APPENDIX-X

From:—

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M. S. University of Baroda
Baroda - 390 002 (Gujarat)

To


Pre-broadcast (Pre-khoj), Broadcast (Khoj), Post-broadcast (Post-khoj),


( Aakruthi Chitta )
Pre-Broadcast session (দৈনিক কবিতাগী সেমিনার)

দৌড় সংগঠিত দেয়াল বাল্য দীতি করিয়ে বাল্য পুরে বুধ লিঙ্গ 
সিদ্ধি মন্দিতে চিত্রিত করিয়ে দেয়া। দৌড় সংগঠিত দেয়াল বাল্য দীতি 
বাল্যের দিনের অবধি দেয়া। দৌড় সংগঠিত দেয়াল বাল্য দীতি 
বাল্যের দিনের অবধি দেয়া।

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9. ତ ପରାମେଶ ଗୁଣାଧାର ବୁଦାପାଳ ତାର କହିଲେ ତାରକ ବାଣିଜ୍ୟ ?

10. ସେହ ଆତ ତାରକ ବାଣିଜ୍ୟକର ବୁଦାପାଳ ତାରକ ବାଣିଜ୍ୟ ?

ପରାମେଶ ଗୁଣାଧାର ବୁଦାପାଳ ତାରକ ବାଣିଜ୍ୟ କହିଲେ ତାରକ ବାଣିଜ୍ୟ ?

9. ସେହ ଆତ ତାରକ ବାଣିଜ୍ୟ କହିଲେ ତାରକ ବାଣିଜ୍ୟ ?

10. ସେହ ଆତ ତାରକ ବାଣିଜ୍ୟ କହିଲେ ତାରକ ବାଣିଜ୍ୟ ?
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1. ଆମ୍ରକ ദିଗର ଦୋନଙ୍କ ପୁପାକ ବର୍ତନ କରିଛନ୍ତି ?

2. ମୁଁର ଖାଇପରୁ ଆତ୍ମକ ଆଧାର ବନ୍ଧକ ବର୍ତନ କରିଛନ୍ତି ?

3. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

4. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

5. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

6. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

7. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

8. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

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14. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

15. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

16. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

17. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

18. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

19. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?

20. ଏମିତି ପରିପରି କରାଇବ ଓ ଏମିତି ପରିପରି କରାଇବ ?
ପ୍ରଶ୍ନ କରିବା ଦାୟରେ ନାମ କିତା?

ଘାଟଟକ ଏହନେମାନଙ୍କେ ଏକ ଦେଶକୁରନେ ମାତ୍ରମାନ ବୈଁ ନିର୍ଦ୍ଦେଶ କରିଲେବଲା ଭାବଣ କିତା?

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APPENDIX-X

QUESTIONNAIRE FOR GETTING THE REACTIONS OF STUDENTS TOWARDS THE STRATEGIES (ENGLISH VERSION)

From: Bhabagrahi Biswal
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Baroda-390 002 (Gujarat)

To:

Dear Friend,

Recently you have listened to a series of school broadcast programmes on different subjects through a new way which is completely different from the way you were listening previously. I hope, you have enjoyed these programmes.

You must have remembered that you were to go through three different sessions namely pre-broadcast, broadcast and post-broadcast, for each programme. Before listening, you were introduced with the topic, during listening you were shown some slides and asked to write key points of the topic, and after the listening, through discussions your doubts were clarified. For each programme these strategies were planned very carefully. These materials can be improved after knowing your reactions to the working of the strategies.

Here, in three different sections, questions are given which are based on the topics you have listened. Please read them carefully and recalling your experiences, give your reactions in the space provided. Your free and frank reactions would enable me to improve the strategies.

Yours sincerely,

Bhabagrahi Biswal
YOUR EXPERIENCE WITH THE NEW APPROACH OF LISTENING TO SCHOOL BROADCAST PROGRAMMES IN YOUR CLASS ROOM

Section-I

Pre-Broadcast Session

In this session, you may recall that your teacher was introducing you the topic of broadcast programmes in different ways. Sometimes the teacher was asking you some questions relating to your experience in day to day life. Sometimes he was introducing the topic by showing some pictures and models.

Question Answer
1. Do you think that this way (Q.A.) of introducing the topic has helped you? Yes/No
2. In what other ways were you benifitted?
3. If you were not benifitted by this technique of Q.A., what is the reason?
4. Instead of the teacher asking questions, if the main points could have been written on the black board and you were allowed to listen to the programme, do you think it could have helped you? Yes/No
5. If so, in what way?
6. Instead of this, what else could have benifitted you?

Use of Pictures/Maps/Models
1. In lessons like "Fruit from Flower" and "Indus Civilization", you were shown some pictures, maps and models before introducing the broadcast to you. What have you to say about the use of these aids by the teacher?
2. In what way you were benifitted by the use of these aids?

Story Telling
1. In programmes like "Acharya Harihara" and "Paribartan" your teacher introduced the programme by narrating stories. Do you think that there was any need to tell stories on those occasions? Yes/No
2. Was your curiosity raised by listening to the stories? Yes/No
3. Do you think that a story should be told before presentation of each programme? Yes/No
4. Do you think that the time taken by the teacher for this purpose was sufficient? Yes/No

Presence of the Teacher
1. Do you think that before the broadcast there is neither the need of the teacher nor the question-answer session? Yes/No
2. Do you think that in the presence of your teacher you were not able to express your real views? Yes/No
3. How will you like a person other than your teacher to handle this programme? Yes/No
4. In what other ways the pre-broadcast session could have been utilised? Yes/No
5. What is your opinion on presenting the programme without any preliminary discussion? Yes/No

Section-II

Broadcast Session

In this session you listened to actual programmes in the form of features, dramas, question answer etc. You were also shown some pictures through slides related to the subject matter of broadcast. Great care was taken to synchronise the slides with the different teaching points coming through the broadcast.

1. By this were you more benefited than mere listening? Yes/No
2. If so, how?
3. Do you think you were paying more attention while simultaneously listening and viewing instead of listening only? Yes/No
4. Was there any difficulty in listening while seeing the projected pictures? Yes/No
5. If so, what were they?
6. Of the pictures you viewed, some were in colour and others in black and white. Which type of pictures would you like to see if permanent arrangement is provided for showing pictures?
7. How do you feel about having pictures of big size printed on papers instead of projected pictures?
8. Have you anything more to say on listening and seeing pictures at a time?

Use of Model
1. During listening to the programme on "Human Skeleton and Its Movement", the teacher was pointing to different parts by placing the skeleton before you. There was no slide on this programme. Do you think this helped you in understanding the programme? Yes/No
2. If so, in what way?
3. Do you think you could have benefitted more if different parts of the skeleton presented through pictures? Yes/No

Work Book
1. While listening to programmes on "George Bernard Shaw" and "Human Skeleton" you were given some written questions to answer during listening. They were in a sequence and you were answering them by listening from the radio. What is your opinion on this type of question answer during listening?
2. How were you benefitted by this?
3. Did you face any difficulties while listening and simultaneously writing the answers to the questions? Yes/No
4. If so, what were they?
5. How different were other programmes from these types of programmes?
Class Arrangement

1. The class arrangement for listening was different from that of your regular classroom arrangement. Did you like this type of arrangement? Yes/No

2. By this arrangement, was it convenient to listen and view the pictures? Yes/No

3. What is your opinion on the placement of radio and the pictures at the time of listening? Yes/No

4. Was it more convenient for discussion? Yes/No

Writing During Listening

1. You must have remembered that you were asked to write the main points of broadcast while listening to them. In some cases, these points were discussed after listening. In some cases, it was not possible to discuss. Were you benefitted by writing these points? Yes/No

2. If so, in what way?

3. Do you think that these points should be discussed always after the listening? Yes/No

4. Did you read these points again at home? Yes/No

5. Did you miss some points of the broadcast while writing? Yes/No

6. Do you think that your listening the programmes could have been better had there been no such writing? Yes/No

Role of the Teacher

1. At the time of listening, your teacher was pointing to some parts of the pictures with the help of a pointer. Did this enable you to understand the subject matter better? Yes/No

2. What else could be done during this time?
Voice
1. While listening to different programmes you have heard with male and female voices. Which one was liked by you more? 
   Female/ Male

2. In which voice (male or female) you would like to listen more programmes? 
   Female/Male

3. Did the participants in different programmes speak very fast? 
   Yes/No

4. Were they very slow? 
   Yes/No

5. What is your opinion on the voice of the student participants? 

6. What is your opinion on the participation of only students instead of both teachers and students?

Section-III
Post Broadcast Session

After listening to a programme, your teacher was discussing with you about the topic of broadcast. Sometimes he was also taking you for a discussion outside the classroom. In some cases, you were asked to play some roles in the classroom. In some other cases an experienced person was invited to discuss with you.

Were you really benefitted from this? 
Yes/No

Discussion
1. You were given the freedom to ask questions to your teacher for clarifying your doubts and enquire about new things. Were you able to utilise this opportunity? 
   Yes/No

2. How were you benefitted by this?

3. During discussion, if somebody was given an incorrect answer, it was rectified and the right answer was conveyed to you. 
   Were you been benefitted by this? 
   Yes/No

   If yes, in what way?

   If no, why not?
4. You might not have been able to participate in the discussion in all the programmes? What is the reason?

5. Do you think that discussion is nothing but an waste of time? Yes/No

6. After the discussion in the class, do you again discuss this subject-matter with your friends while going back to home, coming to the school or at any other time? Yes/No

   If so, why? but your friends must have.

7. In some discussions, you might not have participated. How were you benefitted by this?

**Team Teaching**

   You must have remembered that after listening to a programme, two of your teachers were discussing the subject-matter. At the end of the discussion, you were asked some questions and also some questions were asked by you. After listening to the arguments of your teachers either you had understand the subject-matter or you were confused.

   1. Which of these two happened in your case?
   2. Instead of two teachers, one could have done the something.

      (a) Which will you like? One/Two

      (b) Why?

   3. What is your opinion on this approach?

**Field Trip**

   After the lesson on "Fruit from Flower", your science teacher took you to the school garden and discussed various aspects.

   1. How were you benefitted by this?
   2. On arrangements of trips of this kind after studying different topics, what is your opinion?
Role Playing

Some of your friends, after listening to "Bagala Baguli" and "Paribartan" played the roles of the different characters of these programmes in front of you.

1. Was this role playing situation enjoyable?  
2. That time, were you thinking to play the role of any such character?  
3. By this, were you benefitted in understanding the subject-matter?  
4. If so, in what way?

Quiz

After listening to programmes on "Some Important Industries" and "European Civilization", your teacher divided you into two groups. The teacher arranged a competition among you by asking some questions on the subject-matter of broadcast.

1. How did you like this competition?  
2. Were all the points of the subject-matter discussed through this competition?  
3. How were you benefitted by this programme?  
4. What is your opinion on this type of programme?

Guest Talk

After listening to the programme on "Moon - the Future Residence of Man" an experienced teacher was brought to your class. He tried to remove some of your doubts in connection with moon landing.

1. Did his discussion help you in some way?  
2. Did this arouse interest and curiosity in your mind to know more about the moon?  
3. Do you think that on different programmes, experienced persons like this, should be brought to the classroom?
Home Task

After each programme you were told to read something on the topic at your home.

1. Did you feel the necessity of reading at home? Yes/No
2. Did you understand the subject-matter in a better way by reading at home? Yes/No
3. Do you feel that by reading at home you performed well in the tests? Yes/No
4. Was there any hindrance in the study of other subjects by this home work?
5. What is your opinion on this type of home work?

Re-Projection of Pictures

Most of the times you were requesting to see the pictures again which you saw at the time of listening. On many occasions those were shown to you.

1. By showing the pictures again, were you benefitted? Yes/No
2. If so, in what way were you benefitted?
3. What is your opinion on this reprojection of pictures?

Other Questions

Time:

1. Everyday, you listened to school broadcast programme at 12-30 p.m. Was this time convenient to you? Yes/No
   (a) If yes, why?
   (b) If not, why not?
   (c) Which time will be most convenient to you?
2. A programme was broadcast for 20 minutes. Was this time sufficient for you? Yes/No
3. What is your opinion on broadcasting this programme for more than 20 minutes?
4. You listen to the programme only once a week. Is it enough for you? Yes/No
5. How many times this programme should be there during a week?

6. What is your opinion on the teaching of all the subjects through radio?

The Test

You were appearing a test on the day after listening to a programme. The types of tests were different from your school tests.

1. Do you think you were benefitted by this test? Yes/No
2. If yes, in what way?
3. What is your opinion on the size and style of the tests?
4. What is your opinion on having this type of test on every programme throughout the year?

Your Absence

Due to some reason or other you might not have listened to some programmes.

1. Do you think you have missed those programmes?
2. After going through this new way of utilization of school broadcast programmes do you feel satisfied or you feel there is nothing new in it?
3. If you have anything more to say on this new way of utilization of school broadcast programme, please write below.

Thank you.