APPENDIX - D

ଘଟନାଲଙ୍କ ବାଣାତ୍ମକ ସାଧାରଣ ନିମ୍ନାଂକଣ

ପରିବର୍ତ୍ତୀୟ ତିଥିଳା

1. ତାର
2. ସଭୟ ସମସ୍ୟା ସାରାଂଶ
3. ପରିବର୍ତ୍ତ୍ତୀୟ ଫ୍ରେଡାର୍କ ନିମିତ୍ତ୍ର

4. ମାରହାରୀ - ସମସ୍ୟା ଦୁଇ ମାରହାରୀ / ସମସ୍ୟା ଦୁଇ ଦଳାଗଣ / சூடாங்க

5. ପ୍ରରଭାରୀ - ସମସ୍ୟା / ସମସ୍ୟା / ସମସ୍ୟା

6. ପରିବର୍ତ୍ତୀୟ ପରାମେସ୍ଟରୀ

7. ସମସ୍ୟା କାର୍ଯ୍ୟସ୍ୱ

8. କାର୍ଯ୍ୟସ୍ୱ ଶାଖ

9. କାର୍ଯ୍ୟସ୍ୱ ପ୍ରାରଂଭ

10. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତ୍ତୀୟ

11. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତୀୟ

ପରିବର୍ତ୍ତୀୟ ଶାଖ

ପରାମେସ୍ଟରୀ / ସାଧାରଣ

(ପରାମେସ୍ଟରୀ / ପରାମେସ୍ଟରୀ / ପରାମେସ୍ଟରୀ / ପରାମେସ୍ଟରୀ / ପରାମେସ୍ଟରୀ / ପରାମେସ୍ଟରୀ)

1. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତୀୟ

2. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତୀୟ

3. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତୀୟ

4. କାର୍ଯ୍ୟସ୍ୱ ପରିବର୍ତ୍ତୀୟ
1) ଯନ୍ତ୍ର ଯେଉଁଲେ ଯେଉଁଟ ପ୍ରଦାନ କରାଲା?
2) ପ୍ରଶ୍ନ ସମୟରେ ପରାକାର ପରବର୍ତ୍ତୀ ପ୍ରଦାନ କରାଯା?
3) କର୍ତ୍ରକ କର୍ତ୍ରକ ସମୟରେ ପରବର୍ତ୍ତୀ ପ୍ରଦାନ କରାଯା?
4) ପରବର୍ତ୍ତୀ ପ୍ରଦାନ କରାଯା?
5) ସମ୍ପୂର୍ଣ ପ୍ରଦାନ କରାଯା?

6. ମାନ୍ୟକର୍ତ୍ରକ ଆଧାର ଅନେକ ପ୍ରପ୍ରମୂଖ ବୃତ୍ତକୁ, ଅହିଙ୍ଗୁକୁ ଅଶ୍ରୁତଙ୍କୁ, ଦୃଷ୍ଟିକାଣତକୁ ବୃତ୍ତକୁ/ଯାଦଭ୍ୟୁବାଣ ସଂଖ୍ୟକୁ ଅନେକ ପ୍ରପ୍ରମୂଖ ବୃତ୍ତକୁ କରିବାକୁ ପୃଷ୍ଠାରେ ଦୃଷ୍ଟିକାଣତକୁ କରିବା

1) ସମ୍ପୂର୍ଣ ବୃତ୍ତକୁ କରାଯା?
2) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
3) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
4) ସମ୍ପୂର୍ଣ ବୃତ୍ତକୁ କରାଯା?
5) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
6) ସମ୍ପୂର୍ଣ ବୃତ୍ତକୁ କରାଯା?
7) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
8) ସମ୍ପୂର୍ଣ ବୃତ୍ତକୁ କରାଯା?
9) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
10) ସମ୍ପୂର୍ଣ ବୃତ୍ତକୁ କରାଯା?
11) ପରବର୍ତ୍ତୀ ବୃତ୍ତକୁ କରାଯା?
9. ହାରା ହୁବାରୁ ଚିତ୍ରିତ୍ରଣ କରେଥାନୀ ଚିତ୍ରିତ୍ରଣ ସମୟରେ ଚିତ୍ରିତ୍ରଣ କରାଇଛେ କିନିର କାଳକ୍ରମେ ଏବଂ ତାହାକୁ ଉତ୍ତରରେ ଚିତ୍ରିତ୍ରଣ କରାଇଛେ କିନିର କାଳକ୍ରମେ ପରାମ୰ୋଦକ ରହିବା ପୂର୍ବରେ?

1) ରଜ୍ଜ୍ଜନ୍ହା
2) ସାର୍ବଜନିକ ଚାଲିତ୍ରଣ
3) ଚିତ୍ରିତ୍ରଣ ଶୁଭେଚ୍ଛ
4) ସମାଧନ ସମସ୍ୟା
5) ସାର୍ବଜନିକ ଚାଲିତ୍ରଣ;
6) ତାପତ୍ତିକ ପିଁଠ୍ଠ
7) ନାତୀ ବିଗପତ୍ତି
8) ଚିତ୍ରିତ୍ରଣ ଶୁଭେଚ୍ଛ
9) ରଜ୍ଜ୍ଜନ୍ହା
10) ସାର୍ବଜନିକ ଚାଲିତ୍ରଣ;

10. ଓଡ଼ିଆ କେନ୍ଦ୍ର ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା

11. ଓଡ଼ିଆ ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା

12. ଓଡ଼ିଆ ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା ଭାଷା
৪৬. তুলনা সাজানো সুরিতী শিখনের শিখনের একের বৈশ্বিক কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ? (ঢে / ঘরে)
৪০. তুলনা সাজানো শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪১. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৩. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৩. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৪. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ? (ঢে / ঘরে)
৪৫. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৭. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৮. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?
৪৯. তুলনা পরিসরে শিখনের জন্য কীটক কীটক হিসেবে চিহ্নিত করা হয়েছে কি ?

সাধারণ কীটনীতি
APPENDIX - D

INTERVIEW SCHEDULE FOR THE VOLUNTEER INSTRUCTOR
(English Version)

PART - I

BIO-DATA

1. Name :
2. Address of the literacy centre :
3. Age :
4. Sex: Male/Female
6. Marital status: Married/Unmarried
7. Educational Qualification:
   (a) Below High School Certificate
   (b) High School Certificate
   (c) Higher Secondary Certificate
   (d) Bachelor Degree
   (e) Master Degree
   (g) Any other ....
8. Occupation :
9. Annual Income:
   (a) Upto Rs.5,000/-
   (b) Above Rs.5,000/- and upto Rs.10,000/-
   (c) Above Rs.10,000/-

PART - II

(Dear Instructor, you have been working as Volunteer Instructor in literacy centre.
You must have transacted all the three parts of the primer. I shall ask you some questions on
the primer. Try to give your free opinion. Your opinion will be kept confidential and shall be
used for research).

1. What do you think, are the objectives of the literacy programme?
   (a) Development of the functional knowledge,
   (b) Awareness on the unity and integrity of the nation,
   (c) Awareness on environment,
   (d) Preparation of the learners to take part in the developmental work,
(e) Awareness on the rights and duties,
(f) Development of the attitude of the self-dependence,
(g) Any other ....

2. Which of the literacy objectives have been distinctly reflected in the primers?
(a) Development of the functional knowledge,
(b) Awareness on the unity and integrity of the nation,
(c) Awareness on environment,
(d) Preparation of the learners to take part in the developmental work,
(e) Awareness on the rights and duties,
(f) Development of the attitude of the self-dependence,
(g) Any other ....

3. Was there any additional content to be included in the primers? (please specify)

4. What do you think, were the areas of difficulty with the learners while learning alphabets?

5. Was the difficult area dispensable?
(a) Dispensable
(b) Indispensable

6. What was the easier form of numerical script?
(a) Oriya
(b) Arabic

7. What do you feel, was the area of difficulty with the learners while learning numbers?

8. Was the difficult numerical area dispensable?
(a) Dispensable
(b) Indispensable

9. How do you feel about the linguistic and thematic lesson load presented in the primers?
(a) Less than required
(b) Appropriate
(c) More than required

10. How do you feel about the nature of examples and problems given in the primers to teach numbers?
11. How do you feel about the numeracy load of content presented in the primers?
   (a) Less than required
   (b) Appropriate
   (c) More than required

12. Which lessons of the primers, do you think, were the most appealing to the learners?
   (a) Unity and integrity of the nation,
   (b) Necessity of small family norm,
   (c) Subject related with mass education/literacy,
   (d) Preservation of environment,
   (e) Equal role of women with men,
   (f) Local problems
   (g) New stories, songs, proverbs etc.,
   (h) Modern agricultural technique,
   (i) Awareness on health,
   (j) Bad effects of population growth,
   (k) Rights and duties of the citizen
   (l) Any other ....

13. Which numerical aspects of the primers, do you think, were most appealing to the learners?
   (a) Calculation of money
   (b) Knowledge on weight and measurement
   (c) Calculation of days, months, years etc.
   (d) Knowledge about time
   (e) Area calculation
   (f) Calculation of interest
   (g) Calculation on proportion
   (h) Any other ....

14. Was any topics of the primers dispensable? (Please specify)

15. Do you recommend any additional lessons/topics which would have been useful for the learners? (Please specify)

16. What type of exercises/drills were appealing to the learners?

LITERACY
(a) Reading
(b) Copying
(c) Dictation
(d) Word building with the given letters
(e) Filling up the blanks
(f) Completing the sentence
(g) Writing answer
(h) Writing one's own sentence
(i) Creative writing

NUMERACY
(a) Simple addition
(b) Simple subtraction
(c) Simple multiplication
(d) Simple division
(e) Simple arithmetic

17. Were the tests and evaluation conducted regularly?
   (Yes / No)

18. (If yes) was there any post evaluation discussion with the learners?
   (Yes / No)

19. Whether the evaluation pattern given in the primers was useful for the learners?
   (Yes / No)

20. Which type of test was most useful to the learners?
   (a) Verbal
   (b) Written

21. Was there any method of teaching followed by you in transacting the primers?
   (Yes / No)

22. (If yes) What method of teaching were you following? (Please indicate from the options given below)

   ANALYTIC METHOD
   (a) Discussion → presentation of keywords → learning particular alphabets of keywords.
(b) Presentation of keywords → discussion of keywords → learning alphabets of keywords.

SYNTHETIC METHOD

(a) Learning particular alphabets of keywords → presentation of keywords → discussion.

(b) Learning all alphabets → presentation of keywords → discussion.

23. How did you present the lessons of the primers?
   (a) Randomly
   (b) Sequentially

24. What teaching aids did you use in transacting the primers?
   (a) Books (Primers)
   (b) Blackboard/Blackboard cloth
   (c) Slate and chalk
   (d) Duster
   (e) Pictures/Portraits
   (f) Maps
   (g) Globe
   (h) Any other....

25. Were the illustrations relevant?
   (a) Relevant
   (b) Irrelevant

26. How do you feel about the size of the illustrations?
   (a) Small
   (b) Big
   (c) Appropriate
   (d) Defective

27. How do you feel about the size of the letters/alphabets used in the primers?
   (a) Small
   (b) Appropriate
   (c) Big

28. What in your opinion was the quality of printing and illustrations?
   (a) Clear
   (b) Not clear
   (c) Confusing
29. How do you feel that the size of the books (Primers) from the learners' point of view?
   (a) Small  
   (b) Appropriate  
   (c) Big

30. Did you award any certificates at the end of each primer?
   (Yes / No)

31. Is there any utility of the certificates in day to day use of the learners?
   (Yes / No)

32. (If No) What do you recommend to improve the usability of the certificate?

33. How much time did you spend in teaching per day?
   (a) One hour  
   (b) Two hours  
   (c) Three hours  
   (d) Indefinite time (irregular)

34. Was the duration of teaching adequate for the learners?
   (a) Less than required  
   (b) Just as required  
   (c) More than required

35. What time on an average, a learner used to take to complete the three primers?
   (a) Within 5 to 6 months  
   (b) Within 6 months to 1 year  
   (c) More than 1 year

36. In your opinion, was there any impact of the primers on the functional behaviour of the learners?
   (Yes / No)

37. (If yes) What was the type of impact of the primers on the learners?
   (a) Taking part in educational work (like reading books, writing letters, knowing simple calculations etc.)
   (b) Awareness on environment
   (c) Improvement of the work techniques
   (d) Awareness on rights and duties
   (e) Awareness on health
   (f) Awareness on the education of their own children
38. What was the status of learners' reading and writing ability (described below) at the end of the three primers?

<table>
<thead>
<tr>
<th>Ability</th>
<th>Status</th>
<th>Capable</th>
<th>Writing with difficulty</th>
<th>Not capable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Reading newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Writing 1 to 1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Writing one's own name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and names of family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Writing simple letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

39. Had you undergone any training for transacting the primers?  
   (Yes/No)

40. (If Yes) At what level was your training conducted?

41. What was the duration of your training?

42. Was the training useful to you for transacting the primers?
   (a) Useful
   (b) Not useful

43. Did you have any teaching experience before joining as volunteer instructor?  
   (Yes/No)

44. (If Yes) What kind of experience did you have?
   (a) Private tutor
   (b) Teacher worker
   (c) Primary School teacher
   (d) Secondary school teacher
   (e) Any other....

45. Was any guidebook available to you for transacting the primers?
   (a) Made available
   (b) Not made available
46. How for the guidebook helped you in transacting the primers?
   (a) Helped a lot
   (b) Helped to some extent
   (c) Did not came to use

47. Would you like to recommend anything for improving the quality of training? (Please specify)
   ..............................................

Signature of the Volunteer Instructor