals, and adjusting to evolving job requirements by enhancing knowledge and skills or acquiring new ones.

Moral and ethical awareness/reasoning:

Proficiency in integrating moral and ethical principles into personal conduct, constructing arguments on ethical dilemmas from various



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viewpoints, and implementing ethical standards in tasks. Proficient in recognizing ethical concerns in work, refraining from dishonest practices like data manipulation and plagiarism, respecting intellectual property rights, valuing environmental sustainability, and behaving objectively, impartially, and honestly in all endeavors.

Source: https://www.ugc.gov.in/pdfnews/4598476_LOCF-UG.pdf

