



Thakur Educational trust (Regd.)
-in pursuit of excellence

**THAKUR SHYAMNARAYAN COLLEGE OF
EDUCATION AND RESEARCH (B.ED. COLLEGE)**



TWO YEARS B.ED PROGRAMME

Affiliated to University of Mumbai, Recognized by N.C.T.E,
Approved by Maharashtra Government, Hindi Linguistic Minority

**ACADEMIC YEAR
2024-2025**



Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education
& Research B.Ed. (Est. 2007)



TWO YEARS B.ED PROGRAMME

Affiliated to University of Mumbai, Recognized by N.C.T.E, Approved by
Maharashtra Government, Hindi Linguistic Minority
Academic Year – 2024-2025



Inspiring Professionalism.....



Address : Thakur Shyamnarayan High School Bldg, 3rd Floor, Opp Dream
Park, Thakur Village, Kandivali (East), Mumbai – 400 101.
Ph. - 022 - 2846 2077 Email- tscer@thakureducation.org,
Website: www.tscermumbai.in

About Trust

Thakur Educational Trust's (Regd.)

Registration No. – E- 12737 (BOM)

Thakur Educational Trust was established in the year 1990 with a broad objective of lending a helping hand towards the welfare of society. With this high objective, the trust has provided facilities, catering to the various needs of society, such as education at all levels irrespective of sex, creed and religion. It is providing financial aid to poor and needy students. It has undertaken many educational, cultural and social activities. It has provided monetary grants to many religious and social institutions.

It has under its governance many educational institutions like Thakur Vidya Mandir (TVM), Thakur College of Science and Commerce (TCSC), Thakur Institute of Management Studies Career Development and Research (TIMSCDR), Thakur Shyamnarayan Hindi, Marathi & English Medium High School (TSHS) & Thakur Toonskool Advance Animation Academy (TTAAA). Thakur Architecture, Thakur Engineering, Thakur Polytechnic, Thakur Ramnarayan College of Arts & Commerce.

About Institute

History of the Institution

Since it's founding in 2007-08, Thakur Shyamnarayan college of Education and research has been a distinguished leader in teacher education.

As I reflect upon the past year, I am very proud of the accomplishments we have achieved during the just concluded year. The college excelled in all fields including the academics, sports, cultural activities and co-curricular activities. A host of activities were conducted at the college to impart quality exposure and conducive growth to the students.

Thakur Shyamnarayan College of Education and Research as an account of the college's operations and achievements throughout the year.

It provides a detailed account of the progress the college has made to provide high quality educational opportunities for all students, as set out in the college plan.

Student- teachers will become educational leaders who are caring teachers, competent educators and collaborative professional leaders. These guiding principles and beliefs reflect the ideals Thakur Shyamnarayan College of Education and Research hold for themselves, their candidates, and the students and communities with whom they will work.

To strengthen our resolve for the betterment of the society and to carry the torch of knowledge forward.

Vision:

“Thakur Shyamnarayan College of Education and Research will be a leader in the integration of teaching, learning and research.”

“Our college shall prepare professionals to be world leaders who provide leadership and exemplary educational services to improve the lives of the individual in an ever changing and complex global society.”

Mission:

“To provide outstanding educators and researchers through the art of teaching, learning and research”.

Infrastructure

Classrooms:

We have spacious classrooms with a multipurpose hall. All with necessary modern teaching aids like LCD, Overhead Projectors, Smart Board and Modern sitting arrangement.



Psychology Laboratory:

Institute has psychology lab well equipped with all materials equipment's for experiments as per syllabus Mumbai University. It is also equipped with tests (Multiple sets) for intelligence, attitude, aptitude, interest inventories etc.



Education Technology Cell:

Education Technology Cell has good collection of transparencies, slides, Video Cassettes, Models, Maps and projects.



Teaching Aid Room:

The Institute has teaching aid room, containing instructional materials such as models, globes, maps, charts, roller boards, laboratory equipment, mathematical instrument & other teaching aids.



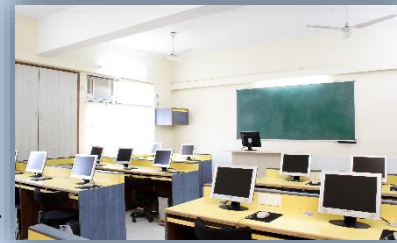
Library:

The Library is fully equipped with 3500, volumes of text books, reference books with more than 100 CD's and VCD's. The entire collection of books is readily available to students and teachers either for current reading in the library or for home issue at the circulation counter. This library comprises of spacious, airy and well-lit reading hall that provide stimulating and conducive ambience for studying.



Computer Laboratory:

The computer laboratories are provided with the latest machines and software. The labs are designed to fulfil the stringent specifications laid down by the University to Conduct Courses.



Staff:

Well qualified trained, experienced staff is appointed to educate the "Future Teachers".

Campus Placement:

Best Campus Placement - Different School & Colleges were invited for Campus. All the delegates from many institutions conducted open interviews for all the students interested with lots of opportunities placed in front of the student teachers.

We Prepare Teachers for SSC/CBSE/ICSE/IB/IGCSE BOARD

Professional Advancement

Faculty Development Programs

"A lamp can never light another lamp, unless it burns itself." – R. N. Tagore.

With this goal in mind, we encourage our zealous teachers to keep learning and growing. They delivered lectures and participated in many seminars to expand their vista.

Seminar & Workshop

In-house workshops:

STUDENTS' ASSOCIATION

- Stress Management
- Classroom Management
- Skill of Listening
- Maxims of Teaching
- Methods of Teaching
- Correlation
- Teaching Aids

Lesson planning workshop

Simulated lessons

- Role Play
- Gaming
- Co-operative Learning
- Concept Attainment Model (CAM)

Workshop on Evaluation

The workshop was divided into three parts:

1. Preparation of Year Plan and Unit Plan.
2. Preparation of Question Bank
3. Preparation of Blue Print, Unit Test Paper and Answer Key.

Community Outreach Activity

Internship Programme

Extension Work

Colleges also organised many workshop & seminar. Also Intercollegiate Competition & National Level Annual Seminar.

Participation in inter-college competitions provides budding teachers an opportunity to explore and develop their talents, feel confident and strengthened. These activities are important for pupil-teachers to get an exposure and inculcate competitive spirit as well as build up emotional and mental abilities. We at TSCER encourage our students to participate in inter-college competitions

We also conduct workshop such as

ICT in Evaluation & Research, Organized a Mask making Workshop, Evaluation workshop, CET workshop any many more for students.

Co-curricular Activities, Events Organised for students.

B.Ed. Admission

As per CET guidelines 2023-24

Two Year B.Ed. programme (2017 – 2019) onwards University of Mumbai					
B.Ed. CURRICULUM FRAMEWORK					
Courses	Credits	External	Internal	Total	
		Marks	Marks	Marks	
Semester 1					
Core Course 1: Childhood and Growing up	6	60	40	100	
Core Course 2: Knowledge and Curriculum	6	60	40	100	
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100	
Ability Course 1:Critical Understanding of	3	----	50	50	
ICT					
Project Based Course 1	3	----	50	50	
Total	24	180	220	400	
Semester 2					
Core Course 3:	Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School	Subject 1	6	60	40	100
Interdisciplinary					
Management	Course 2: Educational	6	60	40	100
Project Based Course 2					
Total		24	180	220	400

Admission

Two Year, full Time Programme	Eligibility (Note : As CET Norms 2023-2024) *Graduation /Post Graduation in B.A /M.A (School Subject) / B.Sc. /M.Sc. B.Com/M.Com minimum 50%
Intake Capacity – 50. (Two Units)	<ul style="list-style-type: none"> • Graduation from Recognized University • Minimum – 50 % marks – Open Category • Minimum – 45% marks – Reserved Categories (For Maharashtra)
Recognized by N.C.T.E.	* Graduation in Engineering, I.T, Law, Pharmacy, Management studies etc.
Approved by Maharashtra Govt.	<ul style="list-style-type: none"> • Graduation from Recognized University • Minimum – 55 % marks – Open Category • Minimum – 50% marks – Reserved Categories (for Maharashtra)
Affiliated to Mumbai university	*Graduation from other than Mumbai university required minimum 55% marks
Linguistic Minority Status.	<ul style="list-style-type: none"> • Distribution of Seats : - 70 % (35) for University of Mumbai. 28 % (14) for Other Universities of Maharashtra 2% (1) for Universities of other status

Note: As per rules and guide line by Govt. of Maharashtra (State Common Entrance Cell, Mumbai) of B.Ed.

- Must clear C.E.T conducted by Govt. of Maharashtra (State Common Entrance Cell, Maharashtra) of B.Ed. General (Two Year Course)
- CET Forms to be filled **ONLINE (tentative month – March)**
- Forms compulsorily to be filled online at www.dhepune.gov.in / www.dhe.mhpravesh.in
- The candidate have to **select ELCT option** while filling CET form and confirm before submitting the form.

Note: *The candidates who have **not appeared for ELCT examination will not be eligible for English Medium Colleges.**

*College also conduct one day Orientation of CET Exam to prepare for Entrance Test.

Fees Structure of College i.e. Two Year B.Ed - Rs. 224438 /- (A.Y 2024-2026) (First Year Rs. 112219 /- & Second Year Rs. 112219 /-) *Subject to approval by competent authority.

Note: As per University of Mumbai Guide line (A.Y – 2017-19)

Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School				
Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field				
Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Courses 4: Creating an Interdisciplinary	6	60	40	100
Inclusive School				
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
Total Credits	33	180	320	500

Besides curriculum we motivate the students to take part in various competitions and cultural activities. We give priority to the students to hone their skills in areas of their interest to bring into light the unique skills of our student's proficiency in extracurricular activities show the quality education we offer.

EVENTS & GUEST LECTURES ORGANISED IN THE COLLEGE A.Y - 2023-24

Date	Activities
26,27,28 th June ,2023	Lesson Planning Workshop
26 th June ,2023	International Yoga Day Celebration
30 th June,2023	National Intercollegiate Story & Poetry Writing Online Event. Theme- Indian Culture-Valley of Knowledge.
30 th June,2023	Heartfulness Session
3 rd July ,2023	Certification Course on Employability Enhancement Training Program for Girls in collaboration with Naandi Foundation's Mahindra Pride Classroom
13 th July,2023	Presentation on various facets of Swami Vivekananda.
14 th July ,2023	Celebration of Guru Purnima
14 th July,2023	Heartfulness Session
Internship for 2 nd Semester	Internship
1 st August ,2023	Different perspectives of Research in Abroad –Mr Matthew Witenstein
4 th August,2023	Heartfulness Session.
5 th August,2023	Heartfulness Session.
7 th August,2023	Self-Study Course & Care n Share
15 th August,2023	77 th Independence Day Celebration
21 st August ,2023	Language Lab demo session
26 th August,2023	Brahmakumari's sisiters came for Wishing Rakshabandhan
30 th Aug -01 st Sept,2023	University Examination Semester-II
8 th September,2023	Semester 3 Orientation
9 th September,2023	Teachers Day Celebration
4 th Sept -6 th Sept,2023	University Examination Semester –IV
11 th September - 4 th Dec 23	Internship for Semester –III
16 th September,2023	Celebration of Ganesh Chaturthi & Hindi Diwas.
30 th September,2023	Celebration of Lal Bahadur Shastri & Gandhi Jayanti.
6 th October,2023	Expert Talk on Personal Health Program in collaboration with Inner Wheel Club of Bombay kandivali
6 th October,2023	Heartfulness Session
7 th October,2023	Online Teaching Aid Workshop in collaboration with Nirmala College of Education & Research.
13 th October,2023	Introduction of SCDL Courses.
13 th & 14 th October,2023	Evaluation Workshop

16 th Oct & 17 th Oct ,2023	Capacity Building Programme for Language Lab
21 st Oct,2023	Navratri Celebration
8 th Nov,2023	Fresher's Party & Diwali Celebration
1 st December,2023	Workshop on Skill Enhancement through Art & Craft – Ms Desai
2 nd December,2023	Campus Placement
12 th December,2023	Election Camping
13 th December,2023	Council Election
20 th December,2023	Expert talk on Decoding Gender
20 & 21 December,2023	NAAC Peer Team Visit
21 st December,2023	Cultural Fest & Christmas Celebration for NAAC
23 th December,2023	Christmas Celebration
23 & 24 th January,2024	Sports Day
26 th January,2024	Republic Day Celebration
27 th Januray,2024	Picnic – Imagica Theme Park
31 st January,2024	DLLE Second Term training Program by Dr. Vijay Patil
10 th Feb,2024	Field Visit to Sanjay Gandhi National Park
16 th Feb,2024	Seminar on Mental Myriad with IMPACKT 2024
17 th & 18 th Feb,2024	Orientation of CET & ELCT
20 , 21 ,22 Feb,2024	Value based Course -Heartfulness
24 th Feb,2024	Campus Placement
01 st March, 2024	Marathi Day Celebration
1 st March,2024	Heartfulness Session-Resilence
12 th – 14 th March, 2024	University Examination –Sem-1
15 th March,2024	Heartfulness Session-Self Leadership
19 th March,2024	In-house Inter-Collegiate Competition
22 nd March,2024	Heartfulness Session - Compassion
23 rd March,2024	Intercollegiate State level –Theme- Social Media : Life before & After
26 th March,2024	Expert Talk on Unlocking Wealth in collaboration with Krishna Foundation & Assembly on Holi & Assembly on International Women's Day
27 th March,2024	Funfair– A food Festival
28 th March,2024	Expert Talk on Grow your food & Competition on Healthy Summer Drinks
30 th March,2024	Film Review on Women
2 nd April-5 th April,2024	Lesson Planning Workshop –FY
5 th April,2024	Heartfulness Session

8 th April- 12 th April,2024	Micro Teaching Workshop
19 th April,2024	Heartfulness Session
20 th April,2024	National Level E-Conference on theme –Building 21 st Century Skills in Educators
26 th April,2024	Heartfulness Session
29 th April,2024	Workshop on Commodity Market Awareness
30 th April,2024	Annual Photo Day
3 rd May,2024	Heartfulness Session
7 th May,2024	Visit to Nehru Science Centre
10 th May,2024	Heartfulness Session
13 th May,2024	Action Research Viva
15 th May,2024	Annual Day, Annual Prize Distribution & Farewell Party

❖ Environmental Activities in Collaboration with NGO-Srushtidnyan
Distribution of Resource Materials

Following books and stationery materials are provided to each batch of students.

Books	Stationary
Syllabus copy	Roller Boards (big and small)
Record books (semester 2,3,4)	Chalk box
Hand books (each semester)	Duster
Internship Reflective Journal (semester 3, 4)	Pointer
Ability Course Reflective journal (Semester 1, 4)	Pens
Audit Course Reflective Journal	Marker
Micro Teaching Booklet	Ruler
Unit Planning Booklet	Green and White Lesson Plans (Semester 2, 3, 4)
Observation Books (Semester 2, 3, 4)	Files (Semester 2, 3, 4))
	Pouch for pens & Glue

**THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION & RESEARCH B.Ed College
Received "BEST PERFORMING INSTITUTION OF THE YEAR AWARD"**

From "PROMOTING ACHIEVEMENTS FOUNDATION" New Delhi

Dr. Megha D. Gokhe Principal's Message

We are very proud of the accomplishments we have achieved during the concluded year with the Motivation & Guidance from Our Honourable Trustee Shri Rakesh V. Singhji. Award provides a detailed account of the progress the college has made to provide high quality educational opportunities for all students, as set out in the college plan.

Thrilled!!! Overjoyed!!! Delighted!!!

THAKUR TRUSTS *Thakur Educational Trust's (Regd)*
Thakur Shyamnarayan College of Education & Research

Received
"BEST PERFORMING INSTITUTION OF THE YEAR AWARD"
From "PROMOTING ACHIEVEMENTS FOUNDATION"
New Delhi

Congratulations

PRINCIPLE'S MESSAGE
WE ARE VERY PROUD OF THE ACCOMPLISHMENTS WE HAVE ACHIEVED DURING THE CONCLUDED YEAR WITH THE MOTIVATION & GUIDANCE FROM OUR HONOURABLE TRUSTEE SHRI RAKESH V. SINGHJI. AWARD PROVIDES A DETAILED ACCOUNT OF THE PROGRESS THE COLLEGE HAS MADE TO PROVIDE HIGH QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS, AS SET OUT IN THE COLLEGE PLAN.
Dr Megha D. Gokhe
TSCER

THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION & RESEARCH

B.Ed College Received

Skill Development Leadership Award

held on 15th February 2024 at Taj Land End, Mumbai

Certified by the World HRD Congress

Dr. Megha D. Gokhe
Principal's Message

I am incredibly grateful for this award and humbled by the recognition. It is an honor to be among such a talented group of individuals on World Level, We as TSCER Team are thankful to Our Honourable Trustee Shri Rakesh V. Singhji. This achievement is possible with the constant Motivation & Guidance from our Trustee.

THAKUR TRUSTS *Thakur Educational Trust's (Regd)*
THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION & RESEARCH
NAAC Accredited 1st Cycle (B.ED. COLLEGE)

Opp. Dream Park, Thakur Village, Kandivali - East, Mumbai - 40010. Tel: 28462677 / 2885 2269
Fax: 2885 4129 Email: soer@thakureducation.org Website: www.tscermumbai.in

THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION & RESEARCH
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Thakur Shyamnarayan College of Education and Research (TSCER): Fostering an all Encompassing Curriculum to Create Future Leaders

Glimpses of TSCER

Higher Education Review Magazine as Top 10 Most Promising Colleges from Mumbai 2023.



HIGHER EDUCATION February TOP 10 COLLEGES FROM MUMBAI - 2023

THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION & RESEARCH (TSCER)

FOSTERING AN ALL ENCOMPASSING CURRICULUM TO CREATE FUTURE LEADERS

In today's dynamic world, college plays a pivotal role in shaping students into well-rounded, enterprising individuals. Founded in 2007, Thakur Shyamnarayan College of Education and Research is affiliated with the University of Mumbai. In 2023, it was recognized as the Best Performing College of the Year by the Promoting Achievement Foundation in Delhi, highlighting its outstanding contributions to education. The institution takes pride in providing a conducive learning environment for aspiring educators. This is made possible through a meticulously designed infrastructure that caters to the diverse needs of our students and faculty. From well-equipped classrooms to specialized labs and extensive libraries, every aspect of TSCER's facilities is geared towards enriching the educational experience.

Speechleading Operations
Rakesh V. Singh, trustee of Thakur Shyamnarayan College of Education & Research and Thakur Shyamnarayan High School & Jr College, shares Nelson Mandela's belief in education's transformative power. He stresses operations, emphasizing governance and fiduciary responsibilities. Furthermore, his leadership fosters informed decisions, trust-building, and mission advancement. And with sharp business acumen, balanced perspective, and a commitment to social causes, he continues shaping young minds. Rakesh is an outstanding visionary who has been meticulously guiding the team towards collective success with purpose and clarity.

Facilitating Holistic Learning Ecosystem
Thakur Educational Trust, established in 1990, aims to uplift society through various initiatives. Late Shri. Ramnarayan Zoghe Singh and Late Shri. Shyamnarayan Zoghe Singh are the founders of Thakur Trust whose vision was to make the future of the new generation better. Under the able leadership of V. K. Singh, Chairman, the Thakur Educational Trust promotes inclusive education, irrespective of gender, faith, or creed, and provides financial aid to deserving students. The trust supports diverse educational, cultural, and social projects, aiding religious and social institutions. The trust oversees institutions like Thakur Vidya Mandir, Thakur College of Science and Commerce, Thakur Institute of Management Studies Career Development and Research, Thakur Shyamnarayan High School, and Thakur Tonskoid Acharya Anantaram Academy. Additionally, it governs Thakur Architecture, Engineering, Polytechnic, and Ramnarayan College of Arts & Commerce. The Trust has overall 40,000 students and over 2,600 Employees.

Dr. Megha D. Gokhe
Principal

Dr. Megha Deepak Gokhe has enriched her knowledge and expertise with an advancing career in education with a wide teaching experience of 16 years. Her list of qualifications include M. Sc., M. Ed. M. Phil (Education) NET & SET (Education), Ph. D. Dr. Megha D. Gokhe, Principal of Thakur Shyamnarayan College of Education & Research, has been bestowed with the Lifetime Educational Achievement Award from both national and international platforms, a testament to her outstanding accomplishments and pivotal role in the field of education.

"Our institution boasts spacious, well-equipped classrooms with modern teaching aids like LCD screens, projectors, smart Boards, and contemporary seating. Our psychology lab is furnished with necessary equipment for Mumbai University syllabus experiments and stocked with various intelligences, attitude, aptitude, and interest tests. Furthermore, our Education Technology Cell houses a diverse collection of transparencies, slides, videos, models, maps, and projects, enhancing the learning experience", states Dr. Megha D. Gokhe, Principal of Thakur Shyamnarayan College of Education & Research.

"Furthermore, we have a teaching aid room stocked with instructional materials like models, globes, maps, charts, boards, lab equipment, and teaching aids. In addition, our library offers an extensive collection of 3,500 textbooks, reference books, 100+ CDs/VCDs, accessible for in-library use and home borrowing. The spacious reading hall provides a conducive study environment. Our state-of-the-art computer labs with up-to-date machines and software, has been significantly aiding students to stay abreast of the changing learning dynamics", she adds.

TSCER further boasts of a distinguished record of campus placements, inviting esteemed institutions for open interviews, preparing teachers for SSC, CBSE, ICSE, IB, and RGSC boards. TSCER actively participates in the Life-Long Learning and Extension program in partnership with Mumbai University's Department of Lifelong Learning and Extension (DLLE), signifies Dr. Megha.

TSCER's B.Ed. program emphasizes the significance of internships. Moreover, TSCER adapted seamlessly to the post-pandemic era by partnering with esteemed institutions like Thakur Vidya Mandir and Thakur Shyamnarayan High School. Students smoothly transitioned to virtual teaching, displaying adaptability in using diverse tools. TSCER ensured comprehensive training for this new mode of instruction.

"At TSCER, we understand the universal need for continuous support in education. Our B.Ed. students receive personalized guidance from their designated guardian professors. Through a guardian group system, students are organized into groups, each led by a dedicated faculty member. This setup fosters open discussions about academic, personal, and career matters. The assigned guardian professors maintain consistent communication with their respective groups, overseeing the seamless progress of their academic pursuit", highlights Dr. Megha.

Furthermore, TSCER aims for holistic learner development, nurturing hidden talents for success. Student teachers participate in diverse co-curriculars, promoting teamwork, creativity, and healthy competition. Activities are organized year-round.

"Our institution emphasizes the importance of familiarizing student-teachers with socio-cultural realities through extension work projects. TSCER actively participates in the Life-Long Learning and Extension program in partnership with Mumbai University's Department of Lifelong Learning and Extension (DLLE), signifies Dr. Megha.

And to top it off, the Research Cell at TSCER is committed towards inspiring teacher-educators and student teachers in research and innovation, ensuring effective educational research and development within the college, encouraging faculty members to engage in minor and major research projects, establishing collaborative partnerships with other research centers and offering guidance to students undertaking action research/endeavors.

"TSCER aims to nurture passionate, growth-oriented educators who actively contribute to society. We provide top-notch infrastructure, resources, and opportunities to our student-teachers. Teaching is a noble profession demanding dedicated efforts from both educators and students. These educators shape outstanding teachers who excel not only in imparting knowledge but also in inspiring their students. Following Nelson Mandela's wisdom, we believe in changing the world, one student-teacher at a time. The institution values the essence of a teacher over their subject matter", concludes Dr. Megha.

Rakesh V. Singh
Trustee



Student Achievements

Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

Intercollegiate Competition Winners



1st Prize in Street Play
Udaan Festival DLEE Mumbai University





Inspired and motivated by the vibrant leadership of our esteemed Principal, Dr. Megha Gokhe, our student teacher **SHRUTI KANNARA** actively participated in the **National Online Quiz Competition**, securing an impressive **3rd position**.

Topic: ENGLISH APTITUDE
Held on: 27th Jan, 2024
Organised by: Tamil Nadu Teachers Education University Center for Civil Services and TNPSA Coaching, Karappakam, Chennai

Special gratitude to our trustee Shri Rakesh Singhji for his constant support and motivation




Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

Intercollegiate Competition Winners *CONGRATULATION*




2nd Rank in Story Telling
Bharati Vidyapeeth (Deemed University) Pune

Guided and encouraged by the dynamic leadership of our esteemed Principal, Dr. Megha Gokhe, our student teacher **SHRUTI KANNARA** enthusiastically took part in the **National Online Quiz Competition** and secured a remarkable **2nd Position**.

Topic: CTET/TET Education
Held on: 7th Jan, 2024
Organised by: Tamil Nadu Teachers Education University Center for Civil Services and TNPSA Coaching, Karappakam, Chennai

Special gratitude to our trustee Shri Rakesh Singhji for his constant support and motivation




Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

B.Ed Semester-I TOPPERS **96 % Result**

"CONGRATULATIONS"





We wish all F.Y.B.Ed Students A.Y 2023-24 (Batch of 2023-24) great success in all your future endeavours.

Name of Student	RANK
SURAJA LEENA PRASADHAND	1
KANDALI SREETAL RAVINDRA	2
PANDYA KINJAL JITENDRA	3
SINGHI SHIVANGI VINAY KUMAR	4
KAPADIA DHARA SUNIL	4
MANDAVJIKAR SHIKHARI PRASHANKAR	4
YADAV SUSHAMA MANJULA	5
JHA SHIVANI AJIT	6
GOHA ANANTA NILESH	6
KANAKIA SUDHITHI OMANAKUTAN	7
PAL ANJALI RAJESH	8
VASA DEWANSI RICHAN	8
TAMBORE ANUPRIKA ATUL	9
ADAR POKIA VARALI	10

Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

Intercollegiate Competition Winners

Participated in Aishabai College of Education

Ms. Priyanka Gupta 1st Rank in Pedagogy of English
Ms. Nimisha N 1st Rank in Pedagogy of Science
Ms. Shilpa Mansingka 1st Rank in Pedagogy of Science
Ms. Anita Maurya 1st Rank in Pedagogy of Hindi

Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

ACHIEVEMENTS "CONGRATULATIONS"



 Ms. Riya Pandey for Securing First Rank	 Ms. Shilpa Mansingka for Securing Second Rank
 Ms. Vedanti Pradhan for Securing Third Rank	 Ms. Leena Shukla for Securing First Rank

B.Ed Semester-III 97 % Result

We wish all S.Y.B.Ed Students A.Y 2023-24 (Batch of 2023-24) great success in all your future endeavours.

Thakur Educational Trust's (Regd.)
Thakur Shyamnarayan College of Education & Research
 Kandivali East, Mumbai - 400101

ACHIEVEMENTS "CONGRATULATIONS"

 Ms. Kinjal Pandya & Ms. Shivangi Singh for Securing Third Rank	 Ms. Sheetal Khandu for Securing Second Rank
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B.Ed Semester-I 96 % Result

We wish all F.Y.B.Ed Students A.Y 2023-24 (Batch of 2023-25) great success in all your future endeavours.

Under the guidance of our dynamic Principal Dr. Megha Gokhe, Student Teachers of TSCR participated in the National Level Online Quiz Competition held by Tamil Nadu Teachers Education University Center for Civil Services and TNPSA Coaching on, "Reasoning Ability" on 17.03.2024

Shivajisi Singh secured 4th Rank
 Kinjal Panekar secured 8th Rank
 Shivani Tho secured 9th Rank
 Priyanka Singh secured 14th Rank
 Shruti Kumar secured 17th Rank
 Adwina Salun secured 20th Rank

Special Thanks and Gratitude to our Trustee Shri Rakesh Singhji for his constant motivation and support!



Congratulations!

Chhaya Datta
Rank : 1st
Score : 20/30

Shivangi Singh
Score : 20/30





Under the able leadership and support of our dynamic Principal Dr. (Mrs.) Megha Gokhe, Student Teachers of TSCER participated in National Level Online Quiz Competition on Freedom Struggle, organised by Tamil Nadu Teachers Education University Centre for Civil Services and TNPSC Coaching, on 28th January 2024.

Sangita Patra scored **4th** Rank
Sushama Yadav scored **12th** Rank
Kavita Jadhav scored **17th** Rank

Special Thanks and Gratitude Extended to our Trustee Shri Rakesh Singh ji for his constant encouragement and motivation.



KAVITA JADHAV
RANK: 3rd

Under the able leadership and support of our dynamic Principal, Dr.(Mrs.)Megha Gokhe, student teachers of Thakur Shyamnarayan College of Education and Research participated in National Level Online Quiz Competition on CTET/TET EDUCATION, organised by Tamil Nadu Teachers Education University Centre for Civil Services and TNPSC Coaching, on 4th February, 2024.

Special thanks and gratitude extended to our Trustee Shri Rakesh Singhji for his constant encouragement and motivation.



SHRUTI KANNARA
RANK: 4th



CHHAYA DASANA
RANK: 6th



DHARA KAPADIA
RANK: 10th



SHIVANGI SINGH
RANK: 16th



SHIVANI JHA
RANK: 18th

Under the guidance and support of our vibrant Principal Dr. Megha Gokhe, our student teacher **SHRUTI KANNARA** showcased her storytelling prowess in the Intercollegiate Storytelling Competition and notched up a remarkable **2nd** Position.

Topic: Personal narratives evoking empathy and understanding
Held on: 12th Jan, 2024
Organised by: Bharati Vidyapeeth, Department of Management Studies, Navi Mumbai

Special gratitude to our trustee Shri Rakesh Singhji for his constant support and motivation



Thakur Educational Trusts (Regd.)
Thakur Shyamnarayan College of Education & Research
Kandhali (East), Mumbai - 400101

ACHIEVEMENTS
"CONGRATULATIONS"



Ms. Kinari Shah
for Securing **First Rank**



Ms. Priyanka Maurya
for Securing **Second Rank**



Ms. Hashrui Thakur
for Securing **Third Rank**

Semester-IV **100 % Result**

We wish all S.Y.B.Ed Students A.Y 2022-23 (Batch of 2021-23) great success in all your future endeavours.



Thakur Educational Trusts (Regd.)
Thakur Shyamnarayan College of Education & Research B.Ed. (Est. 2007)
Campus Placement Cell



From 2013 Onwards Best Campus Placement

Billabong International School	Oberoi International School (Goregaon / Andheri)	Witty International School (Malad / Borivali)	Vibgyor High School (Goregaon / Malad / Borivali)	Thakur International School (ICSE)
JBCN International School	N. L. Dalmia High School (Mira Road)	Gundecha Education Academy	Pawar Public School	C. P. Goenka International School (Borivali)
Ajmera Global School (Borivali)	Universal High School (Borivali / Dahisar/Malad)	Ryan International School	D. G. Khetan International School	Thakur College Commerce & Science
Thakur Vidya Mandir	Thakur Shyamnarayan High School (English Medium - Secondary)	Thakur Public School	Thakur International School (ICSE / CIE Board)	Orchid International School
Sri Sri Ravishankar Vidya Mandir	Thakur Ramnarayan College of Arts & Commerce	Shri R J Makhecha High School.	Harshad Valia International School	Guru Nanak High School
Rustomjee International School	Nahar International School	Kapol Vidyanandani International School	V K Menon High School	Albert Institute

Best Campus Recruitment

Indoor & Outdoor Games



Auditorium



PROGRAMME LEARNING OUTCOMES OF B.ED

After completion of Teacher Education programme the pupil teachers will be able to:

1. Comprehend and Develop ten key competencies as identified by National Council of Teacher Education (NCTE).
2. Develop Skill in constructing different types of lesson plan (constructivist, experiential, collaborative, 7E's)
3. Develop Skill in organizing workshops, seminars, events (celebration of important days, awareness programme)
4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education.
5. Analyse curriculum and select appropriate teaching strategies according to their needs.
6. Apply teaching skills and methodology to deal with classroom problems.
7. Comprehend the characteristics, needs and strategies of dealing with diverse learners in an inclusive environment.
8. Develop various life skills needed for successful survival in society.
9. Contribute to the community service programme and help to community.

Course Name: Course 1 Subject:-CHILDHOOD AND GROWING UP

Objectives:

1. To develop an understanding of the Principles of development.

2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio-cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. To develop an understanding of looking at one's own self, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

Learning Outcome

Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

1. Differentiate characteristics of typical and atypical development at various stages.
2. Compare and contrast various theoretical frameworks that relate to the study of human development.
3. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
4. Analyze the social and Cultural context of child development
5. Study the Methods and Approaches of Studying Human development

6. Demonstrate understanding of theoretical perspectives of child and adolescent development.
7. Apply research to the understanding of social learning and behavioral challenges of children and adolescents.
8. Understanding of the role of Self Concept, Self Esteem and Self Efficacy in the formation of self.
9. Developing high emotional intelligence and ensuring identity achievement in students.

CORE COURSE 2 (CC 2) KNOWLEDGE AND CURRICULUM

Objectives:

1. To develop understanding into the epistemological basis of education
2. To develop understanding of modern child-centered education.
3. To develop understanding social and cultural influence on education
4. To develop understanding into curriculum, its determinants , process and evaluation
5. To examine relationship of curriculum to education
6. To gain insight into the need for curriculum reforms

Learning Outcomes

1. Analyze knowledge through concepts and characteristics.
2. Analyze disparate sources of information about the various types of knowledge and also enhance the epistemological basis of education
3. Analyzing Education through democracy, justice , equity and equality.

4. Understand interrelationship of education with reference to Nationalism and Secularism
5. Explain the principles of curriculum development.
6. Explore the process of curriculum development
7. Explore the participatory approach of curriculum development.
8. Apply the principles of modern child-centered education
9. Discuss the educational significance of Activity method, Discovery method and Dialogue method
10. Analyse meaning and determinants of curriculum
11. Understand the relationship between Curriculum framework, Syllabus and Textbooks
12. Differentiating between Subject-centered and Child-centered curriculum
13. Understand the importance of Hidden curriculum
14. Analyse the role of Teacher in generating dynamic curricular experiences
15. Identify the need and evaluation of effective curriculum construction
16. Appreciate the role of MHRD and NCERT in Curriculum reforms

INTERDISCIPLINARY COURSE 1 (IC 1) GENDER, SCHOOL AND SOCIETY

Objectives:

1. Acquaint the student teachers with the concept of gendered roles in society and their challenges. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity,

equity and equality, patriarchy and feminism and transgender.

2. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
3. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
4. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
5. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
6. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

Learning Outcomes:

1. Understand the concept of gender in broader terms
2. Critically evaluate gender roles from sociological and psychological perspectives.
3. Identify the influence of social construction on gender identity
4. Discuss the effect of gender bias and gender stereotyping and suggest the ways to bring changes in society.

5. Understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society.
6. Appreciate the judiciary provisions made for women empowerment.
7. Reflect on the Millennium Development goal for promoting gender equality.
8. examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities.
9. Reflection on various acts related to human rights .
10. Critically evaluate role of NGO and United Nations Entity Equality for Empowerment of women

ABILITY COURSE 1 (AB 1) CRITICAL UNDERSTANDING OF ICT

Objectives

1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

Learning Outcomes

Apply ADDIE MODEL. ICT tools and LMS in practical aspects.

1. Using online tools for research purposes.
2. Analyze the type of license in OER and apply the same in any given topic.
3. Understand and Apply Emerging trends in E-learning

AUDIT COURSE 1 (AC)

UNDERSTANDING THE SELF

Objectives

1. To develop holistic and integrated understanding about themselves.
2. To identify their potential and challenges.
3. To undertake self reflection
4. To maintain peace and harmony within themselves.
5. To manage conflict effectively

Learning Outcomes

1. Understanding Harmony and peace with self through mindfulness.
2. Developing skill to care for oneself.
3. Reflect on your journey and analyse your own strength , weakness , opportunity and challenges as a person.
4. Develop the skills of building positive self-esteem
5. Evolving self by managing emotions

Drama and Art in Education

Objectives

1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To sensitize learners on the use of drama and art for special learners.
8. To highlight the use of drama and art in creative expression.
9. To perceive the social and environmental issues through drama and art.
10. To develop understanding of the local culture through drama and art.
11. To widen the understanding of learners by integrating global culture.

Learning Outcomes

1. Developing skill of integrating art and drama in education
2. Analyzing the role of Art and Drama for Social intervention
3. Understands Forms of Drama and Art, Elements of Drama and Art.
4. Apply stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes

CORE COURSE 3 (CC 3)
LEARNING AND TEACHING

Objectives

1. To develop an understanding of the concept of Learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of learning in the learning process.
5. To apply Constructivist perspectives of learning in the learning process.

Learning Outcomes

1. Understanding learning theories can result in a variety of outcomes, from improving communication between students and teachers to determining what students learn.
2. Define multiple outcomes of learning for transfer & its types and promoting transfer.
3. Analyze Group Dynamics, Sociometry and its Educational Implications.
4. Understand Bruce Tuckman's Revised Model for Group Development through Five Phases & analyze the role of Teacher in the students learning stage.
5. Developing the understanding of the need of differently abled children.
6. Using differentiated instruction and Multicultural education in classroom.
7. Developing understanding of teaching as profession
8. Analyze various theories of Learning

Subject:- Commerce

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To comprehend the meaning of interdisciplinary and multidisciplinary learning
4. To understand different approaches in interdisciplinary learning
5. To develop an understanding of the meaning and nature of Commerce Education
6. To develop an understanding of the aims and objectives in the teaching of Commerce
7. To integrate values in the teaching of Commerce
8. To establish relationship of Commerce with other subjects
9. To apply the maxims and principles in the teaching of Commerce
10. To use various learning resource in the teaching of Commerce
11. To implement the various methods of teaching Commerce in the classroom
12. To develop an insight about role, challenges and professional development of a Commerce teacher
13. To analyse the contribution of personalities and institutions in Commerce Education
14. To keep abreast of the current trends in the teaching of Commerce.

Learning Outcomes

1. Understanding the basic concepts of Academic disciplines
2. Understand the objectives of teaching Commerce at Higher secondary level

3. Integrate the values of teaching commerce
4. Establish correlation of Commerce with other school subjects
5. Analyze the use of various learning resources for Commerce teaching
6. Apply the maxims of teaching in Commerce teaching
7. Implement the various classroom, research and innovative methods in teaching of Commerce
8. Developing insight about the qualities, challenges and professional development of Commerce teacher
9. Apply various methods of teaching in Commerce Class

Pedagogy of School Subject: Economics

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Economics Education
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teaching of Economics
6. To establish relationship of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resource in Economics teaching
9. To implement the various methods of teaching Economics in the classroom
10. To develop an insight about qualities, challenges and professional development of a Economics teacher

11. To keep abreast of the innovative methods in Economics teaching

Learning Outcomes of Economics

1. Understanding the basic concepts of Academic disciplines
2. Understand the objectives of teaching Economics at Higher secondary level
3. Integrate the values of teaching economics
4. Establish correlation of Economics with other school subjects
5. Analyze the use of various learning resources for Economics teaching
6. Apply the maxims of teaching in Economics teaching
7. Implement the various classroom, research and innovative methods in teaching of Economics
8. Developing insight about the qualities, challenges and professional development

Subject:-Mathematics

Course Objectives: The course will develop among prospective secondary school teachers:

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.

4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
12. To channelize, evaluate, explain and reconstruct students' thinking
13. To appreciate the importance of mathematics laboratory in learning mathematics

Learning Outcomes

1. Understanding mathematics is more than formulas, mechanical procedures appreciate the role of mathematics in day-to-day life.
2. Know the place of different disciplines in the school curriculum, understand the nature, scope & importance of Mathematics at secondary level.
3. formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy
4. understand the professional competencies, commitments and expectations of mathematics teacher

5. Generalize that mathematics is more than formulas and mechanical procedures.
6. evaluate, explain and reconstruct students' thinking
7. appreciate the importance of mathematics laboratory in learning mathematics

Subject:-English

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

Learning Outcomes

1. Understand that academic disciplines are constantly in flux, negotiating the terms, conditions, and standards of inquiry, attribution, and evidence.
2. Enable the students to comprehend the spoken form.

3. Develop students' ability to use English in day-to-day life and real life situations.
4. Understand the written text and be able to use skimming, scanning skills.
5. Write simple English to express ideas etc
6. Quality improvement in education encompasses the all-round development of learners. This requires a multi-pronged approach aiming at quality curriculum and its effective transaction in an enabling environment
7. Creation of multilinguals who can enrich all our languages.
8. Understand Palmer's Principles and also correlate the English subject with other subjects.
9. Understand the maxims of teaching.

10. Arguably the professional development for teachers affects teachers' performance in the classroom is that it provides them with new information, techniques, tools, and instructional strategies that they can use to connect with and engage their students.

11. Providing a framework and rationale for making course design decisions about the sequence of topics and instruction, content selection, and so on.

Subject:-Geography

OBJECTIVES:

1. To develop an understanding the basic concepts associated with academic disciplines
2. To develop an understanding about place of different disciplines in the school curriculum
3. To develop an understanding of Geography as a subject.

4. To develop an understanding of essentials of teaching Geography.
5. To develop an understanding of approaches of curriculum construction.
6. To develop an understanding of different types of teaching-learning resources.
7. To develop an understanding of different methods and techniques of teaching Geography.
8. To develop an understanding of essentials of a Geography teacher.
9. To develop an understanding of current trends in the subject.

Learning Outcomes

1. Understanding the basics of Academics
2. Analyzing the place of Social science in school curriculum
3. Developing understanding of Nature, objectives and values of Geography subject.
4. Developing skill of using learning resources in teaching of geography
5. Using appropriate methods of teaching Geography
6. Developing the essentials of becoming an efficient geography teacher.
7. Using various teaching aids to teach geography in effective way.

Subject:-History

OBJECTIVES:

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum

3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political science textbook.
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political science.
9. To understand the need and avenues for professional development

Learning Outcomes

1. Understanding the basics of Academics
2. Analyzing the place of Social science in school curriculum
3. Developing understanding of Nature, objectives and values of History subject.
4. Developing skill of using learning resources in teaching of History
5. Analyzing Essentials of Curriculum transaction in History & Political Science
6. Using appropriate methods of teaching History
7. Developing the essentials of becoming an efficient history teacher.

Subject:-Science

OBJECTIVES:-

1. To understand the basic concepts associated with academic disciplines

2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

Learning Outcome

1. understand the basic concepts associated with academic disciplines
2. understand place of different disciplines in the school curriculum
3. understand the meaning and nature of Science.
4. familiarize the objectives of teaching Science as given by NCF 2005
5. acquire knowledge about various learning resources and its management in science education
6. Applying the values of teaching science

ELECTIVE COURSE 2 (EC 2) PEACE EDUCATION

Objectives

1. To understand the concept and types of peace.
2. To gain an understanding of the constitutional values and their importance for social harmony.
3. To appreciate the contribution of Mahatma Gandhi and Dalai Lama in Peace Building.
4. To understand the concept and areas of Peace Education.
5. To examine the need for Peace education in present context
6. To develop an understanding into integrating peace education in the curriculum
7. To apply the values, attitudes and skills required for Peace Education.
8. To gain insights into conflict resolution techniques and non-violent activism for peace building
9. To understand the qualities and role of teacher for peace education
10. To understand and analyze the role of mass media and other social agencies in Peace Education.
11. To understand challenges to Peace in multicultural society.
12. To examine impact of competition, corporeal punishment on peaceful environment in schools.
13. To understand the struggle for peace in today's times

Learning Outcomes of Peace Education

1. Developing the ability to transact Peace Education in Curriculum
2. Preparing teachers for peace Education
3. Preparing the teachers to face concerns and challenges of Peace Education

4. Understand the concept and types of Peace
5. Analyze the relationship between constitutional values and peace education
6. Examine the need of peace education in present era
7. Apply the values, attitudes and skills required for peace education
8. Understand the conflict resolution techniques and non-violent activism for peace building

INTERDISCIPLINARY COURSE 3 (IC 3) LANGUAGE ACROSS CURRICULUM

Objectives

1. To understand the meaning and functions of language.-
2. To develop appreciation for the significance of language across curriculum
3. To develop understanding of language diversity in the Indian context
4. To understand the different theories of language acquisition and language deficit
5. To understand the impact of oral language and questioning on student learning
6. To understand various genre of texts available in different content areas.
7. To develop competencies in fostering reading and writing skills among school children
8. To develop appreciation for the critical role of the teacher in transacting language across curriculum

Language Across curriculum

1. understanding of language diversity in the Indian context
2. Critically analyzing state policies on language and education.
3. understand the impact of oral language and questioning on student learning
4. Understanding Importance of Questioning and types of questioning, Discussion based learning.
5. Analyze, define and describe the concept, characteristics and functions of language.
6. Analyze different Language Acquisition Theory of Environmental - Skinners, Biological - Chomsky and also discuss similarities and differences among them.
7. Analyze the deficit theory through examples.

INTERDISCIPLINARY COURSE 2 (IC 2)

EDUCATIONAL MANAGEMENT

Objectives:

1. To develop an understanding of the concept of Educational management
2. To develop an understanding of the importance of effective organizational management
3. To develop an understanding of Systems Approach to Educational management
4. To develop an understanding of the functions of management
5. To understand Quality management, Human resource management and Change management
6. To develop an understanding of the concept of Leadership
7. To acquaint students of the various Leadership styles
8. To acquaint students of the various Leadership skills

9. To develop an understanding about Educational administration
10. To develop an understanding about Educational administration in India

Learning Outcomes of Educational Management

1. Analyze the concept and significance of educational management.
2. Analyze and understand Henry Fayol's principles and also how to implement them in the teaching field.
3. Analyze the Concept of Systems Thinking and Systems Approach to Educational management
4. Understand and Analyze the nature of management and describe the concepts, need, indicators and process of quality, human resource and change management.
5. Understand Human Resource Management in educational institutions
6. Develop understanding about the concept of leadership
7. Analyse the various leadership styles and skills
8. Understand about educational administration
9. Understand about Peter Senge Model of learning organisation and try to apply it.

CORE COURSE 4 (CC 4) ASSESSMENT FOR LEARNING

Objectives

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.

3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho- social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

Assessment for learning

1. Understand the concept of Assessment
2. Critically evaluate different perspectives of Assessment to implement them
3. Understand the relationship between aims, objectives and learning outcomes

4. Critically evaluate different domains of learning from various theories.
5. Critical outlook among prospective teachers towards practices of assessment and selection.
6. Acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
7. Enable prospective student teachers in understanding and analysing the psychosocial concerns of assessment.
8. Develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
9. Apply statistical application of Mean , median ,standard deviation, Percentile rank and its interpretation.

CORE COURSE 5 (CC 5) CONTEMPORARY INDIA AND EDUCATION

Objectives:

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy

5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

Learning Outcome of Contemporary India and Education

1. Understanding and addressing diversity in Indian society
2. Analyze the contemporary issues and policies; Naveen Taleem, RTE Act 2009, RMSA and their origin with regard to education in Indian society
3. Understand the emerging trends; Open and Distance Learning
4. Analyze the role of Mass media in education
5. Understanding various marginalized groups
6. Critically evaluate the role of education to address the needs of stratified and marginalized groups
7. Analyze various policies of educational commission and evaluate on recommendations given
8. Critically evaluate constitutional values and understand fundamental rights and duties to implement them.

ELECTIVE COURSE 3 (EC 3) ENVIRONMENTAL EDUCATION

Objectives:

1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education

14. To acquire knowledge of the tools and techniques for the evaluation of environmental education

Learning Outcomes

1. develop an understanding about ecological energy dynamics and entropic pollution
2. develop skills of observation, participation and assessment through environmental projects.
3. Understand the status of environmental education in school curriculum
4. Understand the curriculum and methods in environmental education.
5. Acquire knowledge about the different methods of teaching in environmental education tools and techniques for the evaluation of environmental education
6. Define multiple outcomes for environmental education.
7. Describe and critically reflect on research about what works and doesn't work in achieving different environmental education outcomes.
8. Discuss environmental education outcomes, research, and theories of change with peers.
9. Understanding the difference conferences took place to bring development in the environment.

ELECTIVE COURSE 3 (EC 3) GUIDANCE AND COUNSELLING

Objectives:

1. To develop an understanding of the basic concepts in guidance and counselling.
2. To develop an understanding of the strategies and devices used for guidance.

3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of the process, skills and strategies of counselling.
5. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

Learning Outcomes of Guidance and Counseling

1. Understand the strategies and devices use for guidance
2. Develop understanding about the process of counseling
3. Analyze the types of counseling
4. Define multiple outcomes for guidance.
5. Describe and analyze the types of guidance in different areas of life.
6. Examine the agencies of guidance for the students for selecting the best career in their life.
7. Monitoring outcomes of career guidance holds providers accountable through sources and strategies.
8. Analyze and understand the Ginsberg' Theory through various different factors.
9. Define multiple outcomes of job satisfaction and also analyze its factors.
10. Developing understanding of the skills and approaches of counseling.
11. Developing understanding of the Role of Counsellor in Contemporary Society

INTERDISCIPLINARY COURSE 4 (IC 4) CREATING AN INCLUSIVE SCHOOL

Objectives

1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insight into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion;
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role general teachers, resource teachers and NGOs.
7. To identify and implement actions areas to make schools and classrooms more diversity friendly.

Learning Outcomes

1. Developing understanding of inclusion in Education.
2. Analysing the curricular issues in inclusion in Education.
3. .Developing ability for successful inclusion in classroom
12. understand the diversities of abilities, classification and characteristics of students
13. Acquire knowledge of catering special needs.
14. Analyze and understand the national and international policies or significance who promote inclusion for special needs children.
15. Provide educational concessions, facilities and provisions for CWSN.

Course Name: Course EPC 1 Subject:- READING AND REFLECTING THE TEXTS

OBJECTIVES

1. To infuse in student teachers the penchant for reading and writing
2. To instill and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint the student teachers with comprehension skills
5. To examine the social angle to reading texts
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reading logs and reading journals
11. To create one's own writing on the read
12. To compare different texts on the same them
13. To improve student teachers' proficiency in 'reading', 'writing', 'thinking' and 'communicating' in the language of instruction.

Learning Outcome of reading and Reflecting on Texts

1. Understand and define multiple outcomes of diversity of texts and its forms.
2. Analyze the relation with education.
3. Influence socio-cultural through individual and group to understand the texts.
4. Developing ability to review a book
5. Understand strategies and steps of reading
6. Understand Davis's Nine component skills of comprehension