



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)  
College with Potential for Excellence (CPE), College of Teacher Education CTE) &  
Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies

(033)2654-6081/9281/1635

✉ rkmsmc@gmail.com, rkmsm@rediffmail.com

www.rkmsm.org

BELUR MATH, HOWRAH - 711 202, WEST BENGAL

## 2.6.2- Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

## Details of provisions for improvement and bi-lingual answering



Swami Vidyamritananda  
Principal (Offg.)  
Ramakrishna Mission Sikshanamandira  
Belur Math, Howrah-711202, W.B.



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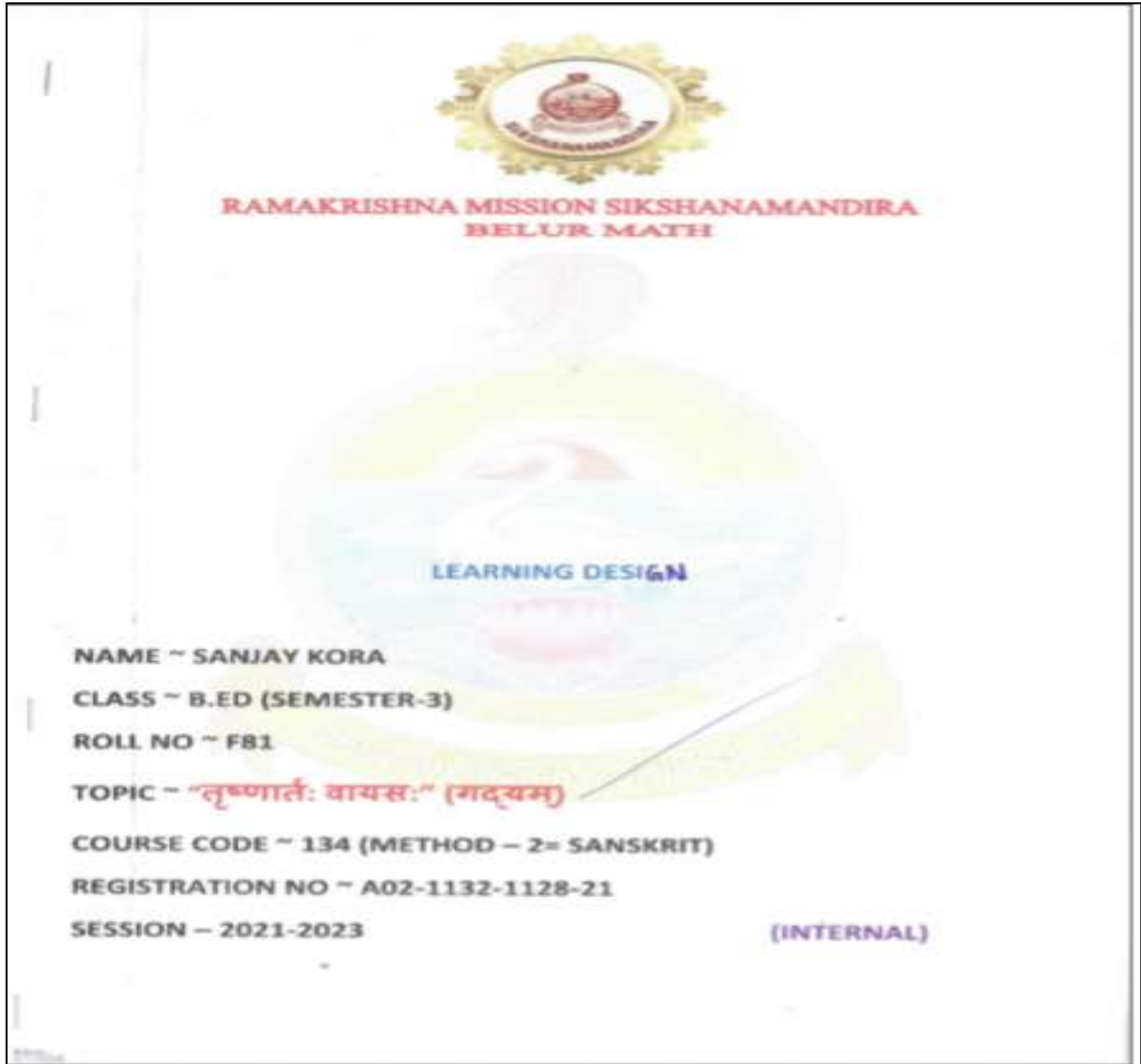
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## 2.6.2: Documentary evidence of bilingual answering:

In our internal evaluation, Our teacher educators always provide our student teachers with the provision of writing their assignments bilingually. A snapshot of one of our student teacher's assignment-copy attests to this mechanism.



Preparation of a lesson plan in Sanskrit in B.Ed. by Sanjay Kora (B.Ed.-2021-2013) showing bilingual answering



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विद्यालयस्य नाम — स्मार्थारा लागृति टिंसी विद्या मेदिर् उच्च विद्यालय शिक्षकस्य नाम — सख्य कौडा शिक्षार्थिना संख्या — समयः — 35 मिनट दिनांकः — 19.01.2023	श्रेणी — सप्तमी विषयः — संस्कृतम् एककम् — “तृष्णार्तः कथम्” (गद्यम्) उप-एककम् (क) “एकदा (ख) “निकला न भवति।” आगतनपाठः — समग्र अंशः
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## अधिगमस्य उद्देश्यानि

स्मरणम्	<ul style="list-style-type: none"> <li>• शिक्षार्थिनः अयं गद्यखण्डस्य स्मरणं कृत्वा शकुन्ति । (संज्ञात स्मरणम्)</li> <li>• शिक्षार्थिनः अयं गद्यस्य वर्णनां शकुन्ति । (संज्ञात स्मरणम्)</li> </ul>
अवगमनम्	<ul style="list-style-type: none"> <li>• अयं गद्यस्य एककम् मानुषाणां वर्णनं शकुन्ति । (धारणागत अवगमनम्)</li> <li>• “तृष्णार्तः कथम्” इति गद्यस्य सारांशः लेखिके शकुन्ति । (संज्ञात अवगमनम्)</li> </ul>
प्रयोगम्	<ul style="list-style-type: none"> <li>• पाठ्यस्य व्याकरणस्य प्रयोगं कृत्वा धारणा-निर्माणं कर्तुं शकुन्ति । (पदप्रयोग प्रयोगम्)</li> <li>• अयं गद्यस्य वाक्यसंरचनास्य विभिन्न गद्य-नामः शिक्षार्थिनः चन्दुम् शकुन्ति । (संज्ञात प्रयोगम्)</li> </ul>
विश्लेषणम्	<ul style="list-style-type: none"> <li>• अयं गद्यस्य विश्लेषणम् कर्तुं शकुन्ति । (धारणागत विश्लेषणम्)</li> <li>• गद्यस्य शिक्षार्थिनः शिक्षार्थि-सन्धिप्रकारस्य साम्यं निर्देष्टव्यं च विश्लेषणम् कर्तुं शकुन्ति । (संज्ञात विश्लेषणम्)</li> </ul>
मुल्यापनम्	<ul style="list-style-type: none"> <li>• “तृष्णार्तः कथम्” इति गद्यस्य-विश्लेषण परः राजा विषयस्य मुल्यापनं कर्तुं शकुन्ति । (अधिगमगत मुल्यापनम्)</li> <li>• अत्र कः मुख्य चरित्र ? इति विचारं कर्तुं शकुन्ति । (अधिगमगत मुल्यापनम्)</li> </ul>
सृजनम्	<ul style="list-style-type: none"> <li>• अयं गद्य-विश्लेषणेन संज्ञात-विश्लेषणं कर्तुं शकुन्ति । (अधिगमगत सृजनम्)</li> <li>• “तृष्णार्तः कथम्” इति गद्यस्य-विश्लेषणं कृत्वा राजाः नोटस्य-विश्लेषणं कर्तुं शकुन्ति । (धारणागत सृजनम्)</li> </ul>



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## पूर्वज्ञानम्

- छात्राः स्वमातृभाषायं 'तृष्णार्तः वायसः' परिचिताः सन्ति ।
- छात्राः ज्ञानवर्धने कष्टानि कथं दूरीकर्तुं उति च ज्ञास्यन्ति ।

## शिक्षार्थिनां विषयवस्तुनां च विश्लेषणम्

- त्रैणीकसाधनम् पठनपाठनस्य उपयोगी परिवेना निर्माणायां एवं च शिक्षार्थिनां पूर्वज्ञानपरीक्षणः शिक्षकः कतिपयान् प्रश्नान् पृच्छन्ति ।

1. 'वायसः' शब्दस्य कीदृशः ?
2. कः तृष्णार्तः बभूव ?
3. स इतस्ततः किम् करोति ?

## उन्नतिकरणं शिक्षण-शिक्षनस्य प्रदीपणानां निर्वाचनम् च

- शिक्षकसहितैः पाठविषयं रोचकं कर्तुं निम्नलिखितं सामग्रीं कर्तव्यम् ।

साधारणोपकरणम्	• गुणव्यञ्जकः, आर्षनी, विदेशिका, कृष्णफलकम्, पाठ्यपुस्तकम्, उच्चारणः ।
विशेषोपकरणम्	• अधिप्रायासशिक्षकः सुन्दरं च चित्रस्य निर्माणं करोति ।

## अधिगमकौशलम्

अधिगमकौशलम्	आनुपज्ञिक कौशलम्
पाठःपर्यायः	पाठःपर्यायः
" तृष्णार्तः वायसः "	अधोपद्राया प्रश्नकरणेन च प्रश्नयैत शिक्षार्थिभिः स्वराशयेन शिक्षकः 'तृष्णार्तः वायसः' इति गद्यस्य किञ्च प्रदर्शय प्रयोगप्रकारेण पाठम् श्रेयं गृह्यति ।



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पाठ-पर्यायः	पाठ-पर्यायः
“ एकदा ----- ----- ----- निष्कला न भवति । ”	<ul style="list-style-type: none"> <li>• शिष्यः पाठ्यपत्रस्य उद्देश्ये वर्तमान पाठम् पौषयति एवं “ कृष्णार्तः वासुः ” इति कृष्णफलैः लिखति ।</li> <li>• शिष्यः अत्रत्य भार्गवपरपात्रम् साधयति ।</li> <li>• शिष्यः शिष्यपरपात्रम् सम्पादनं करोति ।</li> </ul>
<b>मूल्यापनस्य प्रारूपम्</b>	
<ul style="list-style-type: none"> <li>• शिष्यायैः पठितविषयस्य अन्वयस्य नभं समर्थः एवं च तेषु नूतनविचारान् च रीत्यम् इति ज्ञानं मूल्यापनं करोषीत्यम् । अन्वयस्य अनुसंधाने सुलभानि उपर्यायानि स्वर्णित्वं कियते; निर्माणं करोति ।</li> </ul>	
<b>कार्यपत्रम्</b>	
<ul style="list-style-type: none"> <li>• 1. मानुषभाषणम् अनुसरे कियते — (क) सः वासुः अन्वयस्य उन्मत्तः भुषयति । (ख) सः अन्वयस्ये स्वल्पं जतम् इष्टः ।</li> <li>• 2. नामं कियते — कृष्णार्तः, इतरतः, विषयः ।</li> <li>• 3. संस्कृतभाषणम् उत्तरस्य परीक्षम् — (क) सः सुखिनः पश्यति ? (ख) सः कथम् ज्ञास्वतः श्रमाति ?</li> </ul>	
<b>अभौक्षापत्रम्</b>	
<ol style="list-style-type: none"> <li>1. गद्यस्य संक्षेपं निम्नभाषायां लिखतु ।</li> <li>2. अत्र गद्यस्य नीतिवाक्यम् लिखतु ।</li> <li>3. ' वासुः ' इति पदस्य किम् अर्थः ?</li> </ol>	
<b>प्रतिकूलतादुरीकरणाय प्रतिषेधमूलकाणि कार्यानि</b>	
प्रतिकूलतायाः स्वरूपम्	प्रतिषेधमूलकं व्याख्या
<ul style="list-style-type: none"> <li>• देवनागरी लिपि पठितं न शक्यति ।</li> <li>• पाठे पठनं दृष्टः संस्कृतस्य अन्वयम् न शक्यति ।</li> <li>• अन्वयस्य अन्वयः अन्वयं कुर्यात् ।</li> </ul>	<ul style="list-style-type: none"> <li>• देवनागरी लिपि पठनस्य अन्वयं कर्तव्यम् ।</li> <li>• अन्वयः अन्वयं अन्वयं अन्वयं पठितः ।</li> <li>• अन्वयस्य अन्वयस्य अन्वयं अन्वयं कुर्यात् ।</li> </ul>
<p style="text-align: right;">१७/०५/२०२०</p>	
तस्यावधारणस्य स्वाक्षरम्	शिक्षकस्य स्वाक्षरम्



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PRACTICUM

COURSE :- 127

TOPIC :- MICRO TEACHING (MATHEMATICS)

NAME :- SAMIRAN DUTTA

Registration No. : 115-1121-2009-14

Roll : RSIK01 No. : 21076

SECTION :- B, ROLL NO. :- F- 80

B.ED. SEMESTER 2

2021 - 2023

*Examined  
11/12/2023  
18/1/22*

A practicum on Micro-Teaching in B.Ed. by Samiran Dutta of 2021-2023 showing bilingual answering



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RAMAKRISHNA MISSION SIKSHANAMANDIRA,  
BELUR MATH, HOWRAH-711202.

MICRO TEACHING

COURSE- 123

DATE- 18.06.22

NAME- SAMIRAN DUTTA

ROLL NO- F-80

SUBJECT- Mathematics

CLASS- VII

UNIT- Numbers

SUB-UNIT- Fraction.



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## INTRODUCING SKILL

UNIT/SUB-UNIT	CONTENT	COMPONENTS	PROCEDURE DETAILS
UNIT- <u>Numbers</u>	Addition & Subtraction of Fraction and Different types of Fraction	Securing attention	T: Good Morning S: Good Morning How Teacher will ask some students about previous classes.
SUB-UNIT- <u>Fraction</u>		Assessing Motivational level	T: Suppose you are in market and someone asks you the price of 200gm Rice. what will you do? S: I don't know the value of rice/kg. and by calculating I'll tell them that.
		Relate to previous knowledge	T: Oh! So, in previous class we learnt about integers. Can you tell what is $\frac{22}{55}$ ? T: It is 5:22. called Fraction.
		Specifying the main points	T: So, Today we will learn about Fractions and its utilities. S: Ok Sir!
		Using appropriate devices	Only chalk & duster is needed till now.





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## EXPLAINING SKILL

UNIT/SUB-UNIT	CONTENT	COMPONENTS	PROCEDURE DETAILS
UNIT- <u>Numbers</u>	Different types of <u>Fraction</u> and <u>Addition &amp; Subtraction</u> of <u>Fraction</u>	Objective of the unit or sub-unit	Fractions help children understand the nature of numbers & their interactions, which also enhances child's ability learn algebra later
SUB-UNIT- <u>Fraction</u>		Clarity and precision of language	Students never asked for repetition. Hence lecture was understandable and students never found it problematic.
		Continuity and relevance	As we know, fractions consist of two numbers in between them, is a line represents division.
		Using relevant examples	Let, you have a cake and cut it into 4 equal parts. You took 3 of them. So, you had $\frac{3}{4}$ parts of cake, where, 3 = Numerator, 4 = Denominator
		Stimulus variation for maintaining attention	Teacher is using his hand, facial expression during lectures. Teacher is making eye contact with every student of the class.



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## QUESTIONING SKILL

UNIT/SUB-UNIT	CONTENT	COMPONENTS	PROCEDURE DETAILS
UNIT- <u>Numbers</u>  SUB-UNIT- <u>Fraction</u>	Different types of Fraction and Addition & Subtraction of Fraction.	Precision and Clarity of language	Students never asked for repetition. Hence questions were understandable and students never found it problematic.
		Linking With Specific Learning Objectives	T: Like cutting a cake. You'll have various situations like distributing, sharing, where fractions will be perfect to do this things perfectly.
		Refocusing and re-directing	S: you have learnt basics of fraction. Now, we have $2\frac{2}{3}$ , which is termed as mixed fraction. Before using this we have change this in improper fraction.
		Using student response	S: How? T: First you have to multiply (3*3) and add 2 with that. S: 34 T: Yes, Now place it in Numerator's place, and you done for further calculation.
		Prompting	T: Can u change $4\frac{1}{3}$ ? S: $7 = 3$ then T: Then add 1 to it. S: Yes, that makes 13. So the fraction is $13/3$ now.



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### BLACK BOARD USING SKILL

UNIT/SUB-UNIT	CONTENT	COMPONENTS	PROCEDURE DETAILS
UNIT- <u>Numbers</u>	Different types of Fraction & Addition & Subtraction of Fraction	Clarity and purpose	Clear enough to be understood by students. Visual memory stays for longer time than audible memories.
SUB-UNIT- <u>Fraction</u>		Legibility of handwriting and drawing	Students never asked anything which proves the handwriting and drawing are quite legible.
		Line space and time	Line and spaces are equally distributed and organized which depicts the clarity of board work. Drawings didn't took that much time.
		Use of proper equipments devices	As this was explanation of fraction, it didn't need any equipment except coloured chalks and duster. And pointer to bring up specific points.
		Use proper students response	Teacher wrote in blackboard $3\frac{1}{2} + \frac{1}{2}$ Can you do this? S: We have to add these fractions? T: Yes, by using L.C.M Nehal: $3\frac{1}{2} + \frac{1}{2}$ add $= \frac{7}{2} + \frac{1}{2} = \frac{8}{2} = 4$



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## REINFORCEMENT SKILL

UNIT/SUB-UNIT	CONTENT	COMPONENTS	PROCEDURE DETAILS
UNIT- <u>Numbers</u>  SUB-UNIT- <u>Fraction</u>	Different types of Fraction and Addition & Subtraction of fraction.	Appropriateness of reinforcement	In case subtraction process will be same. Just the sign will change to '-', so, can you do $3\frac{1}{2} - \frac{1}{2}$ ? S: 3. Sina T: Yes. Absolutely right.
		Positive and negative reinforcement	Lets do this then. $7\frac{1}{4} - 2\frac{1}{8} = 2\frac{1}{4}$ S: sin answer will be $5\frac{1}{8}$ ? T: Yes, but you have to make it mixed fraction, as they gave in question. And dont do this things in hurry.
		Verbal and non-verbal reinforcement	T: what type of fraction can we get by solving mixed fraction? S: Improper fraction. Teacher nodded his head showing correctness.
		Interactive reinforcement	Teacher gave some problems in board. Teacher called out students one by one and asked them to solve. Students were able to solve the problems.
		Immediate and delayed reinforcement	In most cases, teacher gave immediate reinforcement. As immediate reinforcement is more effective in modifying behavior than delayed reinforcement.









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(Together) 'munis' (Serve) একত্রে, যার অর্থ হল 'Serve together is called community?'  
 এই Serve বা একত্রে অর্থের - দ্বারা বিবেচনা করা  
 গুলো হল —

“জাতি মন মানুষের একত্রিত পারি - ইহার জাতি  
 ব্রহ্মসংগম ব্রহ্ম।”

Oxford English dictionary এ Community অর্থ  
 আ. জাতি গুলো হল —

“A group of people living in the same place  
 or having a particular characteristic.”

অর্থাৎ, যা অর্থের মানুষের একত্রিত অর্থের অর্থের  
 আ. জাতি গুলো হল বিবেচনা (ব্রহ্মসংগম) ব্রহ্মসংগম  
 জাতিগণ আ. জাতি

অর্থের আ. জাতি হল Community অর্থের  
 অর্থের গুলো হল —

“Community is the smallest territorial  
 group that can embrace all aspects of social  
 life.”

ব্রহ্মসংগম হল —

“Community is a functionally related aggregate  
 of people who live in a particular geographical  
 locality at a particular time, show a common  
 culture, are arranged in a social structure,







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সমাজসেবিতিক কার্যক্রমের উদ্দেশ্য

সিদ্ধ্যন্তর পটভূমিতে যদি সমাজসেবিতিক কার্যক্রম  
 ৭ Community based activity থাকে তবে তা ছাত্র-ছাত্রী  
 -দের অগতীত উন্নতি আন আন সমাজেও উন্নয়ন আন  
 হয়। অর্থাৎ কর্ম ও জ্ঞান উদ্দেশ্য যথেষ্ট অধিক অর্থ  
 মুক্ত, উদ্দেশ্যবিশীল কর্ম-কর্মসমূহ অর্থনৈতিক আর্থিক  
 পারন, স্বাস্থ্য-তা হলে উচ্চ অর্থনৈতিক উন্নয়ন আনবে, অর্থাৎ  
 উদ্দেশ্যই নির্দিষ্ট লক্ষ্য-উপনীত হওয়ার পথ দেখায়।  
 তাই উদ্দেশ্যে মুক্ত অর্থনৈতিক উপাধিমা ও অর্থনৈতিক  
 জ্ঞানসমূহ, বিভিন্ন ক্ষেত্রসমূহে কর্মসমূহে উদ্দেশ্য  
 -নির্দেশিতভাবে নির্দেশিতভাবে সমাজসেবিতিক কার্যক্রম  
 তত্ত্ববৃত্তি-বর্গে বর্ণনা বলাছেন, নিম্নে সামাজিক কার্যক্রম  
 উদ্দেশ্যসমূহকে বুল করা হল —

- জ্ঞান-জ্ঞান-আ-কৃতি-সেবিতিক উদ্দেশ্যে সামাজিক  
 উন্নয়ন হলে উচ্চ জ্ঞান।
- তাই আ-কৃতি প্রতি উন্নয়ন হলে উচ্চ, মুক্ত জ্ঞান  
 আ-কৃতি নহ, উন্নয়ন আ-কৃতি প্রতি উন্নয়ন উন্নয়ন  
 হলে উচ্চ।
- সেবিতিক উন্নয়নের পাঠ্যপাঠ্য তাই উন্নয়নও তাই  
 উন্নয়ন উন্নয়ন উন্নয়ন হলে।
- তাই উচ্চ উন্নয়নের উন্নয়ন-উন্নয়ন, উন্নয়ন হলে  
 উচ্চ উন্নয়ন উচ্চ উন্নয়ন।
- তাই উচ্চ উন্নয়ন উন্নয়ন উচ্চ উচ্চ উচ্চ।



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NAME : AMIT CHOUDHARY  
ROLL NO: F36  
REGISTRATION NO: 120-1112-0227-17  
ACADEMIC SESSION: 2021-2023  
COURSE : 184  
TOPIC - LEARNING DESIGN  
METHOD - 1st Hindi  
SEMESTER : B.Ed 3rd  
INTERNAL  
INTERNAL

Learning Design in Hindi prepared by Amit Choudhury, a B.Ed student of 2021-2023 batch showing Bilingual Answering



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अधिगम प्रारूप (Learning Design)	
विद्यालय का नाम: स्वामीरपादा जयन्ति हिंदी विद्या मन्दिर	विषय: हिंदी
कक्षा: X	पाठ-डुकार्ड: समास (अपकरण)
अवधि: 40 मिनट	उप-डुकार्ड: समास और उसके मूढ़
दिनांक:	आज का पाठ: समास और उसके मूढ़
छात्रों की संख्या:	
छात्र अध्यापक: अमित-सैदवी	
1) अधिगम उद्देश्य (Learning Objectives)	
1) स्मरणकूलक (Remembering) :-	
i) छात्राधी समास की परिभाषा बता देने में सक्षम होंगे। (तक्यपरक)	
ii) अधिगमकर्ता समास का प्रत्यासमर्थन कर सकेंगे। (तक्यपरक)	
2) बौध्दकूलक (Understanding) :-	
i) छात्राधी समास को पहचान सकेंगे। (धारणापरक)	
ii) अधिगमकर्ता समास का मूढ़ बता सकेंगे। (तक्यपरक)	
3) प्रयोगकूलक (Applying) :-	
i) छात्राधी समास का प्रयोग कर सकेंगे। (प्रक्रियात्मक)	
ii) अधिगमकर्ता समास-विभ्रट का उदाहरण दे सकेंगे। (अभिमानात्मक)	
4) विश्लेषणपरक (Analysing) :-	
i) छात्राधी तलुअध समास के मूढ़ों में अंग संबंध स्थापित करने में सक्षम होंगे। (धारणाकूलक)	
ii) अधिगमकर्ता अग्रमीमाव समास का विश्लेषण कर सकेंगे। (अभिमानात्मक)	



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<p>3) सूचनांकनपरक (Evaluation):-</p> <p>i) शिक्षार्थी कार्यकार्य और बहु व्रीह संकास की आलौचना कर सकेंगे। (धारणाकालक)</p> <p>ii) अधिगमकर्ता द्विगु और इ इ संकास से संबंधित प्रश्न उत्तरों का प्रयोग हैं निर्णय कर पायेंगे। (धारणाकालक)</p> <p>4) सृजनकालक (Creating):-</p> <p>i) अधिगमकर्ता संकास को अत्र तरीके से विकसित कर सकेंगे। (अभिक्रान्नाकक)</p> <p>ii) शिक्षार्थी संकास के सूत्र का सृजन कर पायेंगे। (अभिक्रान्नाकक)</p>
<p>2) अधिगमकर्ता एवं प्रकरण का विश्लेषण (Analyse Learners and context)</p> <p>* पूर्वज्ञान से पाठ को प्रभावित करते हुए शिक्षार्थियों से प्रश्न करना :-</p> <p>i) 'शाम का पुत्र' और 'शोक से अस्त' शब्दों को एक शब्द में लिखकर बतलाएँ।</p> <p>ii) 'राष्ट्रपुत्र व शोकप्रस्त' शब्दों या शब्दों को जोड़ने में किस विभक्ति निंद का लीज हुआ है?</p> <p>iii) दो अथवा दो से अधिक शब्दों से मिलकर, बने हुए नए सार्थक शब्द को क्या करते हैं?</p>
<p>3) अधिगम सामग्री का चयन (Select Learning Materials)</p> <p>i) इभासपट्ट, चॉक, झाड़न।</p> <p>ii) नार्ड, नित्र, नक्शा।</p> <p>iii) सहायक सॉटर्स- पुस्तक।</p>



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4) अधिगम कार्यनीति (Learning Strategy)													
अधिगम बिन्दु	अधिगम सम्बन्धी कार्यनीति												
<p>प्रथम अन्विति उदाहरण द्वारा निम्न निदर्शन की क्रिया</p>	<p>निम्नक श्यामपट्ट पर 4 प्राथमिक सुनवाई लिखेंगे। श्यामपट्ट कार्य</p> <table border="1"> <thead> <tr> <th>दिनांक</th> <th>विषय</th> </tr> </thead> <tbody> <tr> <td>पाठ इकाई :-</td> <td>समास और उनके भेद (आकरण)</td> </tr> <tr> <td>आज का पाठ :-</td> <td>समास और उनके भेद</td> </tr> <tr> <td>1) प्रत्येक दिन = प्रतिदिन</td> <td></td> </tr> <tr> <td>2) देहा के लिए मन्त्र = देहामन्त्र</td> <td></td> </tr> <tr> <td>3) माता और पिता = माता-पिता</td> <td></td> </tr> </tbody> </table>	दिनांक	विषय	पाठ इकाई :-	समास और उनके भेद (आकरण)	आज का पाठ :-	समास और उनके भेद	1) प्रत्येक दिन = प्रतिदिन		2) देहा के लिए मन्त्र = देहामन्त्र		3) माता और पिता = माता-पिता	
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<p>प्रथम अन्विति</p> <p>1) अग्रशीमल समास</p> <p>2) आपत्ता</p> <p>3) प्रतिकूल</p> <p>द्वितीय अन्विति</p> <p>1) तत्पुरुष समास</p> <p>2) कार्यधारण समास</p> <p>3) द्विभु समास</p> <p>4) द्वन्द्व समास</p> <p>5) बहुव्रीहिसमास</p> <p>तृतीय अन्विति</p> <p>1) नञ समास</p> <p>मिस समास के पूर्व पद नकारात्मक शब्द लगे हैं।</p>	<p>=&gt; निम्न समास का पहला पद प्रधान है, इसे अग्रशीमल समास कहते हैं।</p> <p>1) जन से लेकर।</p> <p>2) इन्द्रा के विकल्प।</p> <p>सिद्ध</p> <p>समास-पद</p> <p>1) एक को चलाने वाला = एकचालक।</p> <p>2) प्रजा के समान प्रिय = प्रणप्रिय।</p> <p>3) तीन राजों का समूह = त्रिगण।</p> <p>4) नर और नारी = नर-नारी।</p> <p>5) पंज में पैदा हो जाँ = पंजा (कमल)</p> <p>श्यामपट्ट-कार्य</p> <table border="1"> <tbody> <tr> <td>1) अधर्म = न धर्म।</td> </tr> <tr> <td>2) अनिष्ट = न इष्ट।</td> </tr> <tr> <td>3) नापसंद = न पसंद।</td> </tr> <tr> <td>4) और बाधित = न बाधित।</td> </tr> </tbody> </table>	1) अधर्म = न धर्म।	2) अनिष्ट = न इष्ट।	3) नापसंद = न पसंद।	4) और बाधित = न बाधित।								
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अधिगमविधु	अधिगम संबंधी कार्यशैली
→ इस दृष्टि का प्रयोग	1) परीक्षा के लिए बचाने । 2) परक है जो आनंद । 3) सात सिंधुओं का संकट ।
→ समाख्यात्मक प्रश्न	3: उपरोक्त पदों या शब्दों को एक शब्द में लिखना, स्मास का पहचान कीजिए ।
→ विभिन्न विधि का प्रयोग	1) सूत्र विधि - 2) निगमन विधि - ! 3) आगमन विधि - ! 4) विग्रह का स्वं सवर्णव्यय विधि ।
→ अन्य सूत्र रचनाएं	→ आकरक को संचित बनाने के लिए सैन-विधि एवं संकट-रूप का सहारा लिया जायेगा ।
3) कल्याण का अंश (Design for Evaluation)	
1) समास किसे कहते हैं ? 2) समास कितने प्रकार के होते हैं, उनके नाम लिखिए । 3) कर्मधारय एवं बहुव्रीहि समास में क्या अंतर है, स्पष्ट कीजिए । 4) सही उत्तर के अंक (✓) लगायें । 5) 'लालसा' के लौन स्मास है । 6) बहुव्रीहि <input type="checkbox"/> कर्मधारय <input type="checkbox"/> संकट <input type="checkbox"/> व) द्विगु <input type="checkbox"/> 7) स्वश-शैल में लौन सा स्मास है । 8) संकट <input type="checkbox"/> द्विगु <input type="checkbox"/> तत्पुंस्य <input type="checkbox"/> 9) अकारिभाव <input type="checkbox"/> 10) निम्नलिखित शब्दों का स्मास विग्रह कीजिए 1) मन्दासंज्ञत      2) विद्यासागर 3) शिवालक      4) तिरंगा ।	



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6) निदानात्मक एवं उपचारत्मक कार्य  
(Diagnosing the weakness & Remedial Class)

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यदि आवश्यकता हो तो छात्रों के पश्चात् शिक्षक अधिगम की कमियों का इन भावों पर निम्न निश्चय करें:-

- 1) कमियों के कारणों का जानकारी प्राप्त करना।
- 2) कमियों की अधिगम प्रक्रिया के दौरान त्रुटियों का सुधार।
- 3) मासिक एवं मासिक कार्यक्रम का अद्ययन।

उदाहरण :-

<ol style="list-style-type: none"> <li>1) सात दिनों का समय</li> <li>2) ज्ञान - गीन</li> <li>3) निष्ठा से निश्चय करने कला (शक्ति)</li> </ol>	}	<p>→ उदाहरण देकर समास का अभाव जानना।</p>
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- 2) सूत्र रूप का प्रयोग करना : समास के सौट।
- 1) जिसका पूर्वपद प्रधान है → अव्ययीभाव समास।
- 2) जिसका उत्तरपद प्रधान है → तत्पुरुष समास।
- 3) जिसका उत्तरपद प्रधान है, लेकिन पूर्वपद एवं उत्तरपद से उपसर्ग-उपमान का संबंध है → कर्कशरथ समास।
- 4) जिसका पूर्वपद संग्रहतात्मक विशेषण है → द्विगु समास।
- 5) जिस समास-पद के दोनों पद प्रधान हैं → द्वन्द्व समास।
- 6) जिसके दोनों पद अग्रधान हैं, दोनों पद मिलकर किसी तीसरे पद को और सकेत को - बहुव्रीहि समास।

शिक्षक परीक्षक

19/11/23  
EXAMINED

शिक्षक