

Step 4: Description of the degree profile of the new programme or a revised programme in terms of generic and subject-specific competences. Definition of competences and formulation of learning outcomes at programme level.

Express the desired graduate profile in terms of competences and list these, indicating which you consider to be generic and which subject-specific. Formulate programme-level expected learning outcomes, indicating which competence each of them is related to; check for consistency.

Your response:

Competence / Meta-profile element and the competences it comprises	Generic or Subject-Specific?	Definition of the competence / the meta-profile element – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence/ meta-profile element)
1. Life Long Learning Competence	Generic	Ability to learn new concepts through continuous research, higher order thinking skills, problem solving, using feedback for improvement and being a reflective practitioner.	1.1 Practice the professional competences, based on continuous research, as prescribed in NCF by NCTE, for learning and improvement while working in secondary schools. 1.2 Apply concepts based on latest technologies in teaching learning situations organized for secondary school students. 1.3 Design techniques for evaluation of teaching learning processes organized in secondary schools. ...
2. Policy Implementation Competence	Subject Area Related	Awareness about rights of children and Government policies related to education and the ability to implement these policies in teaching learning situations organized for secondary level children/students.	2.1 Use methods and approaches applied across the world for organizing learning experiences for secondary school students keeping rights of children into consideration.
3. Goal Orientation	Generic	Ability to set realistic goals in given	3.1 Select relevant

Competence		situation and to stay focused on the task at hand.	management techniques during mock and real situations created for secondary level students. 3.2 Apply methods and approaches that can help in dealing with the academic and personal problems catering to diversity of secondary level learners.
4. Assessment Competence	Subject Area Related	Ability to select/design and use relevant assessment tools in specific teaching learning situations.	4.1 Design relevant techniques for assessment of teaching learning processes organized for secondary level students. 4.2 Use relevant assessment tools for improvement in teaching learning processes for secondary level students.
5. Managerial and Leadership Competence	Generic	Ability to set goals, take initiatives, work independently as well as in teams, adopt relevant management techniques in specific situations and motivate to achieve the goals.	5.1 Facilitate active involvement of learners for creation and construction of knowledge. 5.2 Use relevant management techniques during mock and real situations in secondary schools.

<p>6. Environmental Consciousness Competence</p>	<p>Generic</p>	<p>Awareness about environmental issues and ability to handle these issues in a responsible manner and make efforts to develop this consciousness in secondary school students.</p>	<p>6.1 Use relevant management technique/s to cater to issues concerning environment with a focus on developing consciousness among secondary level students. 6.2 Appreciate the role of teacher in prevailing socio-cultural and political scenario in general and educational system in particular keeping in view changing global requirements vis a vis the environment.</p>
<p>7. Pedagogy Competence</p>	<p>Subject Area Related</p>	<p>Ability to be a reflective practitioner and facilitator for students in construction of knowledge and make improvements in teaching learning methods used, on the basis of evaluation and feedback.</p>	<p>7.1 Make use of methods and approaches used across the world for organizing learning experiences for secondary school students keeping rights of children in consideration. 7.2 Incorporate concepts based on latest technologies in teaching and learning situations in secondary schools. 7.3 Use variety of assessment tools for evaluation of</p>

			teaching learning processes in secondary schools.
8. Communication Competence	Generic	Ability to interact and share ideas, knowledge and feelings and have command over language of instruction.	<p>8.1 Demonstrate all 4 skills of communication while working at secondary schools and in life.</p> <p>8.2 Appreciate the value of communication in teaching and learning and catering to educational and personal problems of secondary school students.</p>
9. Inclusion Competence	<u>Generic</u>	Ability to respect diversity in a system and work keeping professional ethics into consideration.	<p>9.1 Make use of methods and approaches used across the world for organizing learning experiences for secondary school students keeping rights of children in consideration.</p> <p>9.2 3.2 Apply methods and approaches that can help in dealing with the academic and personal problems catering to diversity of secondary level learners.</p>

[add rows as necessary]

- (4.1) Does the description include both generic and subject-specific competences?
- (4.2) Are competences defined?
- (4.3) Are competences defined in a way that both students and staff can understand?
- (4.4) Have programme-level learning outcomes been formulated? (max. 3 per competence/ meta-profile element)
- (4.5) Are programme-level learning outcomes clear and well formulated with an action verb, content and context?
- (4.6) Are programme-level learning outcomes measurable?

Click on the SAG name to go to the corresponding section: **ICT** - **Law** - **Medicine** - **Teacher Education**

RESPONSES RECEIVED

ICT

Competence	Generic or Subject-Specific?	Definition of the competence – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)			
<p>1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="197 1034 1070 1174">Applying knowledge of mathematical principles, algorithms and computer sciences to identify requirements, define, analyse and solve problems.</td> </tr> <tr> <td data-bbox="197 1174 1070 1273">Knowledge of relevant quantitative methods and tools and demonstrate their usage.</td> </tr> <tr> <td data-bbox="197 1273 1070 1348">Ability to do research</td> </tr> </table>	Applying knowledge of mathematical principles, algorithms and computer sciences to identify requirements, define, analyse and solve problems.	Knowledge of relevant quantitative methods and tools and demonstrate their usage.	Ability to do research			<p>1.1 1.2 ...</p>
Applying knowledge of mathematical principles, algorithms and computer sciences to identify requirements, define, analyse and solve problems.						
Knowledge of relevant quantitative methods and tools and demonstrate their usage.						
Ability to do research						

2.			
Identifying opportunities in order to remedy redundancy in organisations via the efficient and effective usage of ICT solutions			
Identify, formulate, analyse and resolve problems.			
Design of ICT systems, including modelling (formal description) of their structure and processes.			
Develop ICT systems in compliance with industry specifications, standards and recommendations			
Identify security threats and provide effective methods for information security.			
Efficient utilisation of resources.			

Table 4.2.1: Specific Competencies of Information Technology.

S1	Applying knowledge of mathematical principles, algorithm and computer sciences to identify requirements, define, analyse and solve problems.
S2	Identifying opportunities in order to remedy redundancy in organizations via the efficient and effective use of ICT solutions.
S3	Identify, formulate, analyse and resolve problems

S4	Stay committed to confidentiality and data safety.
S5	Design ICT systems, including modelling (formal description) of their structure and processes.
S6	Deploy, install, integrate, put into service and maintain ICT systems and their elements.
S7	Assimilating emerging ICT technology with societal developments.
S8	Develop ICT systems in compliance with industry specifications, standards and recommendations.
S9	Maintain the quality of ICT systems and substantiate it with research based methodologies.
S10	Understand and create the documentation of ICT solutions
S11	Identify security threats and provide effective methods for information security.
S12	Understanding and applying ethical, legal, economic and financial concepts in order to take decisions and merge ICT projects
S13	Efficient utilization of resources.
S14	Train and support ICT users
S15	Knowledge of relative quantitative methods and tools and demonstrate their usage.

Table 4.2.2: Generic Competencies of Information Technology.

G1	Ability to do research
G2	Adhere to ethical principles
G3	Be socially responsible and humane
G4	Ability to apply knowledge in practical situations.
G5	Ability to plan and manage time efficiently.
G6	Be a lifelong learner
G7	Acquire problem solving capacity.
G8	Ability to make reasoned decisions.
G9	Have good interpersonal skills
G10	Appreciate and respect diversity and multiculturalism
G11	Ability to manage crisis effectively
G12	Act within the legal framework
G13	Demonstrate environmental and economic consciousness
G14	Ability to communicate effectively.
G15	Ability to work as a team.
G16	Demonstrate higher order thinking skills (analytical, critical, abstract, creative)
G17	Be a reflective practitioner.
G18	Be innovative.
G19	Ability to work independently in a responsible manner.

G20	Possess self-confidence and entrepreneurial spirit
G21	Be adaptable to emerging trends.
G22	Practice professionalism
G23	Promote and ensure equal opportunities including gender issues
G24	Adhere to and enhance quality standards
G25	Demonstrate leadership qualities.
G26	Ability to use available resources optimally and efficiently
G27	Ability to manage stress and maintain emotional stability
G28	Have organizational and managerial skills
G29	Be motivated for self-learning.
G30	Be goal-oriented.

(4.3) Are competences defined in a way that both students and staff can understand? - Yes.

(4.4) Have programme-level learning outcomes been formulated? - Yes. We have adapted program-level learning outcome recommended by NBA (National Board of Accreditation).

(4.5) Are programme-level learning outcomes clear and well formulated with an action verb, content and context? - Yes. Below are the programme-level learning outcomes formulated with an action verb, content and context?

Table 4.5: Program Outcome (PO)s.

PO1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	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.
PO5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO6	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.

PO7	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	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.
PO11	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.
PO12	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.
PSO1	To identify, analyze and develop software systems using appropriate techniques and concepts related to information technology.
PSO2	To design an algorithm or process within realistic constraints to meet the desired needs through analytical, logical and problem-solving skills.
PSO3	To apply state of the art IT tools and technologies, IT infrastructure management abilities in treading innovative career path as a prospective IT engineer

The following learning outcomes at programme level were formulated using Bloom's Taxonomy. SO of them are generic and the rest are programme specific. The Program Educational Objectives specifies the long term goals that is expected from a graduate of the department in his/her career.

Program **Outcomes** –

PO1: Students should be able to **know** the state-of-the-art technologies adhering to the domain and attain the ability to **conduct** research/investigation work to solve real life practical problems by **developing** suitable solutions.

PO2: An ability to **document** a substantial technical report/document and to **communicate** effectively with diverse range of audience.

PO3: Students should be able to **demonstrate** a degree of mastery over the domain as per the specialization of the program.

Program Specific Outcomes –

PSO1: Ability to **design, evaluate, and/or criticize** improved/ new technologies and analyze them to decide the best possible solution to a real life problem.

PSO2: Student should adhere to code of conduct and ethical integrity in line with the profession.

PSO3: Students should be able to adopt management practices/principles for handling project under various barriers/constraints.

Program Educational Objectives -

To train post-graduate students of Computer Science and Engineering –

- a. to meet the ongoing industry needs of practicing professionals within India and abroad
- b. to pursue relevant research work in specialized areas
- c. to fulfill the growing needs of various technical institutes in India for competent faculties in related subjects
- d. To adapt with situations demanding self-driven continuous learning

Competence/ Dimensions of Meta-profile	Generic or Subject-Specific?	Definition of the competence – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
1. Knowledge & Theoretical Concepts - Acquisition of relevant principles, concepts & methods from mathematics, Computer Science, statistics and other allied disciplines and their applications to develop research capabilities.	Both Generic and Subject-specific		1.1 (PO1) Students should be able to know the state-of-the-art technologies adhering to the domain and attain the ability to conduct research/investigation work to solve real life practical problems by developing suitable solutions. 1.2 (PEO2) To train post-graduate students of Computer Science and Engineering to pursue relevant research work in specialized areas
2. Analysis, Problem Solving & Design – Developing the ability to apply the knowledge already acquired to	Both Generic and Subject-specific		... 2.1 (PSO1) Ability to design, evaluate , and/or criticize improved/ new technologies and analyze them to decide the best possible solution to a real life problem.

<p>formulate, analyze and model the solution for practical problems in an innovative manner. It should involve utilization of the available resources optimally so that the target is achieved in a secured manner, being also complaint with standards and specification.</p>			
<p>3. Development, Deployment & Maintenance – Acquire knowledge with an understanding of various tools of written and oral communication and demonstrate effective and unambiguous communication capabilities at different stages of ICT project including training and support for ICT users that simultaneously respects and appreciates diversity and multiculturalism.</p>	Subject-specific		<p>3.1 (PO1) Students should be able to know the state-of-the-art technologies adhering to the domain and attain the ability to conduct research/investigation work to solve real life practical problems by developing suitable solutions</p> <p>3.2 (PO3) Students should be able to demonstrate a degree of mastery over the domain as per the specialization of the program.</p> <p>3.3 (PEO1) To train post-graduate students of Computer Science and Engineering to meet the ongoing industry needs of practicing professionals within India and abroad.</p>
<p>4. Communication - Acquire knowledge with an understanding of various tools of written and oral communication and demonstrate effective and unambiguous communication capabilities at different stages of ICT project including training and support for ICT users that simultaneously</p>	Generic (mostly)		<p>4.1 (PO2) An ability to document a substantial technical report/document and to communicate effectively with diverse range of audience.</p>

respects and appreciates diversity and multiculturalism.			
<p>5. Teamwork, Interpersonal & Management skills – Develop teamwork, interpersonal and managerial skills to optimize performance in various areas like quality assurance, documentation, security, decision making, self help, confidence building, entrepreneurial spirit, leadership qualities, managerial skills, stress management, and goal oriented approach.</p>	Generic (mostly)		5.1 (PSO3) Students should be able to adopt management practices/principles for handling project under various barriers/constraints.
<p>6. Professional Ethics & Societal Responsibilities – To learn and appreciate professional ethics and social responsibilities so that ICT solutions follow data safety and confidentiality norms, are assimilated to socio-cultural-environmental needs, apply ethical, legal, financial concepts to decision making, crisis management, self help and provide equal opportunities and gender equality.</p>	Subject-specific		6.1 (PSO2) Student should adhere to code of conduct and ethical integrity in line with the profession.
<p>7. Lifelong learning – To continue education and training throughout life, with the aim of improving knowledge, skills and</p>	Generic		7.1 (PEO4) To train post-graduate students of Computer Science and Engineering to adapt with situations demanding self-driven continuous learning.

competences within a personal, civic, social and/or employment-related perspective			
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Law

Competence	Type	Definition	Learning outcomes at Programme Level
I. Cognitive competencies (knowledge and understanding)	Generic	Acquiring knowledge and understanding of basic theories, concepts and laws in the socio-economic, political context. To learn and derive appropriately the relevant aspects of legal systems of other jurisdictions.	The program instils the ability to think analytically and to appreciate and understand complex issues pertaining to various domains of law.
II. Interpretation and application of knowledge	Subject specific	Ability to read objectively and interpret legal texts in context, dissect the facts, identify facts-in-issue and apply law, and	1. It accelerates the professional growth of the students by exposing them to prominent avenues of the law field like guest lectures by renowned luminaries, interactive sessions with successful professionals and various kinds of certificate course on emerging fields of law.
			2. It hones the art of interpreting the law effectively and to carry out social functions of law in a judicious manner.
			3. It develops the ability of the students to critically evaluate and analyse statutes and judicial decisions. Therefore, it enables them to contribute in mitigating the adverse impacts of any implemented law or judgment.
			4. It enhances the ability of the students to conduct multi-disciplinary study and to analyse and implement the law with reference to various social, cultural and economic factors.
III. Legal research skills	Subject specific	To nurture curiosity for legal research with an objective of creating new ideas	It widens and deepens the intellectual horizon of the students by providing a keen understanding of the subjects which further motivates them to conduct research and

			come up with new knowledge and solutions to the existing legal problems.
IV. Professional ethics, attitudes and values	Generic	To inculcate professional wisdom and soft skills	It builds professional skills and trains the students to face the contemporary challenges posed by the legal profession.
			It builds the capacity of appreciating and facing the adversities of legal profession by instilling in them qualities like fortitude, integrity and leadership.
V. Effective Communication skills	Generic	Learning effective communication techniques	It improves communication and interpersonal skills of the students by conducting regular mock trials and client counselling sessions.
VI. Legal professional management skills	Subject specific	Learning professionalism through managing time, resources and knowledge	It enhances adaptability, self-confidence, commitment and ambitiousness that enable them to succeed in any endeavour they embark upon.

CLUSTER	DESCRIPTION OF THE COMPETENCE	TYPE	FORMULATION OF THE COMPETENCE	LEARNING OUTCOMES	L.O. No.
I. Cognitive competencies (knowledge and understanding)	1.1. Acquired knowledge and understanding of basic theories, concepts and laws in the socio-economic, political context.	S	1.1 Ability to recall, define, describe, interpret, paraphrase and explain basic theories, concepts and laws in the socio-economic, political context.	1. Identify, define and write about basic theories and concepts of Law.	1
				2. Find and interpret relevant provisions of Law.	2
				3. Explain the fundamental concepts and legal propositions.	3
	1.2 Ability to learn and derive appropriately the relevant aspects of legal systems of other jurisdictions	S	1.2 Ability to identify, compare, interpret, analyze and apply the relevant aspects of legal systems of other	1. Find and compare relevant provisions <i>pari materia</i> in other legal systems.	4
				2. Interpret, analyze and apply a	5

			jurisdictions.	comparative perspective	
	1.3 Acquired knowledge and understanding of different dispute resolution systems	S	1.3 Ability to find and understand different dispute resolution systems.	1. Identify and explain salient features of different dispute resolution systems.	6
				2. compare and identify the appropriate dispute resolution system to be used in a given context	7
	1.4 Ability to identify the <i>ratio decidendi</i> and <i>obiter dicta</i> in judicial decisions	S	1.4 Ability to identify <i>the ratio decidendi</i> and <i>obiter dicta</i> in judicial decisions	1. Describe different methods of identifying ratio and obiter	8
				2. Analyze judgments for identifying ratio and obiter	9
1.5 Capacity to be a life-long learner	G	1.5 Capacity to understand the importance of continuous learning and to keep oneself updated throughout life	1. Identify latest developments and changes in one's field of knowledge and keep oneself updated.	10	
II. Interpretation and application of knowledge	2.1 Ability to read objectively and interpret legal texts in context	S	2.1 Ability to read, understand, analyze and interpret legal texts in context	1. Understand and analyze legal text with reference to social, economic, political and cultural context.	11
				2. Interpret legal text according to the rules and principles of interpretation.	12
				3. Deconstruct the legal text and deduce appropriate meaning.	13
	2.2 Ability to dissect the facts, identify facts-in-issue and apply law	S	2.2 Ability to dissect the facts, identify facts-in-issue and apply law	1. Examine and assess the facts.	14
				2. Dissect and identify facts in-issue.	15

				3. Apply relevant principles of law for resolution of facts in-issue.	16
2.3 Ability to examine and cross examine witnesses	S	2.3 Ability to conduct examination-in-chief and cross examination of witnesses	1. Learnt the rules of examination of witnesses.	17	
			2. Mastered the art and craft of conducting cross examination of witnesses.	18	
2.4 Ability for legal and judicial reasoning	S	2.4 Understand the way in which legal and extra-legal factors influence decision making.	1. Understand the methods used by Lawyers and Judges when applying legal rules and principles to specific facts.	19	
			2. Understand the relevance of extra-legal factors that influence decision making.	20	
2.5 Demonstrate higher order thinking skills (analytical, critical, abstract, creative)	G	2.5 Demonstrate analytical, critical, abstract, creative thinking skills.	1. Hypothesise, and construct new points of view.	21	
			2. Create or develop new perspectives.	22	
2.6 Ability to foresee consequences while enacting and interpreting the law	S	2.6 Ability to foresee consequences while enacting and interpreting the law	1. Evaluate and foresee the possible implications of the application of law and judicial decisions.	23	
			2. Formulate and suggest appropriate remedies to prevent unintended consequences.	24	

Medicine

Competence	Generic or Subject-Specific?	Definition of the competence – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
1. Ability to do research	Generic	<p>Good Research aptitude</p> <p>Develops Technical Skills</p> <p>Pays Attention to Details</p> <p>Has Analytical Ability</p>	<p>Demonstrates familiarity with literature about the research project</p> <p>Frames relevant research questions</p> <p>Seeks literature evidence to support discussion of project •</p> <p>Recognizes limitations of Project</p> <p>Properly uses skills for the project • Asks appropriate questions about application of skills</p> <p>• Knows how to modify techniques, if appropriate, for changes in conditions</p> <p>Performs work with appropriate attention to details, including protocol specifications, maintaining records • Recognizes errors and mistakes and seeks to correct them by appropriate means such as repeating an experiment or analysis</p> <p>Properly evaluates results of work • Applies appropriate statistical measures • Uses outcomes to direct next steps • Recognizes significance of repetition and concordance of data • Recognizes when experiment does not work</p>
Professionalism:	Specific	Contributes towards the growth of the medical profession	Assumes proper responsibility for research project • Is conscientious about research responsibilities, including attendance • Is respectful of others' space, time, and work • Offers help to others when appropriate

Teacher Education

COMPETENCE	TYPE	DEFINITION	LEARNING OUTCOMES AT PROGRAM LEVEL
1. LIFELONG LEARNING COMPETENCE	GENERIC	Ability to learn new concepts based on continuous research and using feedback for problem solving and improving professional and personal skills	<ol style="list-style-type: none"> 1. Practice the professional competencies required as prescribed in NCF by NCTE 2. Incorporate concepts based on latest technologies such as Artificial Intelligence and Moocs in different teaching and learning situations in secondary schools. 3. Design various procedures and techniques for evaluation of teaching learning processes.
2. POLICY IMPLEMENTATION COMPETENCE	Subject Area Related	To have awareness about various rights of children and government policies related to education and the ability to implement these policies in classroom and various teaching learning situations organized for secondary level children.	<ol style="list-style-type: none"> 1. Practice the professional competencies required as prescribed in NCF by NCTE. 2. Make use of various methods and approaches used across the world for organizing learning experiences for secondary school students keeping rights of children in consideration
3. GOAL ORIENTATION COMPETENCE	Generic	Ability to set realistic goals in given situation and to stay focused on the task at hand.	<ol style="list-style-type: none"> 1. Select relevant crisis management techniques during mock and real life situations. 2. Select methods and approaches that can help in dealing with the academic and personal problems catering to diversity of learners.
4. ASSESSMENT COMPETENCE	Subject Area Related	Ability to select and use relevant assessment tools in specific teaching learning situations.	<ol style="list-style-type: none"> 1. Design various procedures and techniques for evaluation of teaching learning processes.
5. MANAGERIAL & LEADERSHIP COMPETENCE	Generic	Ability to take initiative and set goals and work independently as well as in teams to achieve the goals.	<ol style="list-style-type: none"> 1. Facilitate active involvement of learners for creation and construction of knowledge. 2. Select methods and approaches that can help in dealing with the academic and personal problems catering to diversity of learners. 3. Select relevant crisis management techniques during mock and real life

			situations.
6. ENVIRONMENTAL CONCIIOUSNESS COMPETENCE	Generic	Awareness about Environmental issues and ability to handle these issues in a responsible manner and also make efforts to develop this consciousness in secondary school children.	<ol style="list-style-type: none"> 1. Select relevant crisis management techniques during mock and real life situations. 2. Appreciate the role of teacher in prevailing socio-cultural and political systems in general, and the educational system in particular keeping in view changing global requirements.
7. PEDAGOGY COMPETENCE	Subject Area Related	Ability to be a reflective practitioner and facilitator for students in construction of knowledge and make improvements in teaching learning methods used on the basis of evaluation and feedback.	<ol style="list-style-type: none"> 1. Practice the professional competencies required as prescribed in NCF by NCTE. 2. Make use of various methods and approaches used across the world for organizing learning experiences for secondary school students keeping rights of children in consideration. 3. Incorporate concepts based on latest technologies such as Artificial Intelligence and Moocs in different teaching and learning situations in secondary schools. 4. Design various procedures and techniques for evaluation of teaching learning processes.
8. COMMUNICATION COMPETENCE	Generic	Ability to interact and share ideas, knowledge and feelings and have command over language of instruction.	<ol style="list-style-type: none"> 1. Practice the professional competencies required as prescribed in NCF by NCTE
9. INCLUSION COMPETENCE	Generic	Ability to respect diversity in a classroom and work according to professional ethics	<ol style="list-style-type: none"> 1. Appreciate the role of teacher in prevailing socio-cultural and political systems in general, and the educational system in particular keeping in view changing global requirements and world. 2. Make use of various methods and approaches used across the world for organizing learning experiences for secondary school students keeping rights of children in consideration

S.No.	Competence	Generic/Specific	Definition	Program Learning Outcome
1.	Lifelong learning	Generic	Ability to become continuous learner through development of higher order thinking skills, problem solving abilities, research aptitude and self directed learning through life span.	1. Draw the centrality of Curiosity, interest and engagement during all levels of learning. 2. Apply correct concepts and ideas 3. Analyze various personality and behavioral theories 4. Analyze feedback from various sources and devising an action plan. 5. Solve problems in a systematic manner 6. Analyze the experiential learning and reflection. 7. Identify problems related to education and using action research to bring about improvement in performance of students. 8. Create of facilitative teaching learning environment. 9. Monitor own performance through regular feedback. 10. Develop an inner self and professional identity of a teacher 11. Find resources for enhancement of knowledge. 12. Develop the feeling of self respect and respect toward profession.
2.	Policy Implementation	Generic	To gain knowledge about children's rights and major principles, policies and	1. Build a critical understanding about major policies of education in India

			legislations that govern the education system in ways that guarantees the quality & equity in education.	<p>2. Develop familiarity with indicators of educational development.</p> <p>3. Describe different educational systems at the school and higher education level</p> <p>4. Identify problems, challenges and issues at different levels of education.</p> <p>5. Understand the role of regulatory bodies at different levels of education</p> <p>6. Understand global changes that impact education</p> <p>7. Describe children's rights education policies & legislations</p> <p>8. Identify problems within education system.</p> <p>9. Discuss policy initiatives and education reforms</p> <p>10. Classify various incentives schemes for socially and eccentrically backward communities</p> <p>11. Develop understanding of challenges faced by contemporary education system.</p>
3.	Goal Orientation	Generic	Goal orientation is the degree to which a person or organization focuses on tasks and the end results of those tasks. It describes the actions of people and organizations regarding their primary aims.	<p>1. Prepare strategies to achieve goals</p> <p>2. Apply knowledge for purposeful action.</p>
4.	Assessment	Generic	Ability to develop and use the effective	<p>1. Design assessment tools to measure the learning outcomes</p>

			tools to measure the learning outcomes and graduate attributes.	<ol style="list-style-type: none"> 2. Administer the assessment tools. 3. Analyze the data gathered from administered tools. 4. Apply computational software to assess the data. 5. Represent the obtained data in different forms.
5.	Managerial and leadership	Generic	Potential to influence, inspire and drive the group efforts towards the accomplishment of goals while possessing the attitude, characteristics as communication skills and problem solving.	<ol style="list-style-type: none"> 1. Build team for effective and efficient organizational management. 2. Develop leadership skills and be able to work independently. 3. Develop self confidence. 4. Assess to handle the situation of crisis.
6.	Environment Consciousness	Generic	Environmental consciousness refers to an awareness of environmental issues and the propensity of individuals to engage in pro-environmental behaviors or, in other words, human values and attitudes concerning the environment	<ol style="list-style-type: none"> 1. Recognize the ways of making effective use of environmental resources for social, economic & cultural survivals, growth & development. 2. Recognize the significance of conservation of natural resources & initiate or support community efforts for the purpose. 3. Recognize and demonstrate the need of environmental issues impacting the life on earth. 4. Critically examine all sides of environmental issues. 5. Evaluate critically about the role and identities of a learner as citizen, consumer and environment actor in a complex and interconnected world.

				6. Formulate an action plan for sustainable alternatives that integrate Science, humanist and social perspectives.
				7. Solve problems systematically, creatively and reflexively, ready to assemble knowledge and formulate strategy.
7.	Pedagogy	Specific	Pedagogy is the science of teaching; it is the study how knowledge and skills are impacted in an educational context.	1. Identify and select suitable classroom strategies to enhance learning.
				2. Apply appropriate teaching techniques, methods, approaches, and strategies to achieve effective learning.
				3. Select an appropriate device to tap the creative outlets.
				4. Prepare daily learns plan to carry out teaching learning effectively.
8.	Communication	Generic	The ability to use language of instruction correctly for effective interaction in diverse classroom situations.	1. Develop an insight into learners needs with regard to mother tongue and school language.
				2. Identify and choose basics of effective communication
				3. Use acquired ability to listen and observe
				4. Use multilingualism in classroom.
				5. Develop the proficiency in oral and written language.
				6. Demonstrate verbal and written communication skills through internship, seminar presentation.

Description of New program with LO

				7. Demonstrate speaking, listening, reading, and writing skills.
				8. Organize ideas in a manner that increases effectiveness of teaching learning.
9.	Inclusion	Generic	Ability to accommodate heterogeneous student population and developing positive attitude towards global citizenship and social responsibility	1. Identify the significance of inclusive education and the role of teacher in context of universal and inclusive education.
				2. Assess physical, psychological and socio-cultural diversities of learners.
				3. Use acquired skills for linking education with work and community life.
				4. Create an inclusive classroom.
				5. Interpret diversity, different learning styles and specific needs of the students.
				6. Identify multiculturalism and respect for unity in diversity
				7. Discuss about ethical principles governing the teaching profession.

Sr. No	Main Competence	Sub-Competence	G/S	Definition	Program Learning Outcome
	LIFELONG LEARNING COMPETENCE	Lifelong learner Research Reflective Practitioner Higher Order Thinking Skills Problem Solving Content Mastery Understanding Curricula Types Seeking & using Feedback Being Professional & Ethical	G	Lifelong learning claims it is concerned with reflective practitioner, who is concerning higher order thinking skills, problem solving with the help of mastery over content	<ol style="list-style-type: none"> 1. Solve the life Problems 2. Evaluate the content with understanding and knowledge 3. Analyze the crucial condition in classroom or society.
	POLICY IMPLEMENTATION COMPETENCE	Education policy & Legislation Children's rights	S	Understanding the policy and able to learn the implementation procedure.	<ol style="list-style-type: none"> 1. Apply the new ideas in the workplace 2. Demonstrate the activities
	PEDAGOGY COMPETENCE	Demonstrate humanism Suitable classroom strategies Lesson planning Student Centred Methods Co-curricular Activities Encourage Creativity & Critical Thinking	G	Pedagogy competence is defined simply as the method, models, maxims, strategies and practice of teaching.	<ol style="list-style-type: none"> 1. Discuss the various settings of classroom and act according in the classroom 2. Examine the appropriate pedagogy for class 3. Revise pedagogies in

		Assume different roles in students' learning process Help students identify their abilities Help students understand themselves Help students become self learners Involve parents in their child's learning Understand Child Development			the point of students 4. Interpret the action of the students for more understanding of the learner.
	GOAL ORIENTATION COMPETENCE	Purposeful Action Rational Decision	S	Goal orientation makes teacher perfect for achieving all.	1. Employ all the action for developing the sustainable society 2. Practices rational action in the learning process.
	ASSESSMENT COMPETENCE	Using varied assessment tools	S	Teacher works as good evaluator or perfect in the assessment.	1. Categories assessment tools according to the content, class, students etc.
	MANAGERIAL & LEADERSHIP COMPETENCE	Leadership Qualities Work Independently Crisis Management Self Confidence	S	Manager and Leadership in teachers make wide range of roles for sustaining school and achieving the goals of	1. Justify the learning among the students 2. Identify the future of society 3. Develop crisis management among

				students.	the students
	ENVIRONMENTAL CONSCIOUSNESS COMPETENCE	Responsive to the Environment and its Challenges	S	Environmental consciousness makes teacher to sanitise	<ol style="list-style-type: none"> 1. Define the status of earth in developmental era 2. Design the program for sustainable development.
	COMMUNICATION COMPETENCE	Interpersonal Skills Command over Medium of Instruction	G	<i>Teachers are communicators.</i>	<ol style="list-style-type: none"> 1. Dramatize all values according to content 2. Develop the confidence and depth of knowledge.
	INCLUSION COMPETENCE	Promoting Global Citizenship Social Responsibility Respect diversity & Multiculturalism Professional Ethics		Global Citizenship is acquiring knowledge, skills, values, attitude to make peaceful, tolerant, inclusive, more just, secure and sustainable world for live.	<ol style="list-style-type: none"> 1. Analysis the concept of GCED 2. Conduct the activities about inclusive education. 3. Evaluate the dimensions of GCED among the students.