

Benchmarking University of Kerala: No 2

# Graduate Attributes



**Internal Quality Assurance Cell (IQAC)**  
**University of Kerala**  
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## **BENCH MARK REPORTS**

As per the goals and functions of IQAC defined by UGC, development and application of quality benchmark and parameters has prime importance. Towards this end, IQAC of University of Kerala is engaged in compiling a bench mark series that helps the stake holders of the University to understand different facets of the University system in contrast to local & global peers.

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*Compiled by the IQAC, University of Kerala, 2015*



## Graduate Attributes

### 1. University of Kerala<sup>1</sup>

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

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*1. Other universities in Kerala are not known to have articulated the graduate attributes, to the best of the knowledge of the compiler*



## **2. Government College for Women, Thiruvananthapuram**

- Rigorous academic learning: Students in the College are equipped with the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world. The authority of Government College for Women takes all measures to avoid loss of class hours.
- Self-reliance: Every effort is made to equip the girl students with confidence, capability, assurance, independence and enterprise so as to enable them to fulfil their personal and career aspirations. Various clubs and associations act as driving force in the endeavor to create a community of self-reliant women in the campus. A Career Guidance & Placement Cell is functioning in the college for the effective placement of students.
- Engaged citizenship: It is our goal to make the students accustomed to contemporary, social and cultural issues so that they make meaningful contributions to local, national and global communities. Various seminars and discussions organized by the college and different associations in the college ensure that students of Govt. College for Women fulfil the role of a good and engaged citizen.
- Social responsibility: Students are expected to be aware of generally accepted norms of ethical behavior and are encouraged to act in a socially responsible manner both in the campus and other settings.



### **3. Amal Jyothi College of Engineering, Kanjirapally**

- Engineering Knowledge
- Problem Analysis
- Design/ Development of Solutions to problems
- Conduct Investigations of Complex Problems
- Modern tool usage
- Understanding of the role of Engineers in Society
- Concerns for Environment and Sustainability
- Response to Ethics in life and Social issues
- Capability for Individual and team work
- Good Communication skills
- Efficient Project management and finance
- Motivation for Lifelong learning

The Graduate Attributes are attained through the various activities designed and implemented in the College such as:

- Co-curricular and extracurricular activities
- Workshops, seminars, skill development programmes
- Industry-academia Interface
- Activities of clubs and associations
- Sports and games
- Finishing school and PD programme
- Activities of Departmental students' association and college union
- Resurgence education and value clarification sessions
- Campus Community activities and outreach programme



## 4. PSG College of Engineering, Coimbatore

### Graduates Attributes

- a. **Engineering Knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation to the solution of complex engineering problems.
- b. **Problem analysis:** Identify, formulate, research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- c. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- d. **Modern Tool Usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
- e. **The Engineer and Society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- f. **Environment and Sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
- g. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- h. **Individual and Team Work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- i. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- j. **Project Management and Finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- k. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



## 5. Mohanlal Sukhadia University, Udaipur

1. Rational and in-depth knowledge of the individual discipline since the university firmly believes that luck is nothing but preparedness meeting opportunity. These include the following:

- Comprehensive theoretical and applicatory discipline related knowledge
- Ability to find, discern, evaluate and use information – not just confined to one's own discipline but also for an inter-disciplinary approach
- Translate the acquired knowledge/skills effectively and productively in the workplace

2. Produce self-confident, reliable and articulate graduates which includes the following attributes:

- Good communication skills (written and oral)
- Capacity for critical debate
- Capacity to comfortably and routinely use ICT tools

3. Deep sense of commitment to the environment and a sense of social responsibility. In view of the large number of students who come from tribal and underprivileged backgrounds, the university expects the following :

- Realization of the individual's responsibility in protecting and conserving the environment
- Careful, sparing use of resources without wastage
- Contribution to the community/region of origin by dissemination/application of acquired knowledge and skills

India has a unique position in the world due to the great, vibrant diversity present among its people. In order to be able to give priority to the welfare of the nation as a whole, the university expects its graduates to understand and respect the rights, languages, practices and beliefs of other people thus enriching their own lives and becoming exemplary, productive citizens.



## 6. University of Aberdeen

In accordance with the University's commitment to Equality and Diversity, you can request support with any aspect of the Graduate Attributes framework.

### **Academic excellence**

- In-depth and extensive knowledge, understanding and skills at internationally-recognized levels in their chosen discipline(s);
- A breadth of knowledge, understanding and skills beyond their chosen discipline(s);
- An ability to participate in the creation of new knowledge and understanding through research and inquiry;
- A contextual understanding of past and present knowledge and ideas;
- An intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas

### **Critical thinking and effective communication**

- A capacity for independent, conceptual and creative thinking;
- A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis;
- A capacity for attentive exchange, informed argument and reasoning;
- An ability to communicate effectively for different purposes and in different contexts;
- An ability to work independently and as part of a team;
- A diverse set of transferable and generic skills

### **Learning and personal development**

- An openness to, and an interest in, life-long learning through directed and self-directed study;
- An awareness of personal strengths and weaknesses,
- A capacity for self-reflection, self-discovery and personal development

### **Active citizenship**

- An awareness and appreciation of ethical and moral issues;
- An awareness and appreciation of social and cultural diversity;
- An understanding of social and civic responsibilities, and of the rights of individuals and groups;
- An appreciation of the concepts of enterprise and leadership in all aspects of life;
- A readiness for citizenship in an inclusive society



## 7. Melbourne Institute of Technology

**Communication:** The ability to communicate effectively and appropriately in a range of contexts to achieve high order speaking, listening, reading, writing, numeracy and information technology communication skills.

**Independent and lifelong learning:** A capacity to be a self-directed learner and thinker and to study and work independently. Resulting in continuous learning, resilience, confidence, learning transferable and time management skills and an ability to learn independently.

**Ethics:** Awareness, sensitivity, and commitment to ethics and ethical standards in personal, social, business and professional contexts.

**Analytical and Problem Solving:** The ability to collect, analyze and evaluate information and ideas and to solve problems by thinking clearly, critically and creatively to solve problems and issues using established methods of enquiry.

**Cultural and Global Awareness:** An acknowledgment of and respect for: equality of opportunity; individual and social responsibility; and a recognition and appreciation of other cultures and times recognizing the global context of business.

**Team work Cooperation, Participation and Leadership:** A capacity to relate to, collaborate with, and, where appropriate lead others, and to exchange views and ideas in order to achieve desired outcomes through teamwork, negotiation, conflict resolution, and leadership.

**Specialist knowledge of a field of study:** Comprehensive specialist knowledge of a field of study and defined professional skills ensuring work readiness.



## 8. Imperial College of London

### **Imperial graduates are individuals who:**

- are exceptionally well educated in their field
- are independent learners and critical thinkers
- are able to retrieve, analyze and assimilate complex information
- are able to manage complexity and ambiguity
- have good communication skills
- have critical judgment
- know their personal impact and how it can contribute most effectively in the workplace
- In addition to discipline-specific education and training, the College aims to provide an education that enables students to:
  - have a good general knowledge and understanding of the sciences, including mathematics, and an awareness of the major global scientific challenges
  - understand how individuals from different disciplines approach and solve problems
  - understand the societal, ethical and commercial context in which they operate
  - have business awareness and, where relevant, industrial or commercial experience
  - be enterprising and open to the value of entrepreneurship
  - show integrity and honesty in their professional activities

### **Imperial students should also be able to demonstrate:**

- the ability to be articulate, both orally and in writing, to lay and specialist audiences
- the capacity for attentive exchange, informed persuasive argument and reasoning
- teamwork and leadership skills
- an appreciation of cost and value
- an understanding of risk, uncertainty, failure and success
- networking and negotiating skills
- project and time management proficiency
- a consideration of others in their workplace



## 9. University of Edinburg

Cross-institutional consultation identified three overarching attributes, underpinned by four overlapping clusters of skills and abilities

Each overarching attribute can be understood as a blend of the four overlapping clusters of skills and abilities. The particular skills and abilities that comprise each of these clusters will likely differ by academic discipline.

Each of the overarching attributes and underpinning clusters of skills and abilities exists on a spectrum – students will have their own personal journeys, starting and finishing their University lives at different places on the spectrums, but all students will have opportunity to benefit from the transformative nature of the University experience.

1. Overarching attributes: Three overarching attributes were identified in consultation. Graduates of the University of Edinburgh will have had opportunity to develop and strengthen their approaches to: knowledge and learning; their own development and goals; and the world and environments around them; approaches that distinguish them from others in their lives and work. This has resulted in three overarching attribute statements.

1. Enquiry and Lifelong Learning: Graduates of the University will have developed a core knowledge base in their academic field enhanced by exposure to cutting edge research and the processes of discovery and knowledge generation. This will stimulate a lifelong thirst for knowledge and learning and encourage a pioneering, innovative and independent attitude.

2. Aspiration and Personal Development: Graduates of the University will be able to maximize their potential by utilizing their abilities, academic excellence and justifiable confidence, underpinned by honest self-awareness, to take personal responsibility and grasp opportunities for self-development.

3. Outlook and Engagement: Graduates of the University will possess an international perspective and will draw on the quality and breadth of their University experience to engage effectively with the environments in which they operate – whether that be education, work or society.

Clusters of skills and abilities: The three overarching attributes can each be understood as a blend of four overlapping clusters of skills and abilities. Like the overarching attributes, each cluster exists on a spectrum – capitalizing on the academic and non-academic experiences and communities available at the University enables students to progress along these spectrums in ways that make each journey distinctive.



A. Research and Enquiry: Graduates of the University will be able to create new knowledge and opportunities for learning through the process of research and enquiry.

B. Personal and Intellectual Autonomy: Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

C. Communication: Graduates of the University will recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.

D. Personal Effectiveness: Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate.



## 10. University of Sydney

**SCHOLARSHIP:** An attitude or stance towards knowledge: Graduates of the University will have a scholarly attitude to knowledge and understanding. As Scholars, the University's graduates will be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They will be able to apply their knowledge to solve consequential problems and communicate their knowledge confidently and effectively.

**GLOBAL CITIZENSHIP:** An attitude or stance towards the world: Graduates of the University will be Global Citizens, who will aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities.

**LIFE LONG LEARNING:** An attitude or stance towards themselves: Graduates of the University will be Lifelong Learners committed to and capable of continuous learning and reflection for the purpose of furthering their understanding of the world and their place in it. Each of these overarching attributes can be understood as a combination of five overlapping clusters of skills and abilities.

1. **Research and Inquiry:** Graduates of the University will be able to create new knowledge and understanding through the process of research and inquiry.



2. Information Literacy: Graduates of the University will be able to use information effectively in a range of contexts.
3. Personal and Intellectual Autonomy: Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.
4. Ethical, Social and Professional Understanding: Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.
5. Communication: Graduates of the University will recognize and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning. The particular abilities and skills that comprise each of these five clusters of abilities might be different in different disciplines. As such, it is envisaged that different faculties and disciplines will identify different specific attributes to include under each of these five clusters. Following is an example of the way these attribute clusters might be interpreted by a discipline or faculty.