APPENDIX : No 2

PROFORMA OF VIDEO EVALUATION
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PROFORMA OF VIDEO EVALUATION

INSTRUCTIONS

The video programs you have just seen were meant for the farmers and farm workers in order to enrich their cognition with regard to the latest developments in better farm practices. I request you to kindly respond the following aspects whether they are effective in fulfilling the envisaged objectives of the respective institutional program by means of ticking ( / ) the relevant alternative given against each of such aspects.

I. CONTENT (SUBJECT MATTER)

1. The content reflects the interests of the learners.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

2. Content well organised.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

3. Content well presented.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

4. Content clearly communicated to the participants.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

5. Contents suitability to the target population
   a) With regard to their needs
      Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

   b) With regard to their previous knowledge
      Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

   c) With regard to their comprehensibility
      Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable
6. Length of the programs.
   Too lengthy/ Lengthy/ Reasonably timed/ Short/ Too short

7. Strategy adopted in the programs to reinforce the main points.
   Highly appreciable/ Appreciable/ Moderately appreciable/ poor/ Very poor

8. Review of the subject matter before closure.
   Well adequate/ Adequate/ Moderately adequate/ Inadequate/ Highly inadequate

   Well adequate/ Adequate/ Moderately adequate/ Inadequate/ Highly inadequate

II. AUDIO

1. Quality of the audio recording.
   Very good/ Good/ Moderately good/ Poor/ Very poor

2. Suitability of the background music.
   Highly appreciable/ Appreciable/ Moderately appreciable/ Poor/ Very poor

3. Quality of the spoken aspects of the presenter.
   a) Pronunciation
      Very good/ Good/ Moderately good/ Poor/ Very poor
   b) Phrasing
      Very good/ Good/ Moderately good/ Poor/ Very poor
   c) Pause
      Very good/ Good/ Moderately good/ Poor/ Very poor
   d) Stress
      Very good/ Good/ Moderately good/ Poor/ Very poor
   e) Speed of delivery
      Very good/ Good/ Moderately good/ Poor/ Very poor

III. VIDEO

1. Quality of the video
   Very good/ Good/ Moderately good/ Poor/ Very poor

2. Visuals relevant to the instructional content
   Highly appropriate/ Appropriate/ Moderately appropriate/ Highly inappropriate

3. Visuals caliber to support the instructional points.
   Very high/ High/ Moderate/ Poor/ Very poor
4. Sequence of the visuals presented
Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor

5. Suitability of the presentation options.
   a) Live activity
      Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor
   b) Simulation
      Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor
   c) Still pictures
      Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor

6. Coverage of specific events.
Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor

7. Synchronization of audio with visuals.
Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor

IV. GRAPHICS

1. Text (written words) density.
   Highly reasonable/ Reasonable/ Moderately reasonable/ Not reasonable/ Highly not reasonable

2. Speed at which the text displayed.
   Highly impressive/ Impressive/ Moderately Impressive/ Poor/ Very poor

3. Grouping of similar concepts together.
   Very good/ Good/ Moderately good/ Poor/ Very poor

4. Appropriateness of the colours used for graphics
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

5. Mix of colours.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

6. Consistency in the use of colours.
   Highly acceptable/ Acceptable/ Moderately acceptable/ Unacceptable/ Highly unacceptable

7. Quality of the graphics.
   Very good/ Good/ Moderately good/ Poor/ Very poor

8. Suitability of the graphics selected.
   Quite suitable/ Suitable/ Moderately suitable/ Unsuitable/ Quite unsuitable

9. Efficiency of the graphics in supporting and illustrating the instructional points.
   Highly commendable/ Commendable/ Moderately commendable/ Uncommendable/ Highly uncommendable
10. Clarity and accuracy of the graphics.
   Very good/ Good/ Moderately good/ Poor/ Very poor

11. Appropriateness of the places at which the graphics used
   Highly appropriate/ Appropriate/ Moderately appropriate/ Inappropriate/ Highly inappropriate

12. Accuracy of the titles and captions which accompany the graphics
   Quite accurate/ Accurate/ Moderately accurate/ Inaccurate/ Quite inaccurate

V. LANGUAGE
1. Language used in the programs with regard to the target population
   Quite suitable/ Suitable/ Moderately suitable/ Unsuitable/ Quite unsuitable

2. Vocabulary used with regard to the assumed level of the target population.
   Quite appropriate/ Appropriate/ Moderately appropriate/ Inappropriate/ Highly inappropriate

3. Use of subject specific vocabularies.
   Too much/ Much/ Reasonable/ Less/ Never

4. Structure of the sentences with regard to the comprehension level of the participants.
   Quite appropriate/ Appropriate/ Moderately appropriate/ Inappropriate/ Highly inappropriate

5. Use of continuous links in order to arouse and sustained the interest of the participants.
   Highly appreciable/ Appreciable/ Moderately appreciable/ Poor/ very poor.