

“Program Outcomes, Program Specific Outcomes and Course Outcomes”

SEMESTER I

Course – 1 : Childhood & Growing Up

Course Objectives

To enable the student teacher to:-

- 1) Understand the theories of child development.
- 2) Understand importance, nature & scope of child Psychology.
- 3) Understand fundamental needs of children.
- 4) Acquaint the methods of studying child behavior.
- 5) Factors influencing on them.
- 6) Understand process of concept formation / development.
- 7) Understand developmental characteristics with respective to childhood & adolescence.
- 8) Understand concept & methods of guidance & counseling.
- 9) Create sensitivity towards issues related to child development.
- 10) Understand the importance of concept child in the family.
- 11) Understand criteria of development of personality of child & Adolescent.

COURSE 2 - Contemporary India and Education

Course Objectives

To enable student teachers

1. To understand the social diversity and education.
2. To understand the contribution of constitution of Indian in education
3. To understand the present status of Indian education in pre and post era.
4. To understand the concept of school must be an ideal epitome of the society.
5. To understand the different Government policies of education.

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6. To understand the different role of teachers at different levels.
7. To understand the concept and role of education in National integration and International Understanding.
8. To acquaint with the education for individual development.

Course 3 - Understanding Disciplines and Subject

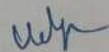
Course Objectives-

1. To enable student teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
2. To enable student teachers to know different disciplinary areas.
3. To enable student teachers to know the changing scenario in the disciplinary areas.
4. To enable student teachers to know the changing role of a teacher.

EPC -1 Reading and Reflecting on Text

Course Objective—

1. To enable student teachers for enhancing their ability in the language of instruction.
2. To enable the student teachers for strengthening their ability to read, think and discuss and communicate and write in the language of instruction.
3. To enable student teachers to develop test for and abilities in reading and making meaning of different kinds of texts.
4. To enable the student teachers to become self- learner, reflective, expressive and collaborative professionals.
5. To enable the student teachers to foster creative thinking among pupils for reconstruction of knowledge.



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Semester-I

Practicum

A-1 : Diagnostic and Enriching the Teaching Skills

अध्यापन कौशल्य निदानाची उद्दिष्टे

१. छात्राध्यापकांमधील प्रगत वअप्रगत अध्यापन कौशल्यांचा शोध घेणे.
२. अध्यापक महाविद्यालयामध्ये अध्यापन कौशल्य समृद्धीसाठी कोणती कौशल्य निश्चित करावयाची यासाठीच्या नियोजनास मदत करणे.

A-2: Lesson Planning Workshop & Demonstration Lessons

पाठनियोजन कृतिसत्र व दिग्दर्शन पाठ (प्रात्यक्षिक)

उद्दिष्टे:

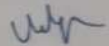
1. पाठनियोजनाच्या तात्त्विक भागाची माहिती देणे.
2. वर्गअध्यापनाची उद्दिष्टे व स्पष्टीकरणे यावर व्याख्यान देणे.
3. पाठ्यांशाच्या मूल्यमापन पायऱ्यांची माहिती देणे.
4. पाठनियोजनाचा नमुना तयार करून घेणे.
5. शिक्षक प्रशिक्षकाने दिग्दर्शन पाठ घेणे प्रशिक्षणार्थीनी पाठाचे निरीक्षण करणे व चर्चा घडवून आणणे

A-3: Simulated Teaching Workshop (1+1 Lesson) Each Method

अभिरूप अध्यापन कार्यशाळा

उद्दिष्टे -

- निवडलेल्या अध्यापन पद्धतींचा अभिरूप परिस्थितीमध्ये सराव करणे.
- अध्यापनाची कार्यवाही, कौशल्य आणि क्षमतांचा विकास करणे.
- अध्यापन पद्धतीचा पदबंध आणि अध्यापन कौशल्य आत्मसात करण्यास मदत करणे.
- सहाध्यायाशी चर्चा व झालेल्या आंतरक्रियेतून अध्यापन पद्धतीवर प्रभुत्व प्राप्त करण्यास मदत करणे.



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A-4: Teaching Aids workshop

शैक्षणिक साधन निर्मिती कार्यशाळा

- 1) आकर्षक शैक्षणिक साधने निर्माण करण्याची संधी उपलब्ध करून देणे.
- 2) शैक्षणिक साधन निर्मितीसाठी आवश्यक कौशल्ये प्राप्त करण्यास मदत करणे
- 3) अध्यापनामध्ये शैक्षणिक साधनांचा उपयोग करण्यास प्रवृत्त करणे

A-5: शाळा व नाविन्यपूर्ण अध्ययन - अध्यापन केंद्रांना भेट

(School Engagement and Visits to Innovative Centers of Pedagogy and Learning)

- 1 शालेय इमारत परिसर भौतिक सुविधा इत्यादिचा परिचय होण्यास मदत करणे
- 2 शालेय वातावरणात अध्ययन अध्यापन या संकल्पना समजण्यास मदत करणे
3. शाळेतील अनुभवी शिक्षकांच्या अध्यापनाचे सहजपणे निरीक्षण करण्यास सहाय्य करणे
4. अनुभवी शिक्षकाचे शालेय प्रणालीच्या संदर्भात अनुभव ऐकण्याची संधी उपलब्ध करून देणे
- 5 मुख्याध्यापक व पर्यवेक्षक यांची शालेय प्रशासनातील भूमिका व कार्य समजण्यास सहाय्य करणे.
- 6 शिक्षकांची भूमिका व जबाबदा-या ओळखण्यास मदत करणे
- 7 शाळेतील शैक्षणिक, सामाजिक व सांस्कृतिक वातावरण व विद्यार्थ्यांशी सुसंवाद सश्रण्यास मदत करणे
- 8 अध्ययन अध्यापनास पोषक व अटकाव करणारे घटक शोधण्यास मदत करणे (Identify learning resources required and available in the school)
- 9 शाळा या प्रणालीसबधी संकल्प चित्र तयार करण्यास सहाय्य करणे
- 10 शाळेत घेतलेल्या अनुभवाचे लहान अथवा मोठ्या मोठ्या गटामध्ये सादरीकरण करण्याची क्षमता निर्माण करणे


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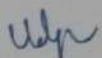
Semester - II

COURSE 4

LEARNING AND TEACHING

Course Objectives: To enable student teachers to

- 1) Understand the theoretical frames of psychology for learning & teaching.
- 2) acquire the knowledge about the process of growth and development & developmental task of different stages
- 3) apply the knowledge of individual difference
- 4) get the knowledge of emotional intelligence
- 5) understand the process of transfer of learning
- 6) get knowledge of concept, characteristics and nature of teaching process
- 7) understand the factors influencing learning process
- 8) understand the relation between teaching and learning
- 9) understand the concept of teaching as a planned activity
- 10) use of the knowledge of social psychology for teaching learning process
- 11) use various tools to study classroom dynamics
- 12) develop an understanding about the impact/influence of socio cultural context in shaping human development.
- 13) understand a range of cognitive capacities and affective processes in human learners.
- 14) become aware of different contexts of learning and situate schools as a special environment for learning.


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Course 5a: Part -I

KNOWLEDGE AND CURRICULUM PART-I

Objectives:-

To enable the student teacher to :

1. understand the nature and importance of education and educational process.
2. understand the concept of child centered education with reference to the thinkers.
3. understand the need to study education in sociological perspective.
4. understand the education in relation to modern values like equity and equality, social justice and dignity.
5. understand autonomy of Teachers and Learner.
6. understand historical background of individual autonomy.
7. understand role of Teaches autonomy in enriching learning situations.
8. understand the concept, need, nature and process of curriculum.
9. understand concept of curriculum and its various dimensions.
10. understand relation between curriculum, syllabus and textbooks.

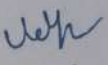
अभ्यासकम 6- अ-1 शालेय विषयाचे अध्यापन शास्त्र :

मराठी - भाग-1

उद्दिष्टे

प्रशिक्षणार्थी

- 1 मराठी भाषेचे वरूप अभ्यासकमातील स्थान व महत्त्व समजून घेण्यास मदत करणे २ मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होण्यास मदत करणे.
- 2 भाषिक कौशल्यांचे आकलन होण्यास मदत करणे.
- 3 शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासकमाचे स्वरूप समजण्यास मदत करणे.
- 4 मराठीच्या अध्यापनासाठी विविध तंत्रे पध्दती यांचा वापर करण्यास सक्षम करणे.


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5 ज्ञानरचनावादानुसार मराठीचे अध्यापन करण्यास मदत करणे.

6 मराठी भाषेच्या विविध उपांगांच्या अध्यापनाची प्रकिया समजण्यास मदत करणे.

COURSE 6a - I : शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

हिंदी भाग -१

पाठ्यक्रम के उद्देश

छात्राध्यापक को :-

1. हिंदी भाषा का अर्थ एवं स्वरूप हिंदी भाषा का माध्यमिक पाठ्यक्रम में स्थान आदि समझाना। शालेय स्तर पर हिंदी अध्ययन अध्यापन के उद्देश एवं भाषिक कौशलों से परिचय कराना।
2. हिंदी भाषा शिक्षा के सूत्र तथा प्रणालियाँ, प्रयुक्तियों का परिचय कराना।
3. हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन-अध्यापन का आकलन करने में सक्षम बनाना।
4. हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश एवं अध्यापन प्रणालियों की जानकारी देना।

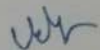
COURSE 6a-I: PEDAGOGY OF SCHOOL SUBJECT

ENGLISH PART-I

Course Objectives:

After completion of the course the student teachers will be able to

1. Develop an understanding of the nature of English language
2. Understand the place and importance of English in the present set up.
3. Understand the aims and objectives of teaching English at upper primary and secondary schools in India
4. develop activities and tasks for the acquisition of language skills.
5. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels.
6. understand constructivist approach to language teaching and learning
7. understand about the teaching of prose, poetry, grammar and composition.



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COURSE 6a - I Pedagogy of School Subject

Science Part-I

Course Objectives.

To enable the student teacher to;

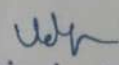
1. develop insight on the meaning, nature & scope of science for determining aims & strategy of teaching-learning
2. appreciate that science is a dynamic & expanding body of knowledge
3. understand the aims & objective of teaching science at secondary school
4. understand the various instructional strategies & their use in teaching science.
5. develop the ability to formulate instructional objectives in term of behavioral out comes for teaching secondary school science
6. develop the ability to plan & design various type of lesson in science.

COURSE 6a II Pedagogy of School Subject

MATHEMATICS Part-I

Objectives: To enable the student teachers to

1. understand the meaning, nature & importance, characteristics and development of Mathematics.
2. understand and appreciate the role of mathematics in the development of modern society.
3. identify different types of correlation of Mathematics
4. familiarize with the revised version of Bloom's taxonomy of educational objectives
5. understand the aims & objectives of teaching Mathematics at secondary school
6. Understand the various instructional strategies and their use in teaching Mathematics
7. Understand various mathematical skills
8. Develop the ability to write proper instational objectives and their specifications for teaching secondary school Mathematics
9. Develop the ability to plan & design various types of lesson in Mathematics
10. Familiarize with various techniques useful for individualizing Mathematics instruction


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COURSE 6a-II PEDAGOGY OF SCHOOL SUBJECT

HISTORY PART-I

Course Objectives: After completion of the course the student teachers will be able to -

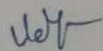
1. know the meaning & nature of history.
2. correlate history with other subject.
3. understand the aims and objectives of teaching history at secondary school level
4. understand the objectives of teaching history.
5. develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level.
6. be acquainted with methods for teaching history.
7. acquainted with professional development of teacher of the history.

COURSE 6a - II Pedagogy of school subject

Geography Part -I

Course Objectives: To enable student-teachers

- 1) to know the meaning, nature of Geography
- 2) to understand the place & importance of Geography in secondary school curriculum.
- 3) to correlate Geography within the subject & with other subjects,
- 4) to understand the psychological perspectives of constructivism in teaching learning of Geography.
- 5) to understand the general objectives of teaching Geography according to National curriculum framework 2005, state curriculum framework-2010
- 6) to understand the syllabus of Geography at school level according to the curriculum framework NCF 2005 & SCF 2010.
- 7) be acquainted with Teaching strategies & learning resources in Geography.
- 8) to understand the assessment of learning in Geography.



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Course 7

Assessment for Learning

Course Objectives :

The student teacher enable to –

1. understand the concept of measurement, assessment and evaluation.
2. understand the Dimensions and Purposes and need of Assessment of learning.
3. understand the policy perspectives on examinations and evaluation and their implementation practices
4. understand the Assessment of Group Processes.
5. develop an achievement test and its blue print.
6. understand the Construction of portfolios.
7. acquire knowledge of different types of tools and their uses in evaluation.
8. evolve an appropriate assessment tasks and tools to assess learners performance
9. understand the various statistical tools and their use for interpretation of results.
10. understand the use of assessment for feedback.

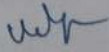
EPC -2

Drama & Art in Education

Course Objectives:

To enable the student teachers to

- Understand basics of different Drama & Art forms – impact of Drama& Art forms on the human mind .
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary Level
- Enhance awareness of the rich cultural heritage, artists and artisan


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प्रात्यक्षिक

B.1 शाळा व नाविण्यपूर्ण अध्ययन-अध्यापन केंद्रांना भेटी

उद्दिष्टे - छात्राध्यापकास

- 1 शाळांचे विविध प्रकार त्याचे स्वरूप माहित होण्यास सहाय्य करणे
- 2 विविध प्रकारच्या शाळांमध्ये अध्यापन करताना आवश्यक असणारी अध्यापन कौशल्ये आत्मसात करण्यास मदत करणे
- 3 नाविण्यपूर्ण शाळेतील उपक्रमाचा परिचय होण्यास मदत करणे
- 4 विविध शैक्षणिक स्त्रोत केंद्राचा परिचय होण्यास सहाय्य करणे.

B-2 : Field Engagement

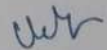
Credit – 01

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B-3 and C-1 : School Internship

Credit – 17

School internship programme will be split up into two semesters i.e. semester II four weeks including field engagement and in semester III eleven weeks. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks.



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Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.

B-4 Diagnostic test on Content knowledge & Remedial

Programme

विषयज्ञान निदान चाचणी आणि उपचारात्मक कार्यक्रम

उद्दिष्टे :-

1. प्रशिक्षणार्थीच्या विषयज्ञानाचे निदान करून, विषयज्ञान समृद्धिच्या उपचारात्मक कार्यक्रमाची आखणी करणे
2. प्रशिक्षणार्थीच्या अध्ययन अध्यापन क्षमता, संप्रेषण कौशल्य, सादरीकरण कौशल्य यांचे निदान करून त्यामधील समस्या निराकरण करणारे उपचारात्मक कार्यक्रम राबविणे,
3. दुस-या सत्रामध्ये जीवनमूल्ये, जीवन कौशल्ये अध्यापक व्यवसायाचे ज्ञान व कौशल्ये यावर आधारित अध्यापक शिक्षण देऊन प्रशिक्षणार्थीची गुणवत्ता वाढविणे.

B-5: Internal Examination

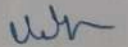
(Semester IInd Assignment Internal Viva + Semester IInd External Examination)

उद्दिष्टे

- (१) छात्राध्यापकास सतत अभ्यासाची सवय लावणे.
- (२) छात्राध्यापकास वार्षिक परीक्षेच्या दृष्टीने लेखनाची सवय लावणे.
- (३) छात्राध्यापकाने शिकविलेल्या भागापैकी किती आत्मसात केले याचा शोध घेणे.
- (४) छात्राध्यापकास स्वयंमूल्यमापनाची सवय लावणे.
- (५) पुस्तकेव संदर्भ वापरून चाचणी देण्याची क्षमता निर्माण करणे.

तोंडी परीक्षा (Viva)

उद्दिष्टे



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(१) छात्राध्यापकाने पूर्ण केलेल्या प्रात्यक्षिकाची पाहणी करणे.

(२) अभ्यासक्रमात प्रात्यक्षिकासाठी निर्धारित केलेल्या उद्दिष्ट्यप्रमाणे छात्राध्यापकास प्रत्येक प्रात्यक्षिकाचे आकलन झाले किंवा नाही याचे मूल्यमापन करणे.

(३) छात्राध्यापकानी पूर्ण केलेल्या प्रात्यक्षिकाचे मूल्यांकन करून गुणदान करणे.

(४) वाह्य परीक्षकाकडून प्रत्याभरण घेणे.

(५) छात्राध्यापकामध्ये संवाद कौशल्य विकसित करणे.

SEMESTER III

6b -I Pedagogical of School Subject One Part -II

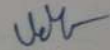
अभ्यासकम 6 अ-1 शालेय विषयाचे अध्यापन शास्त्र :

मराठी - भाग-2

उद्दिष्टे

प्रशिक्षणार्थी

- 1 आशय विश्लेषण ही संकल्पना समजून घेण्यास मदत करणे
- 2 मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्रोतांचा वापर करण्यास मदत करणे
- 3 विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनविणे
- 4 मूल्यमापनाच्या पध्दतीचे आकलन होण्यास मदत करणे
- 5 मराठी भाषेच्या अध्यापकाची गुणवैशिष्ट्ये समजण्यास मदत करणे
- 6 मराठी भाषेच्या अध्यापकासमोरील समस्या जाणून त्यावर उपाय शोधण्यास मदत करणे
- 7 मराठी विषयाच्या अध्यापकाची बदलती भूमिका जाणून घेण्यास सहाय्य करणे.



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Course 6 B1 - शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

भाग -2

पाठ्यक्रम के उत्प्रेष -

छात्राध्यापक को :-

- 1 शैक्षिक अनुभूतियों का परिचय कराना तथा मुदित सामग्री, दृश्य-श्राव्य सामग्री का विकसन एवं कक्षाध्यापन के दौरान प्रयोग करने में सक्षम बनाना।
2. हिंदी भाषा का अध्ययन शास्त्रीय विश्लेषण करने में सक्षम बनाना।
- 3 पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना।
- 4 अच्छे पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर की किसी एक कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना।
- 5 शालेय नियोजन (वार्षिक, इकाई एवं पाठ नियोजन) समझकर विविध नियोजन करने की क्षमता विकसित करना तथा इकाई जाँच परीक्षा की रचना एवं कार्यवाही करने में सक्षम बनाना।
6. भाषा मूल्यांकन की प्रक्रिया से परिचित करना।
7. हिंदी अध्यापक की शैक्षिक योग्यता, विशेषताएँ एवं गतिशील भूमिका को समझना।
8. शिक्षालयों में हिंदी अध्यापन की चुनौतियोंसे अवगत करना एवं उन चुनौतियों का समाधान हुँदने के लिये प्रवृत्त करना

**COURSE 6b -I PEDAGOGY OF SCHOOL SUBJECT
ENGLISH PART- II**

Course Objectives: After completion of the course the student teachers will be able to –

1. develop and use of learning resources in the classroom both print and audio visual recourses and computer and web resources .
2. understand the pedagogical analysis of English language and content.
3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
4. understand the steps of year plan, unit plan, lesson plans, and unit plan.
5. understand the process of language assessment.
6. understand the qualities and qualifications and changing role of an English teacher.
7. understands the problems faced by the teachers in teaching English in Indian schools.



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COURSE 6b - I : Pedagogy of School Subject

Science Part- II

Course Objectives: To enable the student's teacher to

1. Understand the pedagogical analysis of science.
2. Understand the need, importance & stages of planning of science.
3. Understand the various instructional approaches & their application in teaching science .
4. Understand the application of appropriate evaluation techniques in science .
5. Understanding preparation & use of diagnostic test & organize remedial teaching.
6. Acquaint the qualities professional growth of science teacher& help them in acquiring the same.
7. Acquire the knowledge of the content or science operating at the secondary school level according to teaching process.
8. Become a competent science teacher a teacher of all science

COURSE 6b - II Pedagogy of School Subject

MATHEMATICS Part- I

Objectives: To enable the student teachers to

1. understand the modern trends in curriculum construction
2. familiarise with the principles of Curriculum organisation, approaches to mathematics curriculum and curriculum study groups
3. make the student teachers understand the need and importance of community based resources in the present scenario
4. understand the man made resources in the present context
5. make the student teachers familiar with the possibilities of the resource materials in the present context
6. acquire the knowledge of the content of Mathematics operating at the secondary school level according to teaching process.
7. understand the pedagogical knowledge analysis of Mathematics.
8. understand the need, importance & stages of planning instruction in Mathematics.
9. understand the application of appropriate evaluation techniques in Mathematics.
10. understanding preparation & use of diagnostic test and organize remedial teaching.



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11. acquaint the qualities & professional growth of Mathematics teacher and help them in acquiring the same.
12. understand the various instructional approaches and their application in teaching Mathematics.
13. prepare and evaluate instructional materials in Mathematics.

COURSE 6b – II : PEDAGOGY OF SCHOOL SUBJECT

HISTORY PART- II

Course Objectives:

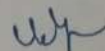
After completion of the course the student teachers will be able to --

1. be acquainted with teaching learning resources for teaching history.
2. understand the assessment of learning in history.
3. develop the ability to plan and design various types of lesson in history.
4. acquainted with contextual issues of learning in historical context.
5. understand the pedagogical analysis of history.

COURSE 6b – II : Pedagogy of School Subject Geography Part- II

Course Objective : To enable student teacher to-

- 1) be acquainted with Teaching strategies & learning resources in Geography.
- 2) to understand the assessment of learning in Geography.
- 3) to understand the construction approach in teaching learning of Geography.
- 4) be acquainted with research & development in teaching-learning of Geography.
- 5) be acquainted with professional development of Geography teacher.
- 6) to acquire basic knowledge & skills in Geography.



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Semester -III

Practicum

C-1 : School Internship(As given in seme. II)

C-2 : Health & Physical Education Workshop

विद्यार्थी शिकवणे :-

छात्राध्यापकास

1. शारीरिक शिक्षण व आरोग्य शिक्षण यांचे मानवी जीवनातील महत्त्व समजण्यास मदत करणे.
2. शारीरिक शिक्षणाचे शालेय अभ्यासक्रमातील महत्त्व समजून देणे.
3. वैयक्तिक व सांघिक खेळांचे क्रीडांगण, मोजमापे, नियम, आराखडा इ. समजून देणे.
4. खिलाडूवृत्ती जोपासणे व व्यक्तिमत्वाचा परिपूर्ण विकास होण्यास मदत करणे.

C-3 : Psychological Testing Workshop

मानसशास्त्रीय मापन व समुपदेशन कार्यशाळा

उद्दिष्टे - विद्यार्थी शिक्षकांना

१. मानसशास्त्रीय मापनाचा अर्थ, संकल्पना व गरज यांचे आकलन होण्यास मदत करणे.
२. मानसशास्त्रीय चाचण्यांचे प्रकार, वैशिष्ट्ये, फायदे व मर्यादा यांचे आकलन होण्यास मदत करणे.
३. मानसशास्त्रीय चाचण्यांच्या प्रशासनाचे तंत्र आत्मसात करण्यास मदत करणे.
४. मार्गदर्शन व समुपदेशनाचे तंत्र समजून घेण्यास मदत करणे.
4. मानसशास्त्रीय चाचण्यांचे प्रशासन, मार्गदर्शन व समुपदेशन याबाबतच्या ज्ञानाचा प्रभावी वापर करण्यास मदत करणे.


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C-4: Action Research Workshop

कृतिसंशोधन कार्यशाळा

उद्दिष्टे छात्राध्यापकास,

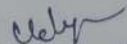
1. कृतिसंशोधनाची उपयुक्तता आजमावण्यास मदत करणे
2. कृतिसंशोधनाचे स्वरूप, वैशिष्ट्ये, महत्त्व समजण्यास मदत करणे.
3. कृतिसंशोधनाच्या विषय निश्चितीची क्षेत्रे समजावून देणे.
4. शालय शिक्षण प्रक्रियेतील समस्या जाणून घेण्यास मदत करणे.
5. कृतिसंशोधन आराखड्याचे टप्पे व प्रत्येकाचे महत्त्व समजावून सांगणे
6. कृतिसंशोधन आराखड्यातील प्रस्तावनेमधील - कृतिसंशोधनाची गृहितके, उद्दिष्टे, प्रकल्पाची व्याप्ती व मर्यादा, संशोधनासाठी नियोजित कार्यपद्धतीचे स्वरूप, नमुना निवड, सामग्री संकलनाची साधने व तंत्रे, सामग्री सकलनाच्या कार्यवाहीचे स्वरूप, सामग्री विश्लेषण करण्यासाठीच्या प्रक्रियेचे स्वरूप, संशोधन कार्याचे वेळापत्रक व प्रकरण योजना, संशोधन कार्याच्या खर्चाचे अंदाजपत्रक या सर्व बाबी समजावून देणे.
- 7 कृतिसंशोधन आराखडा तयार करून घेणे
8. शमस्या निराकगणासाठी कृती संशोधन करण्यास मदत करणे.

C-6 Internal Examination

ज्ञानरचनावादी कार्यशाळा

उद्दिष्टे :-

- 1 ज्ञानरचनावादाची संकल्पना समजण्यास मदत करणे
- 2 ज्ञानरचनावादाची मूलतत्त्वे व गृहितकाचे आकलन होण्यास मदत करणे,
- 3 ज्ञानरचनावादी शिक्षक / शिक्षकाची भूमिका समजण्यास मदत करणे
- 4 परंपरागत अध्ययन अध्यापन व ज्ञानरचनावादी अध्ययन अध्यापन यातील फरक समजण्यास मदत करणे.
- 5 ज्ञानरचनावादी अध्ययन प्रक्रियेची वैशिष्ट्ये समजण्यास मदत करणे 1
- 6 ज्ञानरचनावादी अध्ययन प्रक्रियेची वैशिष्ट्ये सांगून कृतियुक्त अध्ययन, गट पाडणे, शोधक प्रश्नाच्या आधारे विद्यार्थी काय शिकले ते पाहण्यास मदत करणे
- 7 अप्रगत विद्यार्थ्यांसाठी गटचर्चा करून त्यांच्या विकासासाठी प्रयत्न करणे
- 8 विद्यार्थ्यांची संपादन क्षमता विकासासाठी अध्ययन पद्धती शोधणे


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उद्दिष्टे -

- (१) छात्राध्यापकाने पूर्ण केलेल्या प्रात्यक्षिकाची पाहणी करणे.
- (२) अभ्यासक्रमात प्रात्यक्षिकसाठी निधारित केलेल्या उद्दिष्टाप्रमाणे छात्राध्यापकास प्रत्येक प्रात्यक्षिकाचे आकलन झाले किंवा नाही याचे मूल्यमापन करणे.
- (३) छात्राध्यापकानी पूर्ण केलेल्या प्रात्यक्षिकाचे मूल्यांकन करून गुणदान करणे.
- (४) बाह्य परीक्षकाकडून प्रत्याभरण घेणे.
- (५) छात्राध्यापकामध्ये संवाद कौशल्य विकसित करणे.

SEMESTER IV
COURSE 8 - Gender, School and Society

Course Objectives : To enable the student teachers to-


1. Develop basic understanding and familiarity with key concepts-genders gender bias empowerment, gender parity, equity and equality patriarchy and feminism.
2. Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
3. Learn about gender issues in school, curriculum, textual materials across disciplines pedagogical processes and its intersection with class, caste, religion and region
4. Understand how gender power and sexuality relate to education (in terms of access curriculum and pedagogy)

5 b :KNOWLEDGE AND CURRICULUM PART-II

Objectives -

To enable the student-teacher to :

- 1) understand philosophy of education constitution Kothari commission NCF (2005) state policy on education 2010.
- 2) understand national and international awareness through Education.
- 3) realize the contribution of educational thinkers.
- 4) understand role of state in the curriculum.
- 5) understand role of hidden curriculum.


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- 6) understand social reconstruction through curriculum.
- 7) understand the relation of curriculum and school practices.
- 8) help to analyze the textbook, teachers' handbook and child centered literature in reference to curriculum.
- 9) understand the role of teacher in implementation of curriculum.

Course 9 : Creating an Inclusive School

Course Objectives :- To enable the students teacher :


1. To understand Inclusive Education Concept and Nature
2. To understand the role of Inclusive school in modern times and meaning of Indiums school.
3. To understand the role of teachers in Inclusive Classroom.
4. To enable the students to organize inclusive Classroom.
5. To enable students to understand various types of students.

COURSE 11 – Optional Course

ENVIRONMENTAL EDUCATION

Course Objectives : To enable the student teachers

- 1) to develop knowledge and to understand related basic concepts of environment
- 2) to acquaint with the environmental issues and their remedies
- 3) to develop knowledge and understanding about environmental education through the conferences on it
- 4) to acquaint with the objectives, different approaches and strategies of environmental education
- 5) to develop awareness about management of water, land, plants, animals
- 6) to understand different movements projects and biodiversity of environment.


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Semester IV

EPC 3: Critical Understanding of Information

Communication Technology (ICT)

Objectives:

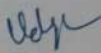
To enable student-teacher to:

1. development ability about use various ICT resources for teaching.
2. development skill to use computer system and use of computer in education.
3. to develop interact with wide variety of hardware, software application, devices and tools.
4. Understand the participation of knowledge society.
5. Identify and use of free access and open access.

EPC 4: Understanding the Self

Course Objectives: To enable the student teachers to,

1. Develop understanding about self as a person and as a teacher.
2. Develop social relational sensitivity.
3. Develop effective communication skills.
4. Develop a holistic and integrated understanding of human self and personality.
5. Built resilience with in to deal with conflicts at different levels.
6. Be aware of their identities and the political, historical and social forces that shape him/her.
7. Revisit one`s childhood experiences and empathizing with others childhood.
8. Understand issues of contemporary adolescence.
9. Enhance ability of body and mind.


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Practicum Semester -IV

D-1 Education Tour

शैक्षणिक सहल

उद्दिष्टे :

विद्यार्थी शिकवणे

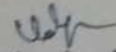
1. सामाजिक वातावरणात मगायोजन करण्यास मदत करणे.
2. संपषण, आंतरख्यक्ती संबध, मगाया निराकरण इ. जीवनकौशल्यांचा विकास होण्यास मदत करणे.
3. शैक्षणिक सहलीच्या आयोजनाचे ज्ञान होण्याम गठन करणे.
4. अध्ययन-अध्यापनासाठी गगाजग्लोतांच्या वापराचे ज्ञान होण्याम मदत करणे.

D-2: Project related to community Experience

समाजाभिमुख प्रकल्प

उद्दिष्टे - छात्राध्यापकामध्ये

- 1) समाज ही संकल्पना समजण्यास मदत करणे.
- 2) विविध सामाजिक स्तरावरील मुलासंबधी समस्या समजण्यास मदत करणे
- 3) सामाजिक (Social), (Nigoatiation) व समायोजन (adjustment) कौशल्य विकसित करणे.
- 4) समाजाच्य सामाजिक व वैयक्तिक समस्या (Social, community and personal problems) समजण्यास मदत करणे.
- 5) समाजाच्या विविध समस्यांवर उपयोजनाबाबत विचर करण्याची वृत्ती निर्माण करणे.
- 6) सामाजिक बांधीलकी निर्माण करणे.
- 7) राष्ट्रीयत्वाची भावना वाढीस लावणे.



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D-3 .Workshop on Models of Teaching

उद्दिष्टे :- विद्यार्थी शिक्षकास,

1. विविध वर्गीकरणानुसार अध्यापनी प्रतिमानांच्या प्रणालींचा परिचय होण्यास मदत करणे.
2. अध्यापन पद्धती व अध्यापन प्रतिमाने यातील फरक माहीत होण्यास मदत करणे.
3. प्रतिमानानुसार पाठ टाचण निर्मिती करण्यास मदत करणे.
4. प्रतिमानांचा वापर करून अध्यापन करण्याची क्षमता विकसित होण्यास मदत करणे.

D-4 Annual Lesson Examination

वार्षिक पाठ परीक्षा

परीक्षक निवड व नियुक्ती

महाविद्यालयातील पाठ्यापक अंतर्गत परीक्षक म्हणून काम करतील व सराव पाठ शाळेतील शिक्षक ५० ४ १ याप्रमाणे बाह्य परीक्षक म्हणून पाचायनि नेमावे. त्यांच्या नेमणुकाचे पत्र विद्यापीठाला कळवावे व विद्यापीठची मान्यता घ्यावी बाह्य परीक्षक नेमताना शाळेतील किमान १० वर्ष अनुभव असलेल्या शिक्षकांचीच परीक्षक म्हणून नियुक्ती करावी.

Udy

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Certificate course in “हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम”

Document Index

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| 4 | Copy of Syllabus |
| 5 | Teaching Time Table |
| 6 | Student Enrollment List |
| 7 | Sample Question Paper |
| 8 | Examination Result Sheet |
| 9 | Sample Certificate |



Principal

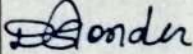
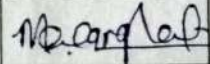
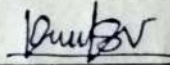
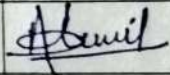
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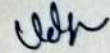
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Tal-Khanapur Dist- Sangli

2019-20

“हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम”

| Sr. No. | Names of the Members | Designation | Sign |
|---------|---------------------------------|--------------|---|
| 1 | I/C principal Prof. Bondar D. B | Chairman |  |
| 2 | Prof. Warghat M. D. | Co-ordinator |  |
| 3 | Prof. Katkar S. V. | Member |  |
| 4 | Prof. Pandit A. R. | Member |  |


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वैभव शिक्षण संस्थेचे,
कॉलेज ऑफ एज्युकेशन, (बी.एड), विटा.

ता. खानापूर, जि. सांगली

• अध्यक्ष - श्री. नंदकुमार बाबुराव पाटील M.A.
मोबा. ९६०४३२३३३२



Vaibhav Shikshan Sanstha

College of Education, (B.Ed), Vita.

Tal. Khanapur, Dist. Sangli

• President : Shree Nandkumar B. Patil M.A.

Mobile 9604323332

NCTE :-No.WRC/APW03767/123450/259*/2016/182621 Date : 28/3/2017

Email-Vaibhavedu@rediffmail.com.

Shivaji University Kolhapur Aff. No.- 2532 Date:- 11 June 2008

Website-www.Vaibhavedu.com.

जावक क्र.

दिनांक ०५ / ०७ / २०१९


मा. प्राचार्य,
वैभव शिक्षण संस्थेचे
कॉलेज ऑफ एज्युकेशन
(बी एड) विटा.
ता - खानापूर जि - सांगली

विषय: हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम अभ्यासक्रमाबाबत...

संदर्भ: तुमचे दिनांक 25/06/2019 चे पत्र

महोदय,

आपण मागणी केल्याप्रमाणे संस्थेकडून हिंदी अनुवाद प्रमाणपत्र अभ्यासक्रम (३० दिवस कालावधी) कोर्स सुरु करण्यास मान्यता देण्यात येत आहे. सदर कोर्सचा कालावधी निश्चित करून वेळापत्रक, कोर्सचे स्वरूप, अभ्यासक्रम इ. बाबी विद्यार्थ्यांच्या निदर्शनास आणावी. विद्यार्थ्यांना हा कोर्स विनामूल्य उपलब्ध करून देण्यात यावा.


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Copy of Syllabus

२.३ सहित्येतर

२.३.१ कार्यालयों

२.३.२ वैज्ञानिक-तकनीकी

२.३.३. व्यवसाय - वाणिज्य

२.३.४ विधि

३. अनुवाद की प्रक्रिया :

३.१ अनुवाद प्रक्रिया के चरण

४. अनुवाद के विविध आयाम :

४.१ सरकारी कामकाज और अनुवाद

४.२ वैज्ञानिक साहित्य का अनुवाद

४.३ विधि साहित्य का अनुवाद

४.४ आशु अनुवाद/अनुवाद

४.५ समाचार एजेंसियों/समाचार पत्रों में अनुवाद

५. अनुवाद कार्य में सहायक साधनों के उपयोग का महत्त्व :

५.१ शब्दकोष: द्विभाषी, त्रिभाषी, अवधारणाएँ

५.२ सूचियाँ : विषय विशेष के संदर्भ ग्रंथ



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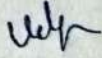
विशेष सूचना

१. प्रमाणपत्र पाठ्यक्रम में उत्तीर्ण होने के लिए छात्र-छात्राओं को प्रश्नपत्र में २१ अंकों की प्राप्ति की आवश्यकता है।
२. मौखिक परीक्षा में उत्तीर्ण होने के लिए छात्र-छात्राओं को ०७ अंको की आवश्यकता है।
३. प्रोजेक्ट में उत्तीर्ण होने के लिए छात्र-छात्राओं को ०७ अंको की आवश्यकता है।

श्रेणी

कुल १०० अंको में से प्राप्त अंको के अनुसार श्रेणी इसप्रकार है -

१. ७५ या उससे ज्यादा अंक: 'A+' श्रेणी
२. ६१ से ७४ अंक: 'A' श्रेणी
३. ५६ ते ६० अंक: 'B+' श्रेणी
४. ५१ ते ५५ अंक: 'B' श्रेणी
५. ४१ मे ५० अंक: 'C+' श्रेणी
६. ३५ ते ४० अंक: 'C' श्रेणी


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हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम

Attendance List

| Sr. No. | Name | | | | | | |
|---------|---------------------------|------------|------------|------------|------------|------------|------------|
| 1. | BHOITE SNEHAL SANJAY | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites |
| 2. | DURVE SHEETAL PRAKASH | DSR | DSR | DSR | DSR | DSR | DSR |
| 3. | GAIKWAD KUNDAN KALIDAS | Gaikwad | Gaikwad | Gaikwad | Gaikwad | Gaikwad | Gaikwad |
| 4. | GHADAGE POOJA CHITRASEN | G.Pooja | G.Pooja | G.Pooja | G.Pooja | G.Pooja | G.Pooja |
| 5. | GODSE SHUBHAM SHAHAJI | Godse | Godse | Godse | Godse | Godse | Godse |
| 6. | HARUGADE SHITAL MANOJ | H.Sun | H.Sun | H.Sun | H.Sun | H.Sun | H.Sun |
| 7. | JADHAV MINAL SUBHAS | J.Minval | J.Minval | J.Minval | J.Minval | J.Minval | J.Minval |
| 8. | JADHAV NILESH SURYAKANT | Jadhav | Jadhav | Jadhav | Jadhav | Jadhav | Jadhav |
| 9. | JADHAV PRAJAKTA MARUTI | JPM | JPM | JPM | JPM | JPM | JPM |
| 10. | MAHANWAR SHAILA DILIP | M.shaila | M.shaila | M.shaila | M.shaila | M.shaila | M.shaila |
| 11. | PATHAN KAJAL NOUSHAD | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal |
| 12. | PATIL ASHVINI MUKUND | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund |
| 13. | PATIL MEENAKSHI AKSHAY | P.MA | P.MA | P.MA | P.MA | P.MA | P.MA |
| 14. | PATIL PRANOTI HANMANT | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti |
| 15. | PATIL RANJEET SADASHIV | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S |
| 16. | PAWAR CHAITALI VISHWAS | Pawar | Pawar | Pawar | Pawar | Pawar | Pawar |
| 17. | PAWAR MAYURA SHIVAJI | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura |
| 18. | PAWAR POONAM VASANT | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P |
| 19. | PHASE MRUNALINEE NIKHIL | Phase M.N | Phase M.N | Phase M.N | Phase M.N | Phase M.N | Phase M.N |
| 20. | POTDAR ARCHANA SUMANT | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana |
| 21. | RANGOLE PRANATEE NEMINATH | PNR | PNR | PNR | PNR | PNR | PNR |
| 22. | SALUNKHE SWATI HANMANT | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati |

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
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| 2. | DURVE SHEETAL PRAKASH | DSR | DSR | DSR | DSR | DSR | DSR |
| 3. | GAIKWAD KUNDAN KALIDAS | Gaikwad | Gaikwad | Gaikwad | Gaikwad | Gaikwad | Gaikwad |
| 4. | GHADAGE POOJA CHITRASEN | G. Pooja | G. Pooja | G. Pooja | G. Pooja | G. Pooja | G. Pooja |
| 5. | GODSE SHUBHAM SHAHAJI | Godse | Godse | Godse | Godse | Godse | Godse |
| 6. | HARUGADE SHITAL MANOJ | H.Sur. | H.Sur. | H.Sur. | H.Sur. | H.Sur. | H.Sur. |
| 7. | JADHAV MINAL SUBHAS | J. Minald | J. Minald | J. Minald | J. Minald | J. Minald | J. Minald |
| 8. | JADHAV NILESH SURYAKANT | Jadhav | Jadhav | Jadhav | Jadhav | Jadhav | Jadhav |
| 9. | JADHAV PRAJAKTA MARUTI | JPM | JPM | JPM | JPM | JPM | JPM |
| 10. | MAHANWAR SHAILA DILIP | M. Shaila | M. Shaila | M. Shaila | M. Shaila | M. Shaila | M. Shaila |
| 11. | PATHAN KAJAL NOUSHAD | P. Kajal | P. Kajal | P. Kajal | P. Kajal | P. Kajal | P. Kajal |
| 12. | PATIL ASHVINI MUKUND | P. Ashvini | P. Ashvini | P. Ashvini | P. Ashvini | P. Ashvini | P. Ashvini |
| 13. | PATIL MEENAKSHI AKSHAY | PMA | PMA | PMA | PMA | PMA | PMA |
| 14. | PATIL PRANOTI HANMANT | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti |
| 15. | PATIL RANJEET SADASHIV | P. R. S | P. R. S | P. R. S | P. R. S | P. R. S | P. R. S |
| 16. | PAWAR CHAITALI VISHWAS | Pawar | Pawar | Pawar | Pawar | Pawar | Pawar |
| 17. | PAWAR MAYURA SHIVAJI | P. Mayura | P. Mayura | P. Mayura | P. Mayura | P. Mayura | P. Mayura |
| 18. | PAWAR POONAM VASANT | P. V. P | P. V. P | P. V. P | P. V. P | P. V. P | P. V. P |
| 19. | PHASE MRUNALINEE NIKHIL | Phase | Phase | Phase | Phase | Phase | Phase |
| 20. | POTDAR ARCHANA SUMANT | P. Archana | P. Archana | P. Archana | P. Archana | P. Archana | P. Archana |
| 21. | RANGOLE PRANATEE NEMINATH | PNR | PNR | PNR | PNR | PNR | PNR |
| 22. | SALUNKHE SWATI HANMANT | S. Swati | S. Swati | S. Swati | S. Swati | S. Swati | S. Swati |

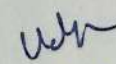

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हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम

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| 1. | BHOITE SNEHAL SANJAY | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites |
| 2. | DURVE SHEETAL PRAKASH | DSP | DSP | DSP | DSP | DSP | DSP |
| 3. | GAIKWAD KUNDAN KALIDAS | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk |
| 4. | GHADAGE POOJA CHITRASEN | G. Pooja | G. Pooja | G. Pooja | G. Pooja | G. Pooja | G. Pooja |
| 5. | GODSE SHUBHAM SHAHAJI | Godse.s | Godse.s | Godse.s | Godse.s | Godse.s | Godse.s |
| 6. | HARUGADE SHITAL MANOJ | Hsmy | Hsmy | Hsmy | Hsmy | Hsmy | Hsmy |
| 7. | JADHAV MINAL SUBHAS | J. Minals | J. Minals | J. Minals | J. Minals | J. Minals | J. Minals |
| 8. | JADHAV NILESH SURYAKANT | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s |
| 9. | JADHAV PRAJAKTA MARUTI | JPM | JPM | JPM | JPM | JPM | JPM |
| 10. | MAHANWAR SHAILA DILIP | M. Shaila | M. Shaila | M. Shaila | M. Shaila | M. Shaila | M. Shaila |
| 11. | PATHAN KAJAL NOUSHAD | P. Kajal | P. Kajal | P. Kajal | P. Kajal | P. Kajal | P. Kajal |
| 12. | PATIL ASHVINI MUKUND | P.A. Mukund | P.A. Mukund | P.A. Mukund | P.A. Mukund | P.A. Mukund | P.A. Mukund |
| 13. | PATIL MEENAKSHI AKSHAY | P.M.A | P.M.A | P.M.A | P.M.A | P.M.A | P.M.A |
| 14. | PATIL PRANOTI HANMANT | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti | P. Pranoti |
| 15. | PATIL RANJEET SADASHIV | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S |
| 16. | PAWAR CHAITALI VISHWAS | Pawar | Pawar | Pawar | Pawar | Pawar | Pawar |
| 17. | PAWAR MAYURA SHIVAJI | P. Mayura | P. Mayura | P. Mayura | P. Mayura | P. Mayura | P. Mayura |
| 18. | PAWAR POONAM VASANT | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P |
| 19. | PHASE MRUNALINEE NIKHIL | Phase.MN | Phase.MN | Phase.MN | Phase.MN | Phase.MN | Phase.MN |
| 20. | POTDAR ARCHANA SUMANT | P. Archana | P. Archana | P. Archana | P. Archana | P. Archana | P. Archana |
| 21. | RANGOLE PRANATEE NEMINATH | PNR | PNR | PNR | PNR | PNR | PNR |
| 22. | SALUNKHE SWATI HANMANT | S. Swati | S. Swati | S. Swati | S. Swati | S. Swati | S. Swati |

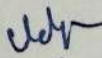

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हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम

Attendance List

| Sr. No. | Name | | | | | | |
|---------|---------------------------|------------|------------|------------|------------|------------|------------|
| 1. | BHOITE SNEHAL SANJAY | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites |
| 2. | DURVE SHEETAL PRAKASH | DSP | DSP | DSP | DSP | DSP | DSP |
| 3. | GAIKWAD KUNDAN KALIDAS | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk | Gaikwadk |
| 4. | GHADAGE POOJA CHITRASEN | G.Pooja | G.Pooja | G.Pooja | G.Pooja | G.Pooja | G.Pooja |
| 5. | GODSE SHUBHAM SHAHAJI | Godse.ss | Godse.ss | Godse.ss | Godse.ss | Godse.ss | Godse.ss |
| 6. | HARUGADE SHITAL MANOJ | HSM | HSM | HSM | HSM | HSM | HSM |
| 7. | JADHAV MINAL SUBHAS | J.minal | J.minal | J.minal | J.minal | J.minal | J.minal |
| 8. | JADHAV NILESH SURYAKANT | Jadhavss | Jadhavss | Jadhavss | Jadhavss | Jadhavss | Jadhavss |
| 9. | JADHAV PRAJAKTA MARUTI | JPM | JPM | JPM | JPM | JPM | JPM |
| 10. | MAHANWAR SHAILA DILIP | M.Shaila | M.Shaila | M.Shaila | M.Shaila | M.Shaila | M.Shaila |
| 11. | PATHAN KAJAL NOUSHAD | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal |
| 12. | PATIL ASHVINI MUKUND | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund |
| 13. | PATIL MEENAKSHI AKSHAY | P.M.A | P.M.A | P.M.A | P.M.A | P.M.A | P.M.A |
| 14. | PATIL PRANOTI HANMANT | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti | P.Pranoti |
| 15. | PATIL RANJEET SADASHIV | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S |
| 16. | PAWAR CHAITALI VISHWAS | Pawar | Pawar | Pawar | Pawar | Pawar | Pawar |
| 17. | PAWAR MAYURA SHIVAJI | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura |
| 18. | PAWAR POONAM VASANT | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P | P.V.P |
| 19. | PHASE MRUNALINEE NIKHIL | Phase.MN | Phase.MN | Phase.MN | Phase.MN | Phase.MN | Phase.MN |
| 20. | POTDAR ARCHANA SUMANT | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana |
| 21. | RANGOLE PRANATEE NEMINATH | PNR | PNR | PNR | PNR | PNR | PNR |
| 22. | SALUNKHE SWATI HANMANT | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati |


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Attendance List

| Sr. No. | Name | | | | | | |
|---------|---------------------------|------------|------------|------------|------------|------------|------------|
| 1. | BHOITE SNEHAL SANJAY | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites | Bhoites |
| 2. | DURVE SHEETAL PRAKASH | Dsh | Dsh | Dsh | Dsh | Dsh | Dsh |
| 3. | GAIKWAD KUNDAN KALIDAS | Gaikwad.k | Gaikwad.k | Gaikwad.k | Gaikwad.k | Gaikwad.k | Gaikwad.k |
| 4. | GHADAGE POOJA CHITRASEN | G.pooja | G.pooja | G.pooja | G.pooja | G.pooja | G.pooja |
| 5. | GODSE SHUBHAM SHAHAJI | Godse.s | Godse.s | Godse.s | Godse.s | Godse.s | Godse.s |
| 6. | HARUGADE SHITAL MANOJ | Hsm | Hsm | Hsm | Hsm | Hsm | Hsm |
| 7. | JADHAV MINAL SUBHAS | J.minals | J.minals | J.minals | J.minals | J.minals | J.minals |
| 8. | JADHAV NILESH SURYAKANT | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s | Jadhav.s |
| 9. | JADHAV PRAJAKTA MARUTI | JPM | JPM | JPM | JPM | JPM | JPM |
| 10. | MAHANWAR SHAILA DILIP | M.Shaila | M.Shaila | M.Shaila | M.Shaila | M.Shaila | M.Shaila |
| 11. | PATHAN KAJAL NOUSHAD | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal | P.Kajal |
| 12. | PATIL ASHVINI MUKUND | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund | P.A.Mukund |
| 13. | PATIL MEENAKSHI AKSHAY | PMA | PMA | PMA | PMA | PMA | PMA |
| 14. | PATIL PRANOTI HANMANT | P.Pra | P.Pra | P.Pra | P.Pra | P.Pra | P.Pra |
| 15. | PATIL RANJEET SADASHIV | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S | P.R.S |
| 16. | PAWAR CHAITALI VISHWAS | Pawar | Pawar | Pawar | Pawar | Pawar | Pawar |
| 17. | PAWAR MAYURA SHIVAJI | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura | P.Mayura |
| 18. | PAWAR POONAM VASANT | P.v.p | P.v.p | P.v.p | P.v.p | P.v.p | P.v.p |
| 19. | PHASE MRUNALINEE NIKHIL | Phase.mn | Phase.mn | Phase.mn | Phase.mn | Phase.mn | Phase.mn |
| 20. | POTDAR ARCHANA SUMANT | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana | P.Archana |
| 21. | RANGOLE PRANATEE NEMINATH | P.N.R | P.N.R | P.N.R | P.N.R | P.N.R | P.N.R |
| 22. | SALUNKHE SWATI HANMANT | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati | S.Swati |

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"हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम"

दिनांक :

परीक्षा : २०१९-२०

कुल अंक : ६०

समय : ११ - ०२

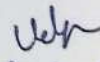
प्रश्न - १. निम्नलिखित वाक्यों में दिए गए विकल्पों में से उचित विकल्प चुनकर वाक्य फिर से लिखिए।

१. न्यायशास्त्र के दर्शन के अनुसार अनुवाद (पुनरावृत्ति/उलट/प्रकृति/प्रतीकवाद) है।
२. अनुवाद शब्द का शाब्दिक अर्थ (पाठकथन/पुनःकथन/संवाद कथन /सामुग्री कथन) है।
३. अनुवाद को मराठी में (भाषांतर/रूपांतर/रूपांतर/भावांतर/हस्तांतर) कहा जाता है।
४. काव्य रचना का अनुवाद (कथानुवाद/नाट्यनुवाद/काव्यानुवाद/विधि अनुवाद) कहलाता है।
५. सुल् साहित्यिक अनुवाद को (सर्जन/पुनःसृजन/कथन/सृजन) भी कहा जाता है।
६. वैज्ञानिक एवं तकनीकी अनुवाद (विशेषज्ञों/साहित्यिकों/विद्वानों/व्यापारियों) का क्षेत्र है।
७. कोश का मूल अर्थ (समुदाय/संग्रह/समूह/समाज) है।
८. आज का युग (वैश्विकरण/प्राद्यागीकरण/संहारीकरण/विक्रमीकरण) का है।
९. शब्द का यथोचित (गहत्व/पर्याय/संग्रह/मतितार्थ) जानने के लिए पर्यायवाची शब्दकोश उपयुक्त होता है।
१०. विश्वकोश को (ज्ञानकोश/शब्दकोश/पर्यायी कोश/तकनीकी कोश) भी कहा जाता है।

प्रश्न २. किन्ही दो मराठी परिच्छेदों का हिंदी अनुवाद कीजिये

अ) जनसेवा हीच ईश्वर सेवा असे म्हणतात, सेवा अनेक मार्गांनी करता येते. कुणासाठी शारीरिक कष्ट करून तर कुणासाठी पैशाची झीज सोसून ही अशी सेवा करता येते. कुणी दुःखी असेल तर आपल्या गोड स्वभावाने त्याच्या दुःखी मनावर फुंकर घालून ते कमी करण्याचा प्रयत्न करणे ही सुध्दा एक प्राकरची सेवाच आहे. अशा सेवेची फळे शेवटी चांगलीच मिळतात. त्यातूनच परमेश्वराचे दर्शन घडते.

आ) परमेश्वर प्रत्यक्ष स्वरूपात दिसत नाही. तो अमूर्त आहे. दुसऱ्याच्या सुखासाठी चांगले काम केले की कळत न कळत आपल्या मनाला सात्विक समाधान मिळते, आणि समाधान हाच


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वैभव शिक्षण संस्थेचे

कॉलेज ऑफ एजुकेशन (बी. एड.) विटा.

हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम

प्रमाणपत्र

प्रमाणित किया जाता है कि, श्री/श्रीमती _____

हिंदी अनुवाद प्रमाणपत्र पाठ्यक्रम कोर्स दि. ०२ दिसंबर, २०१९ से २९ फरवरी, २०२० तक सफलतापूर्वक श्रेणी में पूरा

किया है। इसलिए यह प्रमाणपत्र प्रदान किया जाता है।



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संयोजक

प्रधानाचार्य