

INTRODUCTION

This volume presents the Instructional Strategies developed for effective utilisation of School Broadcast Programmes taken for the present study. They are presented in the form of packages. Each package, containing the Instructional Strategy for each programme has the following components :

1. Overview
2. Content Sequence
3. Expected Terminal Behaviours
4. Criterion Test Items
5. Final form of the Criterion Test (Oriya)
6. Model Answers to Criterion Test (Oriya)
7. Learning Experiences for Pre-broadcast, Broadcast and Post-broadcast sessions.

The photographs given in the packages, show the pictures projected through the slides while the students were listening to the broadcasts. The photographs of pictures for which readymade slides were purchased could not be given as it was not possible to get them printed directly from the slides.

In the Volume I, the experimental validations of the strategies against the School Broadcast Programmes has been presented. In these experimentations, 16 School Broadcast Programmes, four each on Oriya, History, Geography and General Science were conducted with the packages given in this Volume.

DEVELOPING STRATEGIES FOR EFFECTIVE UTILIZATION
OF ORIYA BROADCAST PROGRAMMES FOR GRADE-VII

Title: SATYARA PUJARI ACHARYA HARIHARA
(Truth Worshipper, Acharya Harihara)

Overview: Students will learn the life history of Acharya Harihara who was a freedom fighter, journalist, social reformer and an eminent teacher of Orissa. He was born in the year 1879 in the village Ramachandrapur. After completion of his studies, he started teaching in a secondary school. Later on, he joined the freedom movement of the country and was imprisoned. In the year 1939, he was honoured by the people of Orissa. He died in the year 1971.

Form of Discussion -

Broadcast: In a family, the parents conversing with the children.

CONTENT SEQUENCE

1. Acharya Hariham was born in the village Ramachandrapur in the year 1879. The name of his father was Mahadev Brahma.
2. He got his school education in his village school at Ramchandrapur. Besides his studies, he was keenly interested in serving diseased persons, educating the illiterates, collecting thatching materials for local school and removing dead bodies. For these, he was inspired by his teacher Gopabandhu Dash.
3. For higher education he came to Cuttack where he passed B.A. and studied P.L.
4. After completion of his studies, he started teachership in the Puri Zilla school and after some days he went to Nilagiri High School. British Govt. political agent Cobden Ramsey visited Nilagiri and advised the king to close down the school in anticipation of a youth movement. Hence, Acharya left for Pyari Mohan Academy at Cuttack.
5. Finally, he joined the Satyavadi Bana Vidyalaya in the year 1912 and there cooperated with eminent figures like Gopabandhu, Nilakantha, Godabarish, Nandakishore and Kripasindhu.

6. Non-cooperation movement started in the year 1921. He took part in Gandhiji's national programmes like revival of cottage industries, upliftment of women, communal integrity, service to schedule castes, removal of untouchability etc. He was closely associated with Gopabandhu Daridra Narayan Sebasangha, Bari Sebasrama, Purubai Ashram, Bhadrak Ashram and other sebasrams in the State for which he was moving from village to village with his bedding and charakha. Bedding and charakha were his only belongings.
7. He was the president of Utkal Sikshak Parishad. He was also in charge of educating the prisoners in the Hazaribag jail.
8. On the completion of his sixtieth year of age, in 1939, he was honoured by the people. He was presented a purse of Rs.5000/- and a book of welcome. The book contained the message of Mahatma Gandhi and a writing of Godavarish.
9. In 1942, he was arrested for joining the Quit India Movement and was imprisoned in the Berhampur jail. There he started "Geeta Class".
10. He was in the service of mankind upto 1968.
11. He breathed his last on 19th Feb. 1971.
12. His virtues were teaching, social service, truthfulness, selflessness and service to the helpless.
13. It was his view that "Truth is God" and there is no difference between truth and keeping promises.

EXPECTED TERMINAL BEHAVIOURS

Students will be able to

- 1.1 recognise the birth place of Acharya Harihara.
- 1.2 recognise the birth year of Acharya Harihara.
- 1.3 recall the names of the parents of Harihara.
- 2.4 recognise the name of the place where Acharya got his school education.
- 2.5 state the services that Acharya was rendering to the people during his student days besides his studies.
- 2.6 recognise the name of the person who was the inspiring force behind him.
- 3.7 recognise the name of the place where Acharya got his higher education.
- 3.8 recognise the qualifications acquired by Acharya.
- 4.9 Write the names of the schools where Harihara did teachership.
- 4.10 explain the reason that led to the closer of Nilagiri High School.
- 5.11 recall the name of the last school Harihara served.
- 5.12 recognise the year in which Acharya joined the Satyabadi High School.
- 5.13 state the names of the persons who were the colleagues of Acharya in Satyavadi High School.
- 6.14 recognise the year in which non-cooperation movement started.

- 6.15 explain in 2 or 3 lines the role of Acharya during that period.
- 6.16 state the names of the institutions with whom Acharya was associated.
- 6.17 state the belongings of Acharya.
- 7.18 recognise the name of the president of Utkal Sahitya Parishada.
- 7.19 specify the duty of Acharya in Hazaribag jail.
- 8.20 write in 2-3 lines what was done for Acharya when he completed the age of sixty.
- 8.21 recognise the year in which he was honoured by the people.
- 8.22 write in 2-3 lines the message of Mahatma Gandhi for Acharya.
- 8.23 explain what Godavarish said about Acharya.
- 9.24 recognise the year in which Quit India movement took place.
- 9.25 state the reason for Acharya's arrest.
- 9.26 recall the year in which Acharya was arrested.
- 9.27 recognise the name of the jail where Acharya was kept.
- 9.28 state Acharya's duty in Berhampur jail.
- 10.29 recognise the year upto which Acharya served the people.
- 11.30 recognise the year in which Acharya breathed last.
- 12.31 write atleast three virtues of Acharya.
- 13.32 write in 2-3 lines the views of Acharya towards "Truth".
- 33 mention what they have learnt from Acharya's life.
- 34 write the qualities of Acharya that they would like to utilise in their own life.
- 35 use the given words in sentences.
- 36 write the opposite words of the given words.

CRITERION TEST

(According to Terminal Behaviours)

1.1.1 Where did Acharya take birth?

- (i) Puri ()
- (ii) Sakshigopal ()
- (iii) Ramachandrapur ()
- (iv) Cuttack ()

1.2.2 In which year Acharya Harihara was born?

- (i) 1879 ()
- (ii) 1912 ()
- (iii) 1921 ()
- (iv) 1942 ()

1.3.3 What was the name of Acharya's father?

()

1.3.4 What was his mother's name?

2.4.5 Where did Acharya get his school education?

- (i) Puri ()
- (ii) Ramchandrapur ()
- (iii) Satyabadi ()
- (iv) Berhampur ()

2.5.6 Besides his studies, with what work for the people Acharya was very much involving himself?
(Mention atleast three).

(i) (ii) (iii)

2.6.7 When Acharya was in the school, who was giving him constant inspiration for his services to the people?

- (i) Gopabandhu ()
- (ii) His father ()
- (iii) Mahatma Gandhi ()
- (iv) His mother ()

3.7.8 Where did Acharya get his college education?

- (i) Puri ()
- (ii) Calcutta ()
- (iii) Cuttack ()
- (iv) Sakhigopal ()

3.8.9 What were the qualifications of Acharya Harihar?

- (i) M.A. only ()
- (ii) B.A. only ()
- (iii) F.A. only ()
- (iv) I.A. only ()
- (v) F.A. & P.L. ()
- (vi) M.A. & P.L. ()

4.9.10 Name atleast three schools where Acharya did teachership.

- (i) (ii) (iii)

4.10.11 Write in two or three lines why the Nilagiri school was closed?

5.11.12 Is the school where Harihar served last.

- 5.12.13 In which year Acharya joined Satyabadi School?
- (i) 1912 ()
- (ii) 1879 ()
- (iii) 1921 ()
- (iv) 1939 ()
- 5.13.14 Write atleast three names of the persons with whom Acharya worked in Satyabadi School.
- (i) (ii) (iii)
- 6.14.15 Non-cooperation movement started in the year_____
- (1942, 1921, 1939)
- 6.15.16 Explain in 2-3 lines what was the role of Acharya during the period of movement.
- 6.16.17 Name at least three institutions (other than schools) with whom Acharya was associated.
- (i) (ii) (iii)
- 6.17.18 What were the belongings of Acharya?
- 7.18.19 Who was the President of Utkal Sikshak Parishada?
- (i) Acharya Harihara ()
- (ii) Pandit Gopabandhu ()
- (iii) Netaji Subhash ()
- 7.19.20 What was the duty of Acharya in the Hazaribag jail?
- 8.20.21 Write in 2-3 lines what was done for Acharya when he completed the age of sixty.
- 8.21.22 He was honoured by the people in the year_____.
(1912, 1939, 1942)
- 8.22.23 Write in 2-3 lines what was the message of Mahatma Gandhi for Acharya?

- 8.23.24 Write ⁱⁿ 2-3 lines what Godabarish said about him.
- 9.24.25 Quit India Movement took place in the year _____
(1921, 1939, 1942)
- 9.25.26 Write in one sentence why he was arrested.
- 9.26.27 Acharya was arrested in the year _____.
- 9.27.28 In which jail he was kept?
(i) Hazaribag ()
(ii) Berhampur ()
(iii) Sakhigopal ()
- 9.28.29 Write in one sentence what was his duty in the Berhampur jail.
- 10.29.30 Harihara served the people upto the year _____.
(1950, 1971, 1958)
- 11.30.31 Harihar breathed his last in the year _____.
(1939, 1971, 1958)
- 12.31.32 Write at least three virtues of Acharya.
(i) (ii) (iii)
- 13.32.33 Write in 2-3 lines on the views of Acharya about "Truth".
- 33.34 What have you learnt from Acharya's life?
- 34.35 Which of the qualities of Acharya ^{do} you think to utilise in your life?
- 35.36 Use the following words in sentences:
(i) Saundarya (ii) Niryatana (iii) Asahaya (iv) Parishada
- 36.37 Write the opposite words of the following :
(i) Pariksha (ii) Unnata (iii) Nirdista (iv) Gauna
- (Questions are to be arranged according to item types and with necessary instructions to be administered on the target group.)

ଆ କା ଶ ବା ଶୀ

ବିଦ୍ୟାଳୟ କାର୍ଯ୍ୟକ୍ରମ

ମାନ ନିର୍ଦ୍ଧାରଣ ପରୀକ୍ଷା

ବିଷୟ : ପ୍ରତ୍ୟକ୍ ପ୍ରଜାତା ଆଚାର୍ଯ୍ୟ ଦ୍ଵରିଦ୍ଵର

ନାମ :

ରୋଲ ନଂ :

ତାରିଖ :

ସମସ୍ତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଅ

ସଂ. ସଂ : ୪୦

୧। ନିମ୍ନରେ କେତେଗୁଡ଼ିଏ ପ୍ରଶ୍ନ ଏବଂ ତା ସହିତ ସେଗୁଡ଼ିକର ସାମ୍ବାଦ୍ୟ ଉତ୍ତର ଦିଆଯାଇଅଛି ।
ଯେଉଁ ଉତ୍ତରଟି ତୁମେ ଠିକ୍ ବୋଲି ମନେ କରୁଛ , ତାହାର ଡାହାଣରେ ଥିବା ବ୍ୟବସ୍ଥା
ମଧ୍ୟରେ (✓) ଟିକ୍ ଦିଅ ।

(କ) ଆ ଚାର୍ଯ୍ୟ ମହାଶୟ କେଉଁଠାରେ ଜନ୍ମ ଗ୍ରହଣ କରିଥିଲେ ?

- | | |
|------------------|-----|
| (୧) ପୁରୀ | () |
| (୨) ସାକ୍ଷୀଗୋପାଳ | () |
| (୩) ରାମଚନ୍ଦ୍ରପୁର | () |
| (୪) କଟକ | () |

(ଖ) ଆଚାର୍ଯ୍ୟ ଦ୍ଵରିଦ୍ଵର କେତେ ମସିହାରେ ଜନ୍ମ ଗ୍ରହଣ କରିଥିଲେ ?

- | | |
|----------|-----|
| (୧) ୧୮୭୯ | () |
| (୨) ୧୯୧୨ | () |
| (୩) ୧୯୨୧ | () |
| (୪) ୧୯୪୨ | () |

(ଗ) ଆଚାର୍ଯ୍ୟ ମହାଶୟ କେଉଁଠାରେ ତାଙ୍କର ସ୍କୁଲ ଶିକ୍ଷା ସମାପ୍ତ କରିଥିଲେ ?

- | | |
|------------------|-----|
| (୧) ପୁରୀ | () |
| (୨) ରାମଚନ୍ଦ୍ରପୁର | () |
| (୩) ପ୍ରତ୍ୟବାଦୀ | () |
| (୪) ବରହମ୍ପୁର | () |

(କ) ଆଚାର୍ଯ୍ୟ ସ୍କୁଲରେ ପଢୁଥିବା ସମୟରେ ତାଙ୍କୁ ଜନସେବା କରିବା ପାଇଁ କିଏ ଉତ୍ସାହ ପ୍ରଦାନ କରୁଥିଲେ ?

(୧) ତାଙ୍କ ପିତା ()

(୨) ତାଙ୍କ ମାତା ()

(୩) ମହାତ୍ମାଗାନ୍ଧୀ ()

(୪) ଗୋପବନ୍ଧୁ ()

(ଖ) ଆଚାର୍ଯ୍ୟ କେଉଁଠାରେ ରହି କଲେଜ ଶିକ୍ଷା ଲାଭ କରିଥିଲେ ?

(୧) ପୁରୀ ()

(୨) କଲିକତା ()

(୩) କଟକ ()

(୪) ସାକ୍ଷୀଗୋପାଳ ()

(ଗ) ଆଚାର୍ଯ୍ୟ କେଉଁ ମସିହାରେ ସତ୍ୟବାଦୀ ସ୍କୁଲରେ ଯୋଗ ଦେଇଥିଲେ ?

(୧) ୧୯୧୨ ()

(୨) ୧୮୭୯ ()

(୩) ୧୯୨୧ ()

(୪) ୧୯୩୯ ()

(ଘ) ହରିହରଙ୍କ ଶିକ୍ଷାଗତ ଯୋଗ୍ୟତା କଣ ଥିଲା ?

(୧) କେବଳ ଏମ୍.ଏ. ()

(୨) କେବଳ ଏଫ୍.ଏ. ()

(୩) କେବଳ ଆଇ.ଏ. ()

(୪) ଉତ୍କଳ ଏଫ୍.ଏ. ଓ ପି.ଏଲ୍. ()

(୫) ଉତ୍କଳ ଏମ୍.ଏ. ଓ ପି.ଏଲ୍. ()

(ଙ) ଆଚାର୍ଯ୍ୟ କେଉଁ ଜେଲରେ ବନ୍ଦୀ ହୋଇଥିଲେ ?

(୧) ବୁଢ଼ାରିବାଗ ()

(୨) ବରହମୁଖର ()

(୩) କଲିକତା ()

(ଚ) ଉତ୍କଳ ଶିକ୍ଷା ପରିଷଦର ସଭାପତି କିଏ ଥିଲେ ?

(୧) ଆଚାର୍ଯ୍ୟ ହରିହର ()

(୨) ପଣ୍ଡିତ ଗୋପବନ୍ଧୁ ()

(୩) ନେତାଜୀ ସୁଭାଷ ()

୨। ଶିକ୍ଷାମାନ ପୁରଣ କର :-

- (କ) ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କ ପିତାଙ୍କ ନାମ ----- ।
- (ଖ) ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କ ମାତାଙ୍କ ନାମ ----- ।
- (ଗ) ହରିହର ----- ସ୍କୁଲରେ ଶେଷଥର ପାଇଁ ଶିକ୍ଷକତା କରିଥିଲେ ।
- (ଘ) ଅସହଯୋଗ ଆନ୍ଦୋଳନ ----- ମସିହାରେ ହୋଇଥିଲା ।
(୧୯୪୨, ୧୯୨୧, ୧୯୩୯)
- (ଙ) ଆଚାର୍ଯ୍ୟ ----- ମସିହାରେ କାରାଦଣ୍ଡ କରିଥିଲେ ।
(୧୯୨୧, ୧୯୩୦, ୧୯୪୨)
- (ଚ) ସେ ଜନସାଧାରଣଙ୍କଦ୍ୱାରା ----- ମସିହାରେ ସମ୍ମାନିତ ହୋଇଥିଲେ ।
(୧୯୧୨, ୧୯୩୯, ୧୯୪୨)
- (ଛ) ଭାରତରୁତ ଆନ୍ଦୋଳନ ----- ମସିହାରେ ଆରମ୍ଭ ହୋଇଥିଲା ।
(୧୯୨୧, ୧୯୩୯, ୧୯୪୨)
- (ଜ) ଆଚାର୍ଯ୍ୟ ----- ମସିହା ଧର୍ଯ୍ୟନ୍ତ ଲୋକମାନଙ୍କର ସେବା କରୁଥିଲେ ।
(୧୯୫୦, ୧୯୭୧, ୧୯୫୮)
- (ଝ) ଆଚାର୍ଯ୍ୟ ----- ମସିହାରେ ଶେଷ ନିଶ୍ୱାସ ତ୍ୟାଗ କରିଥିଲେ ।
(୧୯୭୧, ୧୯୫୮, ୧୯୩୯)
- ୩। (କ) ଆଚାର୍ଯ୍ୟ ମହାଶୟ ତାଙ୍କର ପାଠପଢ଼ା ବ୍ୟତୀତ ଅନ୍ୟ କେଉଁ ସବୁ କାମରେ ନିଜକୁ ନିଯୋଜିତ କରୁଥିଲେ ? (ଅତି କମ୍ରେ ତିନୋଟି ଲେଖ)
୧। ୨। ୩।
- (ଖ) ଆଚାର୍ଯ୍ୟ ମହାଶୟ ଶିକ୍ଷକତା କରିଥିବା ୩ଟି ସ୍କୁଲର ନାମ ଲେଖ ।
୧। ୨। ୩।
- (ଗ) ଆଚାର୍ଯ୍ୟ ମହାଶୟଙ୍କର ଯେଉଁମାନେ ସହକର୍ମୀ ଥିଲେ, ସେମାନଙ୍କ ମଧ୍ୟରୁ ତିନିଜଣଙ୍କ ନାମ ଲେଖ ।
୧। ୨। ୩।
- (ଘ) ଶିକ୍ଷାନୁଷ୍ଠାନ ବ୍ୟତୀତ ଆଚାର୍ଯ୍ୟ ଆଉ ଯେଉଁ ସବୁ ଅନୁଷ୍ଠାନ ସହ ସଂପୃକ୍ତ ଥିଲେ ସେମାନଙ୍କ ମଧ୍ୟରୁ ୨ଟି ନାମ ଲେଖ ।
୧। ୨।
- (ଙ) ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କର ତିନୋଟି ପ୍ରଧାନ ଗୁଣ ଲେଖ ।
୧। ୨। ୩।

- ୪। (କ) ନିଜଗିରି ସ୍ଥଳ କାହିଁକି ବନ୍ଦ ହୋଇ ଯାଇଥିଲା ?
 (ଖ) ଅସହଯୋଗ ଆନ୍ଦୋଳନ ସମୟରେ ଆଚାର୍ଯ୍ୟ ହରିହର କଣ କରୁଥିଲେ ?
 (ଗ) ଆଚାର୍ଯ୍ୟଙ୍କୁ ୬୦ ବର୍ଷ ହେଲା ବେଳକୁ ତାଙ୍କ ଧାଇଁ କଣ କରାଯାଇଥିଲା ?
 (ଘ) ଆଚାର୍ଯ୍ୟଙ୍କ ଧାଇଁ ମହାତ୍ମାଗାନ୍ଧୀ କି ବାର୍ତ୍ତା ଧୋଇଥିଲେ ? (ନିଜ ଭାଷାରେ ଲେଖ)
 (ଙ) ଗୋଦାବରୀର ଆଚାର୍ଯ୍ୟଙ୍କ ବିଷୟରେ କଣ ଲେଖି ଯାଇଛନ୍ତି ? (ନିଜ ଭାଷାରେ ଲେଖ)

୫। ଗୋଟିଏ ଧାଡ଼ିରେ ଉତ୍ତର ଲେଖ :-

- (କ) ଆଚାର୍ଯ୍ୟ ହରିହର କାହିଁକି ବନ୍ଦୀ ହୋଇଥିଲେ ?
 (ଖ) ଆଚାର୍ଯ୍ୟ ବରହମ୍ପୁର ଜେଲରେ ଥିଲାବେଳେ କି ମହତ୍ତ୍ୱ କାର୍ଯ୍ୟ କରୁଥିଲେ ?
 (ଗ) ହରିହର ସତ୍ୟ ଉପରେ କି ମତ ପୋଷଣ କରୁଥିଲେ ?
 (ଘ) ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କର କଣ କଣ ସମ୍ପ୍ରଦାନ ଥିଲା ?
 (ଙ) ହଜାରିବାଗ ଜେଲରେ ହରିହରଙ୍କର କାମ କଣ ଥିଲା ?
 (ଚ) ଆଚାର୍ଯ୍ୟ ମହାଶୟଙ୍କ ଜିବନୀର ତୁମେ କଣ ଶିକ୍ଷା ଲାଭ କଲ ?
 (ଛ) ଆଚାର୍ଯ୍ୟ ମହାଶୟଙ୍କ ଜିବନୀରୁ କେଉଁଟିକୁ ତୁମେ ତୁମ ଜୀବନରେ ଲଗାଇ ପାରିବ ବୋଲି ଭାବୁଛ ?

୬। କିମ୍ପୁଲିଖିତ ଶବ୍ଦଗୁଡ଼ିକୁ ବ୍ୟବହାର କରି ବାକ୍ୟ ଗଠନ କର :-

ସୌବର୍ଯ୍ୟ , ନିର୍ଯ୍ୟାତନା , ଅସହାୟ , ପରିଷଦ ।

୭। ନିମ୍ନ ଲିଖିତ ଶବ୍ଦ ଗୁଡ଼ିକର ବିପରୀତ ଶବ୍ଦ ଲେଖ :-

ପରୋକ୍ଷ , ନିର୍ଦ୍ଦିଷ୍ଟ , ଉନ୍ନତ , ଗୌଣ ।

....

ସତ୍ୟର ପ୍ରଜାରୀ ଆଚାର୍ଯ୍ୟ ଦ୍ଵିବର

- ୧। କ- କା, ଖ-୧, ଗ-୨, ଘ-୪, ଙ-୩, ଚ-୧,
ଛ-୪, ଜ-୨, ଝ-୧, ।
- ୨। କ- ମହାଦେବ ବ୍ରହ୍ମା ଖ- ଶ୍ରୀକା ଦେବୀ ଗ- ସତ୍ୟବାଦୀ
ଘ- ୧୯୨୧ ଙ- ୧୯୩୦ ଚ- ୧୯୩୯
ଛ- ୧୯୪୨ ଜ- ୧୯୫୮ ଝ- ୧୯୬୧
- ୩। କ- ନିରକ୍ଷରତା ଦୁରାକରଣ , ରୋଗୀ ସେବା, ଶବସକ୍ରୀର, ସୁଲ ଗୁଡ଼ ନିର୍ମାଣ ଇତ୍ୟାଦି ।
ଖ- ନିଜଗିରି, ସତ୍ୟବାଦୀ , ପି:ଏମ୍: ଏକାଡେମୀ ।
ଗ- ଗୋପବନ୍ଧୁ , କୃପାସିନ୍ଧୁ , ନିଜକଣ୍ଠ , ନନ୍ଦକିଶୋର ଓ ଗୋଦାବରୀଶ ।
ଘ- ଗୋପବନ୍ଧୁ ସେବା ସଂଘ, କୁରୁବାର ଆଶ୍ରମ, ଭଦ୍ରଖ ଆଶ୍ରମ , ବରୀ ସେବାଶ୍ରମ ।
ଙ- ଶିକ୍ଷକତା , ସମାଜ ସେବା, ସତ୍ୟବାଦୀତା, ନିସ୍ଵାର୍ଥପରତା ।
- ୪। କ- ଇଂରେଜ ସରକାରଙ୍କ ପଲିଟିକାଲ ଏଜେଣ୍ଟ, କମ୍ପୁଡେନ୍, ରମ୍ପସେ ସୁଲ ବନ୍ଦ କରିବାକୁ
ରାଜାଙ୍କୁ ନିର୍ଦ୍ଦେଶ ଦେଇଥିଲେ ।
ଖ- ଗାଁ ଗାଁ ଦୁଇ ଲୋକଙ୍କ ମନ୍ତ୍ରଣାରେ ଚେତନା ଆଣିଥିଲେ ।
ଗ- ତାଙ୍କୁ ଏକ ଅଭିନବନ ଗୁରୁ ଓ ପାଠ ଦୁଜାର ଟଙ୍କାର ଥକୀ ଦିଆଯାଇଥିଲା ।
ଘ- ଆଚାର୍ଯ୍ୟଙ୍କ ସମ୍ବର୍ଦ୍ଧନା ସଭାରେ ନୂଁ ଉପସ୍ଥିତ ରହିପାରିଥିଲେ ଖୁବ୍ ଖୁସି ହୋଇଥାନ୍ତି ।
ଙ- ସେ ଥିଲେ ଆମର ଦୁରି ଭାଇନା । ସେବା ଓ ଚରିତ୍ରବତ୍ତାର ଆଦର୍ଶ ଥିଲେ ସେ ।
କେବେ ହେଲେ ମିଛ କହି ଜାଣ ନ ଥିଲେ ।
- ୫। କ- ଅସହଯୋଗ ଆନ୍ଦୋଳନରେ ଯୋଗ ଦେବାରୁ
ଖ- ଗାତା କ୍ଳାସ କରୁଥିଲେ
ଗ- ସତ୍ୟ ହିଁ ଉଚ୍ଚବାନ
ଘ- ଖଣ୍ଡିଏ ଚରଣା ଏବଂ ଗୋଟିଏ ବେଡିଂ
ଙ- ବଂଦୀମାନଙ୍କୁ ଶିକ୍ଷା ଦେବା
ଚ- (ଆଚାର୍ଯ୍ୟଙ୍କର ଯେ କୌଣସି ଗୁଣ)
ଛ- (ଯେ କୌଣସି ପ୍ରାସଂଗିକ ଭରର)
- ୬। କ- (ଯେ କୌଣସି ବାକ୍ୟ)
ଖ- ପ୍ରତ୍ୟକ୍ଷ , ଅନିର୍ଦ୍ଦିଷ୍ଟ , ଅବନତ , ମୁଖ୍ୟ ।

LEARNING EXPERIENCES

PRE-BROADCAST ACTIVITIES

Method : 1. Question-answer

2. Narration of anecdotes

Aids : Photographs of (i) Gandhiji (ii) Subhash Bose
(iii) Gopabandhu (iv) Acharya Harihara.

(The teacher in the listening room will hang the photographs of Gandhiji, Subhas Bose, Gopabandhu and Acharya Harihar. He will be waiting for the students to arrive. When the students take their respective seats the teacher will welcome them).

Teacher's Activities

Expected Activities of
the students

Tr: Hellow students! You are welcome to the
1st programme of our Oriya Series of
school broadcast. In this series, we will
listen to a talk on the life history of
an eminent person of Orissa who was a
freedom fighter, social worker, teacher
and a journalist.

Here, in this room you can see
photographs of different leaders of our
country.

(Pointing to Gandhiji's photograph)

Q. Whose photograph is this?

Mahatma Gandhi

Q. Why is he so famous?

He achieved
Independence for India.

Q. Who others helped him in achieving
independence?

Subhash Bose, Sardar
Patel, Nehru etc.

Teacher's Activities	Expected Activities of the students
Q. Amongst them, whom do you find here? (Showing the photographs on the wall)	Gopabandhu, Subhash Bose, Acharya Harihara
Q. Which photograph belongs to Acharya Harihara?	(Student would point out)
<p>Like other leaders, he joined the freedom movement along with Gopabandhu, Nilakantha and others of our State. Now, I shall narrate an anecdote in the life of Acharya Harihara.</p> <p>From this you can know how much he loved his nation and people. Please listen to it. This is the real life experience of Professor Raj Kishore Ray. Once he was travelling by train. In that compartment, a science lecturer, a dewan and a marwari business man were also travelling. In one of the stations, two blind boys came for begging. First, they went to the science lecturer. But they returned empty with the words "Hopeless, due to these people, the country is deteriorating. In America, everybody is a hard working earning member of the society. To offer them charity is harmful for country's development". Professor Ray also observed another old blind lady who went to the marwari business man who was told, "Go away, you won't get anything from me". Then she went to another person who happened to be a congress worker. When she narrated her condition she was told,</p>	

Teacher's Activities

Expected Activities
of the Students

"Come on, how much do you talk? Wait, let me light my bidi". Then he lit his bidi and said "If you beg everyday like this, how long can the society tolerate?" She also returned empty handed.

The train was on the move and reached a station. At that time, the science lecturer was having a cigarette in between his lips. Dewan was busy with his pipe and the marwari businessman was busy with his chillum (a pipe like thing through which ganza is smoked). When the train stopped, the disturbing sound of the people in the compartment also suddenly stopped. There were feeble voices in the compartment asking, "Who is he?", "Acharya"? "Acharya Mahasaya?", "Acharya Harihara?", etc. Somebody was saying, "He is saint like". Along with these voices there were also a lot of salutes, touching the feet of Acharya, taking his foot dusts etc. Acharya entered the same compartment with a bedding in his hand and a bag on his shoulder.

By this time, it was observed that the science lecturer's cigarette had fallen down, Dewan's pipe was on the way of falling and the Marwari had rolled his chillum under the seat and the congress worker was standing like a statue with the bidi between lips.

Acharya asked, "Bhanuprakash! Have you taken up smoking?" Bhanuprakash immediately bowed down before Harihara.

Teacher's Activities

Expected Activities
of the Students

At this time, a blindman came singing a song for alms. Acharya could know that the blind was getting pain in his throat while singing. He told, "Please don't sing. You are hurting yourself." Then he offered him some coins.

Immediately, it was observed that the Dewan and the lecturer offered the blind a rupee each, and the Marwari and the congress worker a fifty paise coin and a twenty five paise coin respectively.

From this, you can know how much influential Acharya was. He is known to everybody in Orissa. Who does not know him? Let us listen to a feature on his life history through the radio. You can also see some projected pictures. While listening, please write the important events of his life with the dates in the abbreviated form. We shall discuss them after the broadcast.

(Student may be trained on how to write key points while listening. For example, instead of writing Acharya Harihara, they would write A.H.)

(The teacher would write the topic on the board and tune the radio.)

ACTIVITIES DURING THE BROADCAST

Method: Radio-vision

Aids: 1.Slide of Manasa and Pinki in the family. Manasa pointing to the photo of Acharya Harihara on the wall.
2.Cobden Saheb advising the king to close down the school.
3.Picture of Acharya teaching the prisoners.
4.Picture of cleaning the scabbies of young boys by Acharya in the hostel.
5.Acharya with bedding and charakha walking with followers.
6.Scene of his "Mahaprayan" (Death).

(All these pictures are to be projected through slides in synchronisation with radio programme).

Teaching Points through the Broadcast	Visuals
Manas: "Father whose photo is that? x x x	Slide No.1
Father: ".....Govt. political agent Cobden....." x x x	Slide No.2
Father: "....." In 1930 Acharya was teaching the prisoners in Hazaribag jail. x x x	Slide No.3
Father: ".....while he was in the hostel, during his student days....." x x x	Slide No.4
Father: "..... He was moving with a bedding and a charakha....." x x x	Slide No.5
Father: "..... on Feb. 21, 1971, Acharya breathed his last".	Slide No.6

(This is to be done by referring the script at the time of broadcast.)

(Photographs of the slides developed by the investigator are given in the following pages)

1



2



3



4



5



6



POST BROADCAST ACTIVITIES

Method: Discussion

Teacher's Activities	Expected Students' Activities
Tr: Students! you have listened to a feature on Acharya Harihara. Now, we will discuss about it. I will ask you some questions. Please reply them.(Teacher will correct the wrong answer, if any, given by the students).	Students will reply to the questions put by the teacher.
Q. What did Acharya do for getting the independence of the country?	
Q. Besides fighting for independence, what else he was doing?	
Q. What was he doing when he was a student?	
Q. Does any one among you do this now-a-days?	
You should develop some of his qualities. Well! you have heard that he put his sacred thread into pieces.	
Q. Can you say why he did so?	
Q. What do you infer from this?	
Q. What was done by the people to honour the greatman?	
Q. In what way did he want to spend the money that was given to him?	
Suppose, like him, you are given Rs.10,000. What would you do with that amount?	
Q. Why was he not willing to receive the welcome book?	
Q. What was Mahatma Gandhi's message for him?	
Q. What did Godavarish say about him?	
Q. What were some of the good qualities of Harihara?	
Q. Which of the qualities of Acharya do you like the most? (to 5-6 students)	
Q. In which year did he expire?	
Q. Why was he so popular among people?	
Q. Which of his qualities can you practice in your life? (Teacher will see that more and more students take active part in the discussion. Wherever necessary, he will write the key points on the Board).	
Tr: Students! we have listened to the programme on Acharya Harihara and also have discussed about it. After going home, please read the topic again from your book. To-morrow we will have the test. Please come prepared. We will see who secures the highest mark.	
Thank you all.	

DEVELOPING STRATEGIES FOR EFFECTIVE UTILISATION OF
SCHOOL BROADCAST PROGRAMMES IN ORIYA FOR GRADE VII

Titel: "PARIBARTANA"

It is a story from "Boudha Jataka". The original writing of Gangadhar Bal has been converted into a feature type programme where some dramatic touch has been given along with narrations. The programme is on the role of Budha when he was on an human incarnation. He brought changes in the behaviour of a prince who was oppressing the subjects of his father (king).

CONTENT SEQUENCE

1. The different 'Avatars' of Gautam Budha at different times is called Bodhisatwa.
2. Once, Budha lived in a village on an human incarnation.
3. The name of that village was Taksh^yashila.
4. The villagers were very much satisfied with his padentry and behaviour.
5. Bodhisatwa was getting pleasure in serving his parents.
6. But after the death of his parents, Bodhisatwa developed a dispassionate attitude towards the world.
7. He left home for doing meditation.
8. For meditation, he went to Himalaya.
9. After his enlightenment, he went to "Janapada".
10. He went to Janapada for giving religious advices to the people.
11. On his way, he first reached the city of Varanasi.
12. Varanasi is situated on the bank of river Ganga.
13. Brahmadutta was the king of Varanasi.
14. Bodhisatwa moved towards the king's p^al^ace for getting alms.
15. The king, being on the top of the palace could see the sanyasi coming from a distance.
16. He was very glad to see the ca^m and serene face of the sanyasi.
17. The king on seeing the sanyasi, thought in himself ^{about} the holiness of sanyasi life.

18. The king ordered the Minister to invite Bodhisatwa to his palace.
19. In order to get religious advices, he decided to invite the sanyasi.
20. Sanyasi was not willing to come as he liked to remain away from the luxurious life of a palace.
21. Later on he came to the palace as the king accepted him as his 'Kula Guru' (ancestral teacher).
22. For the sanyasi, the king arranged construction of a thatched cottage inside the palace garden.
23. The king used to go to the sanyasi for getting religious advices.
24. He was also very much worried over the oppression of the prince on the subjects.
25. So, he bestowed upon his 'kulaguru' the responsibility of his son.
26. Once, to test the prince, Bodhisatwa offered a leaf of a neem plant to taste.
27. The prince reacted to the bitter taste of the leaf and on getting angry uprooted the plant.
28. After uprooting, he told the sanyasi that the small plant with bitterness would be dangerous in future.
29. Bodhisatwa laughed a little and told him that like the bitterness of the small neem plant, the character of the young prince is cruel. He also told that the people in the State could throw the tyrant prince like the plant he uprooted, thinking that it would be harmful to them in future. So, he advised him not to do anything harmful.

30. On hearing the advice, sudden change came in the prince and he fell flat at the feet of Bodhisatwa. He promised not to do anything harmful for the subjects in the future.
31. The king was astonished to see the change in his son due to Bodhisatwa and fell flat at his feet and offered his gratefulness.

EXPECTED TERMINAL BEHAVIOURS

Students can

- 1.1 explain "Bodhisatwa".
- 2.2 recognise that on an human incarnation Budha lived in a village.
- 3.3 recall the name of the village where Bodhisatwa was living.
- 4.4 recognise the cause for which the villagers were satisfied with Bodhisatwa.
- 5.5 recognise the cause for his (Bodhisatwa's) getting pleasure.
- 6.6 Give reason for Bodhisatwa's development of dispassionate attitude towards the world.
- 7.7 recognise the reason why Bodhisatwa left his home.
- 8.8 recognise the name of the place where Bodhisatwa went for meditation.
- 9.9 recognise the place where Bodhisatwa went after his enlightenment.
- 10.10 reason out that Bodhisatwa went to Janapada for giving religious advices to the people.
- 11.11 recognise the place where he reached first.
- 12.12 recognise the name of the river on the bank of which Varanasi is situated.

- 13.13 recall the name of the king of Varanasi.
- 14.14 recognise the reason for Bodhisatwa's moving towards the palace.
- 15.15 recognise the fact that the king could see the sanyasi from a distance.
- 16.16 recognise the reason for the happiness of the king on seeing the sanyasi.
- 17.17 recognise what the king thought within himself on seeing the sanyasi.
- 18.18 recognise what the king did after seeing Bodhisatwa from a distance.
- 19.19 give reason for his decision to invite Bodhisatwa.
- 20.20 give reason for Bodhisatwa's unwillingness to come to the palace.
- 21.21 recognise when Bodhisatwa came to the palace.
- 22.22 state that the king arranged for construction of a thatched cottage in a place inside the garden for Bodhisatwa's living.
- 23.23 state the reason for king's visit to Bodhisatwa everyday.
- 24.24 recognise the reason for king's worry.
- 25.25 state what the king did to remove his own worries.
- 26.26 write in one sentence what the Bodhisatwa did initially to test the prince.
- 27.27 describe in 2-3 lines the reaction of the prince to the taste of neem leaf.

- 28.28 narrate in their own words the expression of the prince after uprooting the plant.
- 29.29 comprehend in their own words the statement given by Bodhisatwa after the prince uprooted the plants.
- 30.30 describe the behaviour shown by the prince to Bodhisatwa after listening to his words.
- 31.31 express the reaction of the king after the change in the prince.
- 32 state the moral of the story.
- 33 name the character most liked by them and the reason for it.
- 34 use the given words in sentences.
- 35 can give opposite words to some given words.

CRITERION TEST

- 1.1.1 Explain "Bodhisatwa".
- 2.2.2 Budha was living in a village
- (i) To take care of his parents ()
 - (ii) On an human incarnation ()
 - (iii) To serve the village people. ()
- 3.3.3 Budha was living in a village called _ _ _ _ _.
- 4.4.4 For what reason the villagers were satisfied with Bodhisatwa?
- (i) Only because of his padentry. ()
 - (ii) Only because of his good behaviour. ()
 - (iii) Both for his padentry and behaviour. ()
 - (iv) Because of his meditation. ()
- 5.5.5 By what way Bodhisatwa was getting pleasure?
- (i) By serving the people. ()
 - (ii) By serving his parents. ()
 - (iii) By doing meditation. ()
- 6.6.6 Why did Bodhisatwa develop dispassionate attitude towards the world?
- 7.7.7 Why did Bodhisatwa leave his home?
- (i) For disseminating knowledge ()
 - (ii) For doing meditation ()
 - (iii) For getting alms ()

- 8.8.8 Where did Bodhisatwa go for meditation?
- (i) Takshashila ()
 - (ii) Varanasi ()
 - (iii) Himalaya ()
- 9.9.9 Bodhisatwa went to _ _ _ _ _ after his enlightenment.
(Janapada, Palace, Takshashila).
- 10.10.10 Why did Bodhisatwa go to Janapada after enlightenment?
- (i) To collect disciples ()
 - (ii) To give religious advices to the people ()
 - (iii) To lead normal human life. ()
- 11.11.11 Which place he reached first on his way?
- (i) Takshashila ()
 - (ii) Varanasi ()
 - (iii) Delhi ()
- 12.12.12 Varanasi is situated on the bank of river _ _ _ _ _ .
- 13.13.13 _ _ _ _ _ was the king of Varanasi.
- 14.14.14 Why was Bodhisatwa moving towards the palace of the King?
- (i) For giving religious advices ()
 - (ii) For getting alms ()
 - (iii) To inform the king about the
difficulties of the people. ()
- 15.15.15 How could the king see the sanyasi?
- (i) Sanyasi came to him. ()
 - (ii) The news of sanyasi's coming reached him ()
 - (iii) Being at the top of the palace, he could
see sanyasi coming from a distance ()

- 16.16.16 Why was the king glad in seeing Bodhisatwa?
- (i) Because of his calm and serene face. ()
 - (ii) Because of his enlightenment. ()
 - (iii) Because of his simple dress. ()
- 17.17.17 What did the king think within himself after seeing the Bodhisatwa?
- (i) About the holiness of sanyasi life. ()
 - (ii) His luxurious life. ()
 - (iii) Problems of his poor subjects. ()
- 18.18.18 What did the king do after seeing Bodhisatwa from a distance?
- (i) Ordered the Minister to give him alms. ()
 - (ii) Ordered the Minister to invite him to the palace. ()
 - (iii) Accepted him as his "Kulaguru". ()
- 19.19.19 Why did the king decide to invite the sanyasi?
- 20.20.20 Why was Bodhisatwa unwilling to come to the palace?
- (i) He liked to remain away from luxurious life of a palace. ()
 - (ii) There was no facility for his staying. ()
 - (iii) He was thinking that the king may punish him. ()
- 21.21.21 When did Bodhisatwa come to the palace?
- (i) After getting invitation from the king ()
 - (ii) When the king wanted to get religious advices from him. ()
 - (iii) After the king accepted him as his "Kulaguru". ()

- 22.22.22 Write in one sentence what arrangement was made by the king for the stay of Bodhisatwa.
- 23.23.23 Why was the king coming to Bodhisatwa everyday?
- (i) To see his difficulties. ()
 - (ii) To tell about the prince. ()
 - (iii) To get religious advices ()
- 24.24.24 Why was the king worried?
- Because (i) the prince was oppressing the people. ()
- (ii) prince was not following his advices. ()
- (iii) the subjects were not happy with the king. ()
- 25.25.25 What did the king do to remove his worries?
- 26.26.26 Write in one sentence what Bodhisatwa did initially to test the prince?
- 27.27.27 How did the prince react to the taste of neem leaf?
- 28.28.28 What did the prince say after uprooting the plant?
- 29.29.29 What was told by Bodhisatwa to the prince while advising him?
- 30.30.30 In what way the prince behaved, after getting advice from Bodhisatwa?
- 31.31.31 What did the king do after seeing the change in ^{the} prince?
- 32.32.32 What have you learnt from this story?

- 33.33.33 Which of the characters in this story you like most?
Why?
- 34.34.34 Use the following words in sentences:
"Binamra", "Avatara", "Ahankara", "Abhilasa",
"Lunthana", "Samarpana".
- 35.35.35 Write the opposite words of the following :
"Nirdhana", "Supatha", "Pavitra", "Upakara".

(The test is to be arranged according to the item types and
with necessary instructions ^{kept} ready for administration).

ଆକାଶବାଣୀ

ବିଦ୍ୟାଳୟ କାର୍ଯ୍ୟକ୍ରମ

ମାନ ନିର୍ଦ୍ଧାରଣ ପରୀକ୍ଷା

ବିଷୟ : ପ୍ରତିବର୍ତ୍ତନ

ନାମ : _____ ରୋଲ ନଂ : _____ ତାରିଖ : _____

୧୧ ନିମ୍ନରେ କେତେଗୁଡ଼ିଏ ପ୍ରଶ୍ନ ସହ ସେଗୁଡ଼ିକର ସାମ୍ବାଦ୍ୟ ଉତ୍ତର ରହିଛି ।

ଯେଉଁ ଉତ୍ତର ଗୁଡ଼ିକ ତୁମେ ଠିକ୍ ବୋଲି ମନେକରୁଛୁ ସେଗୁଡ଼ିକ ଡାହାଣରେ ଥିବା ବ୍ୟକ୍ତି ମଧ୍ୟରେ (✓) ଚିହ୍ନ ଦେଇ ପ୍ରଶ୍ନଗୁଡ଼ିକର ଉତ୍ତର ଦିଅ ।

(କ) ବୁଦ୍ଧଦେବ କାହିଁକି ଗ୍ରାମରେ ବାସ କରୁଥିଲେ ?

(୧) ତାଙ୍କର ପିତାମାତାଙ୍କର ଯତ୍ନ ନେବା ପାଇଁ ()

(୨) ସେ ମାନବ ଅବତାର ଗ୍ରହଣ କରିଥିଲେ ()

(୩) ସେ ଗ୍ରାମରେ ରହି ଜନ ସେବା କରୁଥିଲେ ()

(ଖ) ଗ୍ରାମବାସୀମାନେ ବୋଧୁସବୁ କ'ଣ ପାଇଁ ସମୁଦ୍ଧ ହୋଇଥିଲେ ?

(୧) କେବଳ ତାଙ୍କର ପାଣ୍ଡିତ୍ୟ ଯୋଗୁଁ ()

(୨) କେବଳ ତାଙ୍କର ସୁନ୍ଦର ବ୍ୟବହାର ଯୋଗୁଁ ()

(୩) ଉଭୟ ବ୍ୟବହାର ଓ ପାଣ୍ଡିତ୍ୟ ଯୋଗୁଁ ()

(୪) ତାଙ୍କର କଠୋର ଚପସ୍ୟା ଯୋଗୁଁ ()

(ଗ) ବୋଧୁସବୁ କି କାର୍ଯ୍ୟକରି ଆନନ୍ଦ ପାଇଥିଲେ ?

(୧) ଜନସେବା କରି ()

(୨) ପିତାମାତାଙ୍କ ସେବା କରି ()

(୩) ଚପସ୍ୟା କରି ()

(ଘ) ବୋଧୁସବୁ କ'ଣ ପାଇଁ ଗୁହ୍ୟାଗ କଲେ ?

(୧) ଜ୍ଞାନର ପ୍ରଚାର ପାଇଁ ()

(୨) ଚପସ୍ୟା କରିବା ପାଇଁ ()

(୩) ଭିକ୍ଷା ଗ୍ରହଣ କରିବା ପାଇଁ ()

(ଙ) ଚପସ୍ୟା କରିବାପାଇଁ ବୋଧୁସବୁ କୁଆଡ଼େ ଯାଇଥିଲେ ?

(୧) ଚନ୍ଦ୍ରଶିଳା ()

(୨) ବାରାଣସୀ ()

(୩) ହିମାଳୟ ()

(ବ) ଚପସ୍ୟାରେ ସିଞ୍ଚିଲାଭ କରିବାପରେ ବୋଧୁସବୁ କାହିଁକି ଜନଧବୁ ଗଲେ ?

(୧) ଶିଖ୍ୟ ଗ୍ରହଣ କରିବା ପାଇଁ ()

(୨) ଲୋକମାନଙ୍କୁ ଧର୍ମୋପଦେଶ ଦେବାପାଇଁ ()

(୩) ସାଧାରଣ ମନୁଷ୍ୟ ଜୀବନ ଯାପନ ପାଇଁ ()

(ଘ) ତାଙ୍କର ଯାତ୍ରାଧର୍ମରେ ଧୂଆଁମେ ସେ କେଉଁ ନଗରୀରେ ଯତୁଟିଲେ ?

(୧) ଚକ୍ରଗୀଳା ()

(୨) ବାରାଣସୀ ()

(୩) ଦିଲ୍ଲୀ ()

(ଙ) ବୋଧୁସବୁ କାହିଁକି ରାଜାଙ୍କ ନଥର ଆଡ଼କୁ ଅଗ୍ରସର ହୋଇଥିଲେ ?

(୧) ଧର୍ମୋପଦେଶ ଦେବାପାଇଁ ()

(୨) ଭିକ୍ଷା ଗ୍ରହଣ ନିମିତ୍ତ ()

(୩) ରାଜାଙ୍କୁ ଲୋକମାନଙ୍କ ପ୍ରଭାବଅସୁବିଧା ଜଣାଇବାକୁ ()

(ଚ) ରାଜା କିଏରି ସନ୍ନ୍ୟାସୀଙ୍କୁ ଦେଖୁପାରିଲେ ?

(୧) ସନ୍ନ୍ୟାସୀ ତାଙ୍କ ପାଖରେ ଆସି ଯତୁଟିଲେ ()

(୨) ସନ୍ନ୍ୟାସୀ ଆସୁଥିବାର ଖବର ତାଙ୍କ ପାଖରେ ଯତୁଟିଲା ()

(୩) ସେବରାଜପ୍ରାସାଦ ଉପରେ ଆଉ ସନ୍ନ୍ୟାସୀ ଦୁଇରେ
ଆସୁଥିବାର ଦେଖୁଥିଲେ ()

(ଟି) ରାଜା କାହିଁକି ବୋଧୁସବୁଙ୍କୁ ଦେଖି ଖୁବ୍ ଖୁସି ହୋଇ ଯାଇଥିଲେ ?

(୧) ତାଙ୍କର ଶାନ୍ତ, ସରଳ ମୁଖମଣ୍ଡଳ ଦେଖି ()

(୨) ଚପସ୍ୟାରେ ସେ ସିଞ୍ଚିଲାଭ କରିଥିବାରୁ ()

(୩) ତାଙ୍କର ସାଧାରଣ ପୋଷାକ ପରିଚ୍ଛଦ ଯୋଗୁଁ ()

(ଠ) ବୋଧୁସବୁଙ୍କୁ ଦେଖିବାପରେ ରାଜା ମନେ ମନେ କ'ଣ ଭାବିଥିଲେ ?

(୧) ସନ୍ନ୍ୟାସୀ ଜୀବନର ପବିତ୍ରତା ()

(୨) ରାଜାଙ୍କର ନିଜର ବିଳାସବ୍ୟସନ ଜୀବନ ()

(୩) ତାଙ୍କର ବରିଷ୍ଠ ସୁଜାଗଣଙ୍କ ସମସ୍ୟା ()

(ଡ) ବୋଧୁସବୁଙ୍କୁ ଦୂରରୁ ଦେଖିବା ପରେ ରାଜା କ'ଣ କଲେ ?

(୧) ବୋଧୁସବୁଙ୍କୁ ଭିକ୍ଷା ଦେବାପାଇଁ ମନ୍ତ୍ରୀଙ୍କୁ ନିର୍ଦ୍ଦେଶ ଦେଲେ ()

(୨) ବୋଧୁସବୁଙ୍କୁ ରାଜଦରବାରକୁ ନିମନ୍ତ୍ରଣ କରିବାପାଇଁ
ମନ୍ତ୍ରୀଙ୍କୁ ନିର୍ଦ୍ଦେଶ ଦେଲେ ()

(୩) ତାଙ୍କୁ ତାଙ୍କର କୁଳଗୁରୁ ରୂପେ ଗ୍ରହଣ କଲେ ()

- (ଡ) ବୋଧୁସବୁ କେତେବେଳେ ରାଜ ଦରବାରକୁ ଆସିଲେ ?
- (୧) ରାଜାଙ୍କଠାରୁ ନିମନ୍ତ୍ରଣ ପାଇଲା ପରେ ()
- (୨) ଯେତେବେଳେ ରାଜା ତାଙ୍କଠାରୁ ଧର୍ମୋପଦେଶ
ଗ୍ରହଣ କରିବାକୁ ଚାହିଁଲେ ()
- (୩) ରାଜା ତାଙ୍କୁ କଳଗରୁ ରୂପେ ଗ୍ରହଣ କରିବାପରେ ()
- (ଢ) ବୋଧୁସବୁ କାହିଁକି ରାଜପ୍ରାସାଦକୁ ଆସିବାକୁ ରାଜି ନ ଥିଲେ ?
- (୧) ରାଜପ୍ରାସାଦର ଦିଲାସ ବ୍ୟସନଠାରୁ ଦୂରରେ
ରହିବାକୁ ଇଚ୍ଛା ପାଆନ୍ତି ()
- (୨) ସେଠାରେ ତାଙ୍କ ରହିବା ପାଇଁ ସୁବିଧା ନ ଥିଲା ()
- (୩) ରାଜା ତାଙ୍କୁ ବଣ ଦେବେ ବୋଲି ସେ ଭାବୁଥିଲେ ()
- (ଣ) ରାଜା କଣପାଇଁ ବୋଧୁସବୁଙ୍କ ପାଖକୁ ଆସୁଥିଲେ ?
- (୧) ବୋଧୁସବୁଙ୍କ ଅଭାବ ଅସୁବିଧା ଦେଖିବା ପାଇଁ ()
- (୨) ରାଜପୁତ୍ରଙ୍କ ଦିକ୍ଷୟରେ କହିବା ପାଇଁ ()
- (୩) ଧର୍ମୋପଦେଶ ଗ୍ରହଣ କରିବା ପାଇଁ ()
- (ତ) କ'ଣ ପାଇଁ ରାଜାଙ୍କ ମନ ବ୍ୟସ୍ତ ରହୁଥିଲା ?
- (୧) ରାଜପୁତ୍ର ପ୍ରଜାମାନଙ୍କୁ ଅତ୍ୟାଚାର କରୁଥିଲେ ()
- (୨) ରାଜପୁତ୍ର ତାଙ୍କର ଉପଦେଶ ମାନୁ ନ ଥିଲେ ()
- (୩) ରାଜାଙ୍କ ଉପରେ ପ୍ରଜାମାନେ ସନ୍ତୋଷ ନ ଥିଲେ ()

୨। ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ କର :-

- (କ) ବୋଧୁସବୁ ଯେଉଁ ଗ୍ରାମରେ ବାସ କରୁଥିଲେ ତାହାର ନାମ ----- ।
- (ଖ) ----- ବାରାଣସୀର ରାଜା ଥିଲେ ।
- (ଗ) ବାରାଣସୀ ----- ନଦୀ କୂଳରେ ଅବସ୍ଥିତ ।
- (ଘ) ତପସ୍ୟାରେ ସିଦ୍ଧିଲାଭ କରିବାପରେ ବୋଧୁସବୁ ----- କୁ ଯାତ୍ରାକଲେ ।
(ଜନପଦ , ରାଜନୀତି , ଚିନ୍ତାଶାଳା)

୩। ନିମ୍ନ ଲିଖିତ ପ୍ରଶ୍ନ ଗୁଡ଼ିକର ଉତ୍ତର ଗୋଟିଏ ବାକ୍ୟରେ ଲେଖ ।

- (କ) ବୋଧୁସବୁ କାହାକୁ କହିନ୍ତି ?
- (ଖ) ବୋଧୁସବୁଙ୍କର କାହିଁକି ସଂସାର ପ୍ରତି ବୈରାଗ୍ୟ ଆସିଲା ?
- (ଗ) ରାଜାଙ୍କ ନଅରରେ ରହିବାକୁ ରାଜା ବୋଧୁସବୁଙ୍କପାଇଁ କି ବ୍ୟବସ୍ଥା କରିଥିଲେ ?

- (କ) ରାଜା କାହିଁକି ସନ୍ଧ୍ୟାସୀକୁ ନିମନ୍ତ୍ରଣ କରିବା ପାଇଁ ଘିର କଲେ ?
- (ଖ) ରାଜା ତାଙ୍କ ମନର ବ୍ୟସ୍ତତା ଦୂର କରିବାପାଇଁ କି ବ୍ୟବସ୍ଥା ଗ୍ରହଣ କଲେ ?
- (ଗ) ରାଜପୁତ୍ରକୁ ପରୀକ୍ଷା କରିବା ପାଇଁ ବୋଧୁସବୁ ସର୍ବ ପ୍ରଥମେ କ'ଣ କରିଥିଲେ ?
- (ଘ) ରାଜପୁତ୍ର ନିମ୍ନପୁତ୍ର ଡାଣ୍ଡବାସରେ କି ଭାବ ପ୍ରକାଶ କରିଥିଲେ ?
- (ଙ) ନିମ୍ନ ଚାରାଟିକୁ ଉପାଡି ସାରି ରାଜପୁତ୍ର କ'ଣ କହିଥିଲେ ?
- (ଚ) ବୋଧୁସବୁ ରାଜପୁତ୍ରକୁ କ'ଣ ଜଣାଇ ଉପଦେଶ ଦେଇଥିଲେ ?
- (ଟି) ବୋଧୁସବୁଙ୍କଠାରୁ ଉପଦେଶ ପାଇ ରାଜପୁତ୍ର କିଭଳି ବ୍ୟବହାର ଦେଖାଇଥିଲେ ?
- (ଠ) ରାଜପୁତ୍ରଙ୍କର ପରିବର୍ତ୍ତନ ଦେଖି ରାଜା କ'ଣ କରିଥିଲେ ?
- (ଡ) ଏହି ଗଳ୍ପରୁ ତୁମେ କ'ଣ ଶିକ୍ଷା ଲାଭ କଲ ?
- (ଢ) ଗଳ୍ପରେ ଥିବା ଚରିତ୍ର ଗୁଡ଼ିକ ମଧ୍ୟରୁ କେଉଁ ଚରିତ୍ରଟି ତମକୁ ଭଲ ଲାଗିଲା ଓ କାହିଁକି ?

୪। (କ) ବାକ୍ୟ ଗଠନ କର :-

ବିନୟ

ଅବତାର

ଅବିକାର

ଅଭିଳାଷ

ଲକ୍ଷ୍ୟ

ସମର୍ପଣ

(ଖ) ବିପରୀତ ଶବ୍ଦ ଲେଖ :-

ନିର୍ଜନ

ସୁପଥ

ପବିତ୍ର

ଉପକାର

ପ୍ରଶ୍ନୋତ୍ତର

- ୧। କ-୨, ଖ-୩, ଗ-୨, ଘ-୨, ଙ-୩, ଟ-୨,
 ଡ-୨, ନ-୨, ଝ-୩, ଞ-୨, ଟ-୨, ଠ-୨,
 ଡ-୩, ଢ-୨, ଣ-୩, ତ-୨ ।
- ୨। କ- ତକ୍ଷଶାଳା ଖ- ବ୍ରହ୍ମବର ଗ- ଗଂଗା
 ଘ- ଜନପଦ ।
- ୩। କ- ବିଭିନ୍ନ ସମୟରେ ଲବ୍ଧବେଦକର ବିଭିନ୍ନ ଅବତାର ଗୁଡ଼ିକୁ ବୋଧୁସବୁ କୁହାଯାଏ ।
 ଖ- ତାଙ୍କ ପିତା ମାତାଙ୍କର ମୃତ୍ୟୁ ହେବାର ।
 ଗ- ଉଦ୍ୟାନରେ ଗୋଟିଏ ଧନ୍ତ କୁଟିଆ ନିର୍ମାଣ କରାଇ ଥିଲେ ।
 ଘ- ଧର୍ମୋପଦେଶ ଗ୍ରହଣ କରିବା ପାଇଁ ।
 ଙ- ବୋଧୁସବୁଙ୍କ ଉପରେ ରାଜଧୂପ୍ରଙ୍କ ଭାର ନ୍ୟସ୍ତ କଲେ ।
 ଟ- ନିମ୍ବ ଚାରାର ଧନ୍ତ ଚାଖୁବାକୁ ଦେଇଥିଲେ ।
 ଡ- ଥୁ ଥୁ କରି କାଢ଼ି ଧଳାଇଲେ ।
 ନ- ଏ ଚାରା ଛୋଟ ବେଳୁ ଏତେ ଟିକ୍ତ, ଯଦି ହେଲେ ବହୁତ କ୍ଷତିକାରକ ହେବ ।
 ଝ- ଧ୍ରୁଘାମାନଙ୍କର ଟଙ୍କ (ରାଜକୁମାର) ଧୃତି ପରୀକ୍ଷା ଜଣାଇ ଉପଦେଶ ଦେଇଥିଲେ ।
 ଞ- ରାଜଧୂପ୍ର ଅନୁତପ୍ତ ହୋଇ ସନ୍ୟାସୀଙ୍କୁ ଆଶୀର୍ବାଦ ଭିକ୍ଷା କଲେ ।
 ଟ- ଖୁବ୍ କୃତ୍ୟ କୃତ୍ୟ ହୋଇ ସନ୍ୟାସୀଙ୍କୁ ଜ୍ଞାନ ପ୍ରଦାନ କହିଥିଲେ ।
 ଠ- (ଯେ କୌଣସି ପ୍ରାସଂଗିକ ଭାବର)
 ଡ- (ଯେ କୌଣସି ଚରିତ୍ର)
 ୪। କ- (ଯେ କୌଣସି ବାକ୍ୟ)
 ଖ- ଧନୀ, କୁସଥ, ଅସକାର, ଅସଦ୍‌ବିତ୍ତ ।

LEARNING EXPERIENCESPRE-BROADCAST ACTIVITIES:

Method: Story Telling

Aids: Photographs of (i) Gautam Budha
(ii) Pillar of Sanchi

Teachers' Activities	Expected Students' Activities
<p>Tr.: Hallow students! You are welcome to the second programme of our Oriya series of school broadcast. In this programme, we will listen to a topic taken from your prose text.</p> <p>Before listening to the programme, I will show you some photographs. Please see them and give answeres to my questions.</p>	
<p>Q.1. (Showing the photograph of Gautam Budha) Whose photograph is this?</p>	<p>A- Gautam Budha</p>
<p>Q.2. Who is Gautam Budha?</p>	<p>A - He who propagated the Budhism.</p>
<p>Q.3. In which places he propagated Budhism?</p>	<p>A - India, Burma, Ceylon, Japan, China, Nepal, etc.</p>
<p>Q.4. (Showing the photographs of the pillar of Sanchi) What is this?</p>	<p>Pillar of Sanchi</p>
<p>Q.5. Do you know why it was built? (If the students fail to answer, the teacher would explain).</p>	

Teachers' ActivitiesExpected Students'
Activities

Tr.: This was constructed long long ago in memory of the great Budha. Budha was also a child like you. I will tell you an event of his life. It is told in "Mahakap~~e~~ Jatak" that Budha in one of his previous births was a leader of some monkeys and lived on the bank of ^{the} river Ganges. Near by, there was a mango tree and it was a practice with the monkeys to eat the delicious fruits it bore. Learning this, the king of Varanasi sent his men to guard the tree and accordingly, they surrounded it while the monkeys were plucking mangoes. So, there was no way out. In order to save the life of his trapped fellow creatures, the Bodhisatwa arranged a bamboo bridge with another tree which became a little shorter and so it was difficult to touch the other tree. To get over the difficulty, he tied his own body to the bamboo and held the other end of the tree, thus enabling the monkeys to escape in safety. The king was greatly moved by knowing the spirit of self sacrifice shown by the great monkey.

In this way Budhadev took different incanations in different

Teachers' Activities

Expected Students' Activities

times and he was doing the best possible works for the human beings and the other animals too.

Let us listen to a feature on an incarnation of Budha coming through the radio. Please also write down the names of the places and other necessary points. We will discuss them after listening.

ACTIVITIES DURING THE BROADCAST

Method: Radio-Vision

Aids: Slides of

- (1) God Buddha
- (2) Bodhisatwa in meditation
- (3) Bodhisatwa giving religious advices to the people.
- (4) The king and the minister§ seeing Bodhisatwa
from a distance
- (5) Minister inviting the Bodhisatwa
- (6) King inviting Bodhisatwa to sit on the throne.
- (7) Subjects and the king
- (8) In the king's Garden, Bodhisatwa sitting in front of
a cottage and discussing with the king.
- (9) King offering the prince to Bodhisatwa
- (10) Bodhisatwa and the prince in the Garden
- (11) Prince bowing down in front of Bodhisatwa.

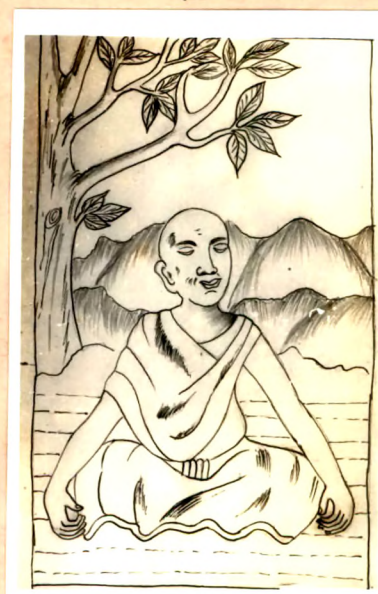
Concept Through the Radio	Visuals
1."Yes, the God Buddha.....is called Bodhisatwa." x x x	Slide No.1 x x x
2."Leaving the house, he observed meditation in Himalaya." x x x	Slide No.2 x x x
3."In order to give religious advice....." x x x	Slide No.3 x x x
4."Dear Minister, can you see the Sanyasi?" x x x	Slide No.4 x x x
5."Please accept my regards Tapaswee!" x x x	Slide No.5 x x x
6."Dear Tapaswee, please sit on my golden throne." x x x	Slide No.6 x x x
7."Jay Maharaj....." x x x	Slide No.7 x x x
8.Beginning of the third scene. x x x	Slide No.8 x x x
9."The Minister is coming with the prince. Please help." x x x	Slide No.9 x x x
10.Bodhisatwa and prince in the garden. x x x	Slide No.10 x x x
11."Gurudev! you have shown me the right way."	Slide No.11

(Photographs of the slides developed by the investigator are given in the following pages).

1



2



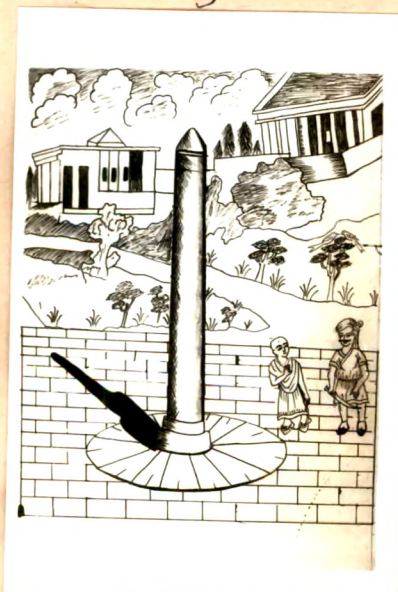
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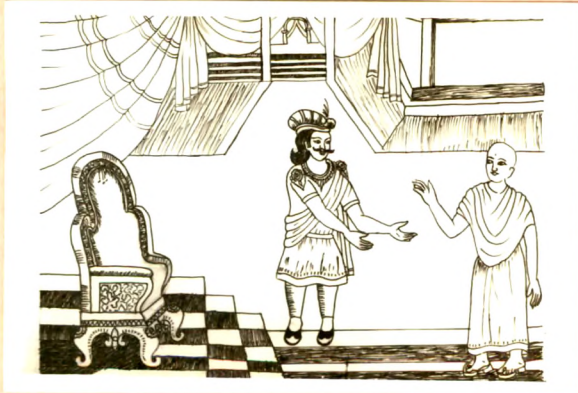
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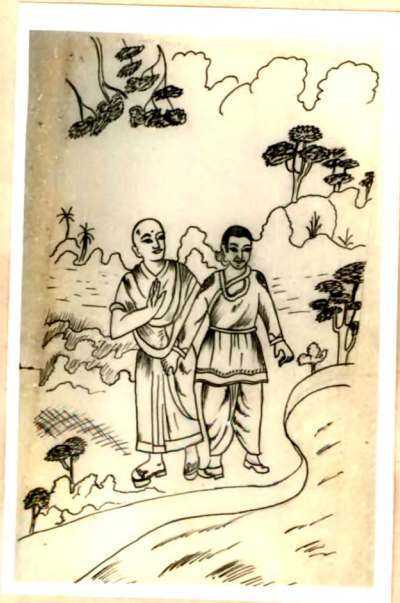
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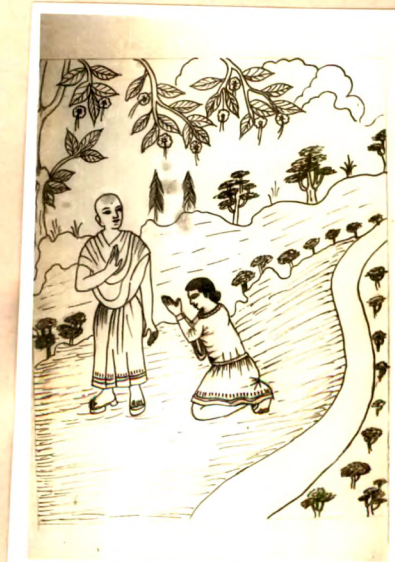
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10



11



POST BROADCAST ACTIVITIES

Method: (i) Discussion, (ii) Role Playing

Teacher's Activities	Expected Students' Activities
Tr: Well, you have listened a feature "Paribartan".	
Q.1. (To a student) Mr._____ In whom the change was seen?	The Prince
Q.2. (Pointing to another student) What do you think? Is it right?	
Q.3. How the change took place in the prince?	
Q.4. Who was responsible for this?	The Sanyasi
I think there was also some change in the king. What do you think? Mr._____.	
Q.5. (Pointing to another student)	
What is your opinion? (In this way the teacher would try to initiate discussion and see that most of the students take part in it). The following points will be taken care of during the discussion.	
1 Reason for refusal of Bodhisatwa for coming to the place.	
2 The way of life of Bodhisatwa and his works.	
3 His way of living.	
4 Discussion between the king and the Minister about Bodhisatwa.	
5 King's impression on Sanyasi life.	

Teacher's Activities	Expected Students' Activities
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6. Reasons of the subjects to the behaviour of the prince.

7 The moral of the story.

(After discussion the teacher would call two or three students to play the roles of the king, sanyasi and the prince. With the help of the script, the teacher would help the students to play the roles.)

Tr: Well students! You have listened and discussed the topic "Paribartan". I hope you all have enjoyed it. Please read it again at home and come prepared tomorrow for the test.

Thank you all.

DEVELOPING STRATEGIES FOR EFFECTIVE UTILIZATION
OF SCHOOL BROADCAST PROGRAMME IN ORIYA FOR GRADE-VII

Title: BAGALA BAGULI

Overview

Bidia Patra, the watchman of village Bhusandapur was very much liked by the villagers for his sincerity, truthfulness and religiousness. With the help of the village heads and the Zamindar, he got his son (Sapna) married to Chemi. After Bidia's death, Sapna was appointed as the watchman. Sapna and Chemi were passing their life happily by loving each other. After some days Sapna fell ill and died. Chemi could not bear the death of Sapna and also died.

Form of Broadcast : Drama.

Content Sequence

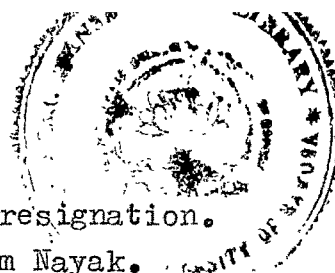
- 1 Bidia Patra was the Choukidar (watchman) of Bhusandpur.
- 2 Bidia Patra was fifty years old.
- 3 Village Choukidar goes round the village in the night and makes the villagers alert about thieves and robbers.
- 4 Bidia Patra was a truthful, religious, sincere and dutiful person.
- 5 Bidia was maintaining his livelihood by cultivating one acre of land which had been awarded to him.
- 6 Sapna was the son of Bidia Patra.
- 7 Sapana was seventeen years old.
- 8 Bidia wanted his son to marry Chemi, the daughter of Dandia Patra.
- 9 Dandia Patra was the Choukidar of Makrampur.
- 10 Balaram Nayak was the Zamindar of Bhusandpur.
- 11 Bidia Patra sought the help of the Zamindar and village heads for his son's marriage.
- 12 The Zamindar and the heads assured their help to Bidia in connection with his son's marriage.
- 13 Zamindar and the heads were satisfied with Bidia Patra for his sincerity, religiousness and truthfulness.
- 14 The materials like rice, oil, mustard, leaves, clothes etc. were listed by the village heads for the purpose of marriage.
- 15 Sapna and Chemi's marriage was performed successfully with the help of the villagers.
- 16 Bidia Patra died someday after his son's marriage.
- 17 Sapna was appointed as the Choukidar of the village in place of his father.
- 18 Sapna and Chemi were called as "Bagala" and "Baguli" respectively by the villagers.

- 19 Once Sapna offered his resignation to the Zamindar of the village because he could not go round the village by leaving Chemi alone at home.
- 20 Zamindar Balaram Nayak was a judicious man.
- 21 Zamindar, instead of accepting his resignation, agreed to continue the facilities given to him. Also exempted him from going round the village in the night.
- 22 Bagala Baguli were always together. Chemi used to collect cow dung in a basket, and also collected leaves named "Pita saga" and "Madaranga". Sapna used to farm on land. In this manner they were living happily.
- 23 After sometime, Sapna fell ill which made Chemi very worried.
- 24 Chemi went to a doctor named Nakuli Nayak to bring medicine for Sapna.
- 25 The doctor gave tablets that were known as "Kasturi Bhairab".
- 26 The doctor asked Chemi to pay Rs.4/- towards the cost of the medicine.
- 27 As she was not having money, she offered a silver ring to the doctor.
- 28 After Chemi's return, Sapna could not bear the pain and he died.
- 29 Chemi could not bear the sorrow of death of Sapna, so also she died.
- 30 Fakir Mohan Senapati is the author of "Bagala Baguli".

EXPECTED TERMINAL BEHAVIOURS

Students can .

- 1.1 recognise the name of the watchman of Bhusandpur.
- 2.2 recognise the age of Bidia Patra.
- 3.3 recognise the duties of village watchman.
- 4.4 recognise the good qualities of Bidia Patra.
- 5.5 recognise the means of Bidia Patra for earning his livelihood.
- 6.6 recognise Sapna as the son of Bidia Patra.
- 7.7 recognise the age of Sapna.
- 8.8 recall the name of the girl with whom Bidia wanted his son to marry.
- 9.9 recognise Dandia Patra as the watchman of Makrampur.
- 10.10 recognise the name of the village Zamindar.
- 11.11 recognise the persons from whom Bidia Patra wanted help for his son's marriage.
- 12.12 recognise the works done by the villagers in reply to Bidia Patra's request.
- 13.13 give reason for the satisfaction of village heads and the Zamindar with Bidia Patra.
- 14.14 recognise the names of the articles listed by the village heads for the marriage.
- 15.15 recognise the cause due to which Sapna and Chemi's marriage was successful.
- 16.16 recognise the period of Bidia Patra's death.
- 17.17 recognise the name of the person appointed as the watchman after the death of Bidia Patra .
- 18.18 recall the names by which Sapna and Chemi were called by the villagers.



- 19.19 recognise the reason for Sapna's resignation.
- 20.20 recognise the character of Balaram Nayak.
- 21.21 state the action taken by the Zamindar when Sapna offered his resignation.
- 22.22 recognise the specific jobs done by Sapna and Chemi during the day.
- 23.23 recognise the reason for the worries of Chemi.
- 24.24 recall the name of the doctor who gave Chemi the medicine for Sapna.
- 25.25 recognise the name of the medicine given by the doctor.
- 26.26 recognise the amount of money charged by the doctor towards the cost of the medicine.
- 27.27 recognise the reason for which Chemi offered a ring to the doctor.
- 28.28 recognise as what had happened to Sapna when Chemi arrived.
- 29.29 recognise what happened to Chemi after Sapna's death.
- 30.30 recall the name of the writer of the topic "Bagala Baguli".
31. recognise the theme of Sapna and Chemi's married life.
- 32 State what they have learnt from this topic.
- 33 state the character of the play they liked most and give reason to it.
- 34 justify the title of the topic.
- 35 frame sentences with given words.

CRITERION TEST

- 1.1.1 What was the name of the watchman of the Bhusandpur? ()
 (i) Dandia Patra ()
 (ii) Bidia Patra ()
 (iii) Balaram Nayak ()
 (iv) Nakuli Nayak ()
- 2.2.2 How old was Bidia Patra? ()
 (i) Seventeen years ()
 (ii) Forty years ()
 (iii) Fifty years ()
 (iv) Sixty years ()
- 3.3.3 What are the duties of village watchman? ()
 (i) Making the villagers alert about the thieves and robbers. ()
 (ii) Removing untouchability from the village ()
 (iii) Looking after the difficulties of the villagers ()
 (iv) Looking after the economic development of village ()
- 4.4.4 What were the good qualities of Bidia Patra? ()
 (i) Kind heartedness ()
 (ii) Religiousness ()
 (iii) Truthfulness ()
 (iv) Dutiful ()
 (v) Non-violence ()
- 5.5.5 How was Bidia Patra earning his livelihood? ()
 (i) By the salary he was being paid. ()
 (ii) By cultivating the land given to him. ()
 (iii) Both by cultivating the given land and getting crops as gifts at the time of harvesting. ()
 (iv) By begging alms ()

- 6.6.6 Who was Sapna? ()
 (i) Son of Bidia Patra ()
 (ii) Son of Dandia Patra ()
 (iii) Son of Balaram Nayak ()
 (iv) Watchman of Makrampur ()
- 7.7.7 How old was Sapna? ()
 (i) More than fifty years ()
 (ii) Fifty years ()
 (iii) Thirty years ()
 (iv) Seventeen years ()
- 8.8.8 The name of the girl with whom Bidia wanted his son to get marry was _____.
- 9.9.9 Who was Dandia Patra? ()
 (i) Watchman of Bhusandpur ()
 (ii) Brother of Bidia Patra ()
 (iii) Watchman of Makrampur ()
 (iv) Father of Sapna ()
- 10.10.10 Who was the Zamindar of Bhusandpur? ()
 (i) Balaram Nayak ()
 (ii) Nakuli Nayak ()
 (iii) Sapna Patra ()
 (iv) Bidia Patra ()
- 11.11.11 Who were the persons whom Bidia Patra asked for help for his son's marriage? ()
 (i) Only the Zamindar ()
 (ii) Only the village heads ()
 (iii) Both Zamindar and Village Heads ()
 (iv) All others except the Zamindar and the village heads. ()
- 12.12.12 What did the Zamindar and the village heads do after listening to Bidia's request? ()
 (i) Refused to comply with his request. ()
 (ii) Assured him help. ()
 (iii) Did not give any positive assurance. ()

- 13.13.13 Why were the Zamindar and ^{the} village heads satisfied with Bidia Patra?
- (i) For his dutifulness ()
 - (ii) For his religiousness ()
 - (iii) For his truthfulness ()
 - (iv) Both for his dutifulness, religiousness and truthfulness. ()
- 14.14.14 Which of the following articles were listed by the village heads for Sapna's marriage?
- | | |
|-----------------------------|------------------------------------------------------|
| (i) Horse gram () | (vii) Four annas for remuneration to the brahmin () |
| (ii) Black gram () | (viii) Crackers () |
| (iii) Rice () | (ix) Sadan (Doli) () |
| (iv) Ghee () | (x) Mustard () |
| (v) Palanquin (Palinki) () | (xi) Leaves () |
| (vi) Oil () | (xii) Cloth () |
- 15.15.15 How was the marriage of Sapna and Chemi successfully performed?
- (i) Only with the help from the villagers. ()
 - (ii) Only with the help from the Zamindar. ()
 - (iii) Only by Bidia Patra's efforts. ()
 - (iv) Both due to Zamindar, village heads and the villagers. ()
- 16.16.16 When did Bidia Patra die? ()
- (i) Before Sapna's marriage. ()
 - (ii) During Sapna's marriage. ()
 - (iii) Some days after Sapna's marriage. ()
- 17.17.17 Who became the watchman of Bhusandpur after the death of Bidia Patra?
- (i) Dandia Patra ()
 - (ii) Sapna ()
 - (iii) Chemi ()
 - (iv) Nakuli Nayak ()
- 18.18.18 Sapna and Chemi were called as _____ and _____ by the villagers.

- 19.19.19 Why did Sapna offer his resignation?
- (i) He did not like the job of watchman. ()
 - (ii) He was forced to resign. ()
 - (iii) He could not go round the village in the night leaving Chemi alone. ()
 - (iv) He could not perform his duty. ()
- 20.20.20 What type of man was Balaram Nayak?
- (i) He was a diplomatic person. ()
 - (ii) He was a judicious person. ()
 - (iii) He was envious of others' happiness. ()
- 21.21.21 Give a (✓) against the right answers and a (x) against the wrong answers.
- (a) Zamindar accepted the offer of resignation of Sapna. ()
 - (b) Zamindar exempted Sapna from going round the village in the night. ()
 - (c) Another watchman was appointed in place of Sapna. ()
 - (d) Sapna was given more remuneration. ()
 - (e) Sapna enjoyed all the facilities and was exempted from night duty as well. ()
- 22.22.22 What were the specific jobs that Sapna and Chemi were doing to pass their time?
- (i) Chemi was accompanying Sapna whenever he was going out. ()
 - (ii) Chemi was moving from house to house and grinding paddy. ()
 - (iii) Sapna was doing cultivation work. ()
 - (iv) Chemi used to collect leaves (Neem, Madaranga) and catch crabs. ()
 - (v) Sapna used to go for daily wages and bring crops. ()
 - (vi) Chemi collected cow dung in a basket. ()

- 23.23.23 Chemi was worried because
- (i) she fell ill ()
 - (ii) Bidia Patra died ()
 - (iii) Sapna fell ill ()
 - (iv) Dandia Patra died ()
- 24.24.24 _____ is the name of the doctor to whom Chemi went to bring medicine for Sapna.
- 25.25.25 What was the medicine given by the doctor?
- (i) 'Kasturi' (Musk) ()
 - (ii) Kasturi vairab tablet ()
 - (iii) Quinine ()
- 26.26.26 What was the cost of the medicine charged by the doctor?
- (i) Four rupees ()
 - (ii) Seven rupees ()
 - (iii) Two rupees ()
 - (iv) Ten rupees ()
- 27.27.27 Why did Chemi give a silver ring to the doctor?
- (i) She did not have money. ()
 - (ii) Doctor asked her to give the ring. ()
 - (iii) In those days there was no transaction of money. ()
- 28.28.28 What happened to Sapna after the return of Chemi?
- (i) Sapna left home and went away. ()
 - (ii) Sapna got more and more pain. ()
 - (iii) Sapna got cured by taking medicines. ()
 - (iv) Sapna could not bear the pain and died. ()
- 29.29.29 What happened to Chemi after Sapna's death?
- (i) She committed suicide. ()
 - (ii) She went away. ()
 - (iii) She could not bear the pain of Sapna's death and died. ()

30.30.30 _____ is the author of the topic
"Bagala Baguli".

31.31 What do you infer from Sapna and Chemi's life?

(i) Both were loving each other and
passing their time happily. ()

(ii) They were passing their time with
sorrow and pain. ()

(iii) Both were hesitant of doing others' work. ()

32.32 Write in brief what you have learnt from
this topic?

33.33 Which of the characters of this play you
like most? Why?

34.34 Why is the title "Bagala Bagula" given to this
topic?

35.35 Frame sentences with the following words :

'Jagiri', 'Veda', 'Khaunda', and 'Anga'.

(Test to be arranged according to the type of items
and along with necessary instructions will be ready for
administration).

ଆ କା ଶ ବା ଶୀ

ଦିବ୍ୟାଳୟ କାର୍ଯ୍ୟକ୍ରମ

ମାନ ନିର୍ଦ୍ଧାରଣ ପରୀକ୍ଷା

ବିଷୟ : _____ ବସଲା _____ ବୁଗଲା _____

ନାମ :

ରୋଲ ନଂ :

ତାରିଖ :

ସମସ୍ତ ଧୂଶୁର ଉତ୍ତର ଦିଅ

୧। ଠିକ୍ ଉତ୍ତରଟି ଯାଖରେ (✓) ଠିକ୍ ଦିଅ :-

(କ) ଭୂଷଣୁପୁର ଗ୍ରାମର ଚୌକିଆର ନାମ କ'ଣ ଥିଲା ?

(୧) ବଣ୍ଡିଆ ଯାତ୍ରା ()

(୨) ବିବିଆ ଯାତ୍ରା ()

(୩) ବଳରାମ ନାୟକ ()

(୪) ମକୁଳି ନାୟକ ()

(ଖ) ବିବିଆ ଯାତ୍ରାର ବୟସ କେତେ ହୋଇଥିଲା ?

(୧) ସତର ବର୍ଷ ()

(୨) ଚାଳିଶ ବର୍ଷ ()

(୩) ପଚାଶ ବର୍ଷ ()

(୪) ଷାଠିଏ ବର୍ଷ ()

(ଗ) ଗାଁ ଚୌକିଆର କାମ କ'ଣ ?

(୧) ରାତିରେ ଚୋର କୋୟତମାନଙ୍କ କବଳରୁ

ଗ୍ରାମବାସୀମାନଙ୍କୁ ହୁସିଆର କରାଇବା ()

(୨) ଗ୍ରାମର ଛୁଆଁ ଅଛୁଆଁ ଭେଦଭାବ ଦୂର କରିବା ()

(୩) ଗ୍ରାମବାସୀଙ୍କର ଅଭାବ ଅସୁବିଧା ଧୂଳି ବୁଝି ଦେବା ()

(୪) ଗ୍ରାମର ଅର୍ଥ ନୈତିକ ଉନ୍ନତି ଧୂଳି ବୁଝି ଦେବା ()

(ଘ) ବିବିଆ ଯାତ୍ରା କିପରି ଚା'ର ଜିବକା ନିର୍ବାହ କରୁଥିଲା ?

(୧) ସେ ଯାଉଥିବା ବରମା ଦ୍ଵାରା ()

(୨) କେବଳ ଜାଗିରୀ ମିଳିଥିବା ଜମି ଚାଷ କରି ()

(୩) ଜାଗିରୀ ଜମି ଚାଷ କରି ଏବଂ ଗାଁ ଲୋକଙ୍କଠାରୁ

ଧସଲ ଅମଳ ବେଳେ ବିଡ଼ା ଯାଇ ()

(୪) ଭୀକା କରି ()

(୭) ସପନା କିଏ ?

- (୧) ଦିବିଆ ଧାତ୍ରର ଧୂଅ ()
 (୨) ବନ୍ତ୍ରୀଆ ଧାତ୍ରର ଧୂଅ ()
 (୩) ବଳରାମ ନାୟକର ଧୂଅ ()
 (୪) ମକ୍ତମଧୁର ଗ୍ରାମର ଗୋକିଆ ()

(୮) ସପନାର ବୟସ କେତେ ?

- (୧) ପଚାଶ ବର୍ଷର ଉର୍ଦ୍ଧ୍ୱ ()
 (୨) ପଚାଶ ବର୍ଷ ()
 (୩) ତିରିଶ ବର୍ଷ ()
 (୪) ସତର ବର୍ଷ ()

(୯) ଦିବିଆ ଧାତ୍ର କିଏ ?

- (୧) ଭୁଷଣପୁର ଗ୍ରାମର ଗୋକିଆ ()
 (୨) ଦିବିଆ ଧାତ୍ରର ଭାଇ ()
 (୩) ମକ୍ତମଧୁର ଗ୍ରାମର ଗୋକିଆ ()
 (୪) ସପନାର ବାପା ()

(୧୦) ଭୁଷଣପୁର ଗ୍ରାମର ଜମିଦାରଙ୍କ ନାମ କ'ଣ ?

- (୧) ବଳରାମ ନାୟକ ()
 (୨) ନକୁଳ ନାୟକ ()
 (୩) ସପନା ଧାତ୍ର ()
 (୪) ଦିବିଆ ଧାତ୍ର ()

(୧୧) ଦିବିଆ ଧାତ୍ର ତାହାର ଧୂଅର ବାହାଘର କରିବା ପାଇଁ କାହାର ସାହାଯ୍ୟ ଲୋଡ଼ିଥିଲା ?

- (୧) କେବଳ ଗ୍ରାମର ଜମିଦାରଙ୍କର ()
 (୨) କେବଳ ସାଆନ୍ତ ମାନଙ୍କର ()
 (୩) ଉଭୟ ଜମିଦାର ଓ ସାଆନ୍ତ ମାନଙ୍କର ()
 (୪) ସାଆନ୍ତ ଓ ଜମିଦାରଙ୍କ ବ୍ୟତୀତ ଅନ୍ୟମାନଙ୍କର ()

(୧୨) ଜମିଦାର ଓ ସାଆନ୍ତମାନେ ଦିବିଆ ଧାତ୍ରର ଅନୁରୋଧ ଶୁଣିଲା ଓରେ କ'ଣ କଲେ ?

- (୧) ଦିବିଆ ଧାତ୍ରର ଅନୁରୋଧକୁ ପ୍ରତ୍ୟାଖ୍ୟାନ କଲେ ()
 (୨) ତାକୁ ସାହାଯ୍ୟ କରିବେ ବୋଲି ପ୍ରତିଶ୍ରୁତି ଦେଲେ ()
 (୩) କୌଣସି ନିର୍ଭର ପ୍ରତିଶ୍ରୁତି ଦେଲେ ନାହିଁ ()

- (ଗ) ଜମିଦାର ଓ ସାଆନ୍ତମାନେ କାହିଁକି ଦିବିଆ ଧାତ୍ର ଉପରେ ଶ୍ରଦ୍ଧା ଥିଲେ ?
- (୧) ତା'ର କର୍ତ୍ତବ୍ୟ ନିଷ୍ଠା ଯୋଗୁ ()
- (୨) ତା'ର ଧର୍ମପରାୟଣତା ଯୋଗୁ ()
- (୩) ତା'ର ସତ୍ୟ ବାଦିତା ଯୋଗୁ ()
- (୪) ଉଭୟ କର୍ତ୍ତବ୍ୟନିଷ୍ଠା, ସତ୍ୟବାଦିତା ଓ ଧର୍ମପରାୟଣତା ଯୋଗୁ ()
- (ଠ) ସଧ୍ୱା ଓ ଚେମିର ବାହାଘର କିଏର ସରଞ୍ଜାମରେ ସମାପ୍ତ ହୋଇଥିଲା ?
- (୧) କେବଳ ଗ୍ରାମବାସୀଙ୍କ ସାହାଯ୍ୟ ସହାନୁଭୂତି ଯୋଗୁ ()
- (୨) କେବଳ ଜମିଦାରଙ୍କ ଯୋଗୁ ()
- (୩) କେବଳ ଦିବିଆ ଧାତ୍ର ଯୋଗୁ ()
- (୪) ଜମିଦାର, ଗ୍ରାମର ସାଆନ୍ତ ଓ ଅନ୍ୟାନ୍ୟ ଗ୍ରାମବାସୀଙ୍କ ଯୋଗୁ ()
- (ଡ) ଦିବିଆ ଧାତ୍ର କେବେ ଧରଲୋକ ଗମନ କରିଥିଲା ?
- (୧) ସଧ୍ୱାର ବାହାଘର ସ୍ତବ୍ଧରୁ ()
- (୨) ସଧ୍ୱାର ବାହାଘର ସମୟରେ ()
- (୩) ସଧ୍ୱାର ବାହାଘର ର କିଛିଦିନ ପରେ ()
- (ଢ) ଦିବିଆ ଧାତ୍ରର ମୃତ୍ୟୁପରେ ଭୃଷ୍ଟପୁର ଗ୍ରାମର ଟୋକିଆ କିଏ ହେଲା ?
- (୧) ଦିବିଆ ଧାତ୍ର ()
- (୨) ସପନା ()
- (୩) ଚେମି ()
- (୪) ନକୁଳି ନାୟକ ()
- (ଣ) ସପନା କାହିଁକି ଟୋକିଦାର ଟାକିରୀର ଇସ୍ତଫା ଦେଇଥିଲା ?
- (୧) ତାକୁ ଟୋକିଦାରୀ ଟାକିରୀ ଭଲ ଲାଗିଲା ନାହିଁ ()
- (୨) ତାକୁ ଇସ୍ତଫା ଦେବାକୁ ବାଧ୍ୟ କରାଗଲା ()
- (୩) ସେ ଚେମିକୁ ଏକଟିଆ ଘରେ ଛାଡ଼ି ରାତିରେ ବୁଲି ପାରିଲା ନାହିଁ ()
- (୪) ସେ ତା ବାୟୁତ୍ୱ ତୁଲାଇ ପାରିଲା ନାହିଁ ()

(ତ) ଚେନି କ'ଣ ପାଇଁ ଖୁବ୍ ବ୍ୟସ୍ତ ହୋଇ ପଡ଼ିଲା ?

- (୧) ସେ ରୋଗରେ ପଡ଼ିବାରୁ ()
 (୨) ବିଦିଆ ପାତ୍ରର ମୃତ୍ୟୁ ହେବାରୁ ()
 (୩) ସପନା ରୋଗ ଶୟାରେ ପଡ଼ିବାରୁ ()
 (୪) ବିଦିଆ ପାତ୍ରର ମୃତ୍ୟୁ ହେବାରୁ ()

(ଈ) ବଇଦ ସପନା ପାଇଁ କି ଔଷଧ ଦେଇଥିଲେ ?

- (୧) କସ୍ତୁରି ()
 (୨) କସ୍ତୁରି ଭୈରବ ବଟିକା ()
 (୩) କୁଲନାଭନୁ ()

(ଏ) ବଇଦ ଔଷଧ ପାଇଁ ଚେନିକୁ କେତେ ଟଙ୍କା ମାଗିଲେ ?

- (୧) ୪ ଟଙ୍କା ()
 (୨) ୭ ଟଙ୍କା ()
 (୩) ୨ ଟଙ୍କା ()
 (୪) ୧୦ ଟଙ୍କା ()

(ଧ) ଚେନି କାହିଁକି ବଇଦକୁ ଗୋଟିଏ ରୁପା ମୁଦି ଦେଲା ?

- (୧) ତା ପାଖରେ ଟଙ୍କା ନ ଥିଲା ()
 (୨) ବଇଦ ତାକୁ ମୁଦି ଦେବାକୁ କହିଲେ ()
 (୩) ସେ ସମୟରେ ଟଙ୍କାର ପ୍ରଚଳନ ନ ଥିଲା ()

(ନ) ଚେନି ବଇଦ ପାଖରୁ ଫେରି ଆସିଲାପରେ ସପନାର କ'ଣ ହେଲା ?

- (୧) ସପନା ଘର ଛାଡ଼ି ଚାଲି ଗଲା ()
 (୨) ସପନା ଅଧିକରୁ ଅଧିକ କଷ୍ଟ ପାଇଲା ()
 (୩) ସପନା ଔଷଧ ଖାଇ ଆରୋଗ୍ୟ ହେଲା ()
 (୪) ସପନା କଷ୍ଟ ସହି ନପାରି ମରିଗଲା ()

(ପ) ସପନାର ମୃତ୍ୟୁପରେ ଚେନିର ଅବସ୍ଥା କ'ଣ ହେଲା ?

- (୧) ସେ ଆତ୍ମହତ୍ୟା କଲା ()
 (୨) ସେ ଘରଛାଡ଼ି ପଳାଇଲା ()
 (୩) ସପନା ମରିଯିବାର କଷ୍ଟ ସହି ନ ପାରି ଚେନି ମରିଗଲା ()

(ଫ) ବଜରାମ ନାୟକଙ୍କ ଚରିତ୍ର କିପରି ଥିଲା ?

(୧) ସେ ଜଣେ ଟାଉଟର ଥିଲେ ()

(୨) ସେ ଜଣେ ଦିଚାରବନ୍ଦୁ ଲୋକ ଥିଲେ ()

(୩) ସେ ଅନ୍ୟମାନଙ୍କ ସୁଖ ସ୍ବାଳ୍ପ୍ୟ ସହି ପାରୁ ନ ଥିଲେ ()

(ବ) ସପନା ଏବଂ ଚେମିଙ୍କ ଜୀବନରୁ କ'ଣ ଜଣା ପଡେ ?

(୧) ଉଭୟ ପରସ୍ପରକୁ ଭଲପାଇ ଆନନ୍ଦରେ ସମୟ କଟାଇ ଥିଲେ ()

(୨) ଉଭୟ ଖୁବ୍ ଦୁଃଖ କଷ୍ଟରେ ସମୟ କଟାଇ ଥିଲେ ()

(୩) ସେ ଦୁହେଁ ଅନ୍ୟମାନଙ୍କ କାମ କରିବାକୁ କୁଣ୍ଠାବୋଧ
କରୁଥିଲେ ()

୨। ନିମ୍ନ ପ୍ରଶ୍ନରେ ଏକାଧିକ ଠିକ୍ ଉତ୍ତର ରହିଛି , ସେ ଗୁଡିକ ପାଖରେ (✓) ଚିହ୍ନ ଦିଅ ?

(କ) ଦିବିଆ ପାତ୍ରର ଭଲ ଗୁଣ ଗୁଡିକ କ'ଣ ? (୨ ଟି)

(୧) ବୟା () (୪) କର୍ତ୍ତବ୍ୟନିଷ୍ଠା ()

(୨) ଧର୍ମପରାୟଣତା () (୫) ଅହିଂସା ()

(୩) ସତ୍ୟ ବାଦିତା ()

(ଖ) ନିମ୍ନ ସଦର୍ଥ ଗୁଡିକ ମଧ୍ୟରୁ କେଉଁଗୁଡିକ ସାଆନ୍ତିମାନେ

ସପନାର ବାବୁଘର ପାଇଁ ଚିଠା ଚିଆରି କରିଥିଲେ ? (୪ ଟି)

(୧) କୋଳଥ () (୬) ଚାରିଅଣା ଦକ୍ଷିଣା ()

(୨) ଦିରି () (୮) ବାଣ ()

(୩) ଚାଉଳ () (୯) ସବାରି ()

(୪) ଘିଅ () (୧୦) ସୋରିଷ ()

(୫) ପାଲିକି () (୧୧) ଖଲିପତ୍ର ()

(୬) ଚେଇ () (୧୨) ମୁରୁଏ ଲୁଗା ()

(ଗ) ସପନା ଏବଂ ଚେମି କେଉଁସବୁ କାମକରି ତାଙ୍କର ସମୟ କଟାଇଥିଲେ ?

(୧) ସପନା ଯୁଆଡେ ଯାଉଥିଲା ଚେମି ତା ସଙ୍ଗେ ୨

ଯାଉଥିଲା ()

(୨) ଚେମି ଘର ଘର ବୁଲି ଧାନ କୁଟେ ()

(୩) ସପନା ଦିଲ କାମ କରେ ()

(୪) ଚେମି ପିତାଶାଗ, ମଦରାଗା ଡୋଳେ ଏବଂ କ'କଡା ଧରେ ()

(୫) ସପନା ମୂଲ ଲାଗି ଯସଲ ଆଣେ ()

(୬) ଚେମି ଟୋକେଇ ଧରି ଘସି ପାଇଁଟେ ()

୩। ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ କର ?

(କ) ଦିବିଆ ପାତ୍ର ଯେଉଁ ଦିଅ ସହିତ ତା ପୁଅର ବାହାଘର କରିବ ବୋଲି ମନସ୍ଥ କରିଥିଲା, ତାହାର ନାମ ----- ।

(ଖ) ସପନା ଏବଂ ତେମିକୁ ଗ୍ରାମବାସୀମାନେ ----- ଏବଂ ----- ନାମରେ ଡାକୁଥିଲେ ।

(ଗ) ତେମି ଯେଉଁ ବଲ୍ଲବ ପାଖକୁ ଓଷଧ ଆଣିବାକୁ ଯାଇଥିଲା ତାହାର ନାମ ----- ।

(ଘ) " ବଗଲା ବୁଗଲା " ଦିକ୍ଷୟର ଲେଖକଙ୍କ ନାମ ----- ।

୪। ଠିକ୍ ଉତ୍ତର ପାଖରେ (✓) ଏବଂ ଭୁଲ୍ ଉତ୍ତର ପାଖରେ (X) ଠିକ୍ ଦିଅ :-

(କ) ସପନା ଚାକିରୀରୁ ଇସ୍ତଫା ଦେବାରୁ ଇଚ୍ଛାପ୍ରକାଶ କରିବାରୁ ଜମିଦାର ତା'ର ଇସ୍ତଫା ଗ୍ରହଣ କଲେ ()

(ଖ) ସପନାଙ୍କ ଜମିଦାର କେବଳ ରାତ୍ରି ଜଗୁଆଳି ବାୟୁତରୁ ଅବ୍ୟାହତ ଦେଇଥିଲେ ()

(ଗ) ସପନା ସ୍ଥାନରେ ଆଉଜଣେ ଚୋକିଆ ନିଯୁକ୍ତି ପାଇଥିଲା ()

(ଘ) ସପନାଙ୍କୁ ଅଧିକ ଭରା ଦିଆ ଯାଇଥିଲା ()

(ଙ) ସପନା ପୂର୍ବପରି ହେଡ଼ା, ହଳା ପାଇଲା ଏବଂ ରାତିରେ ଗାଁ ବୁଲିବା ବାୟୁତରୁ ସୁକ୍ତି ପାଇଥିଲା ()

୫। ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ଲେଖ :-

(କ) ତୁମେମାନେ ଏ ଦିକ୍ଷୟର କା'ଣ ଶିକ୍ଷାଲାଭ କଲ ?

(ଖ) ଏହି ଦିକ୍ଷୟରେ ତୁମକୁ କେଉଁ ଚରିତ୍ରଟି ଭଲ ଲାଗିଲା ? କାହିଁକି ?

(ଗ) ଦିକ୍ଷୟଟିର ନାମ କରଣ କାହିଁକି " ବଗଲା ବୁଗଲା " ହୋଇଛି ?

୬। ବାକ୍ୟ ଗଠନ କର ?

ଜାଗିରୀ :-

ଭେଦା :-

ଖାଉଁଦ :-

ଅଂଗା :-

ଆ ଦ ଗ ଉ ଋ ଌ

ବଗଲ ବୁଲି

୧। କ-୨, ଖ-୩, ଗ-୧, ଘ-୩, ଙ-୧, ଟ-୪,
 ଡ-୩, ନ-୧, ଝ-୩, ଢ-୨, ଟ-୪, ଠ-୪,
 ଡ-୩, ଢ-୨, ଶ-୩, ଚ-୩, ଥ-୨, ଦ-୧,
 ଧ-୧, ମ-୪, ଘ-୩, ଧ-୨, ବ-୧ ।

୨। କ- ୨, ୩, ୪ । ଖ- ୨, ୩, ୪, ୫, ୬, ୭, ୮, ୯, ୧୦, ୧୧, ୧୨ । ଗ- ୧, ୩, ୪ ।

୩। କ- ଚେନି , ଖ- ବଗଲ ଓ ବୁଲି , ଗ- ନକୁଳି ନାୟକ
 ଘ- ପକୀର ମୋହନ ସେନାପତି ।

୪। କ- X ଖ- X ଗ- X ଘ- X ଙ- ✓ ।

୫। (କ) ଧରସ୍ତ୍ରରୁ ଭଲ ପାଇବା
 (ଖ) (ଯେ କୌଣସି ଚରିତ୍ର)
 (ଗ) ବଗଲ ଏବଂ ବୁଲିର ଚାରନ୍ତନ ଯେମିତି ଧରି ସଧନା ଏବଂ ଚେନିଙ୍କର
 ଜୀବନକୁ ତୁଳନା କରି ଏହିପରି ନାମ କରଣ କରାଯାଇଛି ।

୬। ଜାଗିରୀ - ବିଦିଆ ପାତ୍ରଙ୍କୁ ୧ ମାଣ ଜମି ଜାଗିରୀ ମିଳିଥିଲା ।
 ଭେଦା - ସଧନାର ବହୁସର ପାଇଁ ଗ୍ରାମବାସୀମାନଙ୍କଠାରୁ ଭେଦା
 ସଂଗ୍ରହ କରାଯାଇ ଥିଲା ।
 ଖାଉଁଦ - ଖାଉଁଦ, ଚାକରମାନଙ୍କ ଭଲ ନାଦ ବୁଝିବା ଉପରେ ।
 ଅଂଗା - ପଇତା ସାଥୀନୁକ ଅଂଗାଟି ଖୁବ୍ ସୁନ୍ଦର ମାନୁଥିଲା ।

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LEARNING EXPERIENCESPRE-BROADCAST ACTIVITIES

Method: Question-Answer

Teacher's Activity	Activity of the Students
<p>Tr: Students! you are welcome to the third programme of school broadcasts in the Oriya series. To-day we will listen to an Oriya drama. Before we begin, I will ask you some questions. Please answer them.</p>	
<p>Q. Which department in our country takes care of maintainance of discipline?</p>	<p>Police Department.</p>
<p>Q. Who is the highest authority of this department?</p>	<p>Police Commissioner.</p>
<p>Q. Who are the other officials in order of hierarchy?</p>	<p>Superintendent, Inspectors, Sub-Inspectors, Havaldars, etc.</p>
<p>Q. Who is the employee at the lowest level?</p>	<p>Village Choukidar.</p>
<p>Tr: There was a practice of appointment of Choukidars in the villages before. Now this post has been converted to the post of "Home Guard".</p>	
<p>Q. What are the duties of a village choukidar/home guard?</p>	<p>To report births and deaths to the Government, night watchmanship, etc.</p>

Teacher's Activity	Activity of the Students
<p>Tr: Usually, Chowkidar/Home Guard is a man from the same village. He makes the people alert about thieves and robbers by performing the duty of night watchmanship.</p>	
<p>Q. Have you come across a chowkidar? (If so the teacher will ask him to tell the class about the personality and life style of the person).</p>	<p>Student will narrate in his own way.</p>
<p>Tr: Students? you know that the chowkidar, home guard, postman and sweeper are the persons serving at the lowest ranks. These are government employees coming directly into contact with public. We benefit a lot from them. In to-day's programme let us listen to a play about a chowkidar. Let us see how a young chowkidar maintains his life with his limited resources. The name of this play is "BAGALA BAGULI". (Teacher will write the topic on the board). Like in other programmes, please note the main points while listening to the play. We will discuss them afterwards.</p>	

(Teacher tunes the radio).

ACTIVITIES DURING THE BROADCAST

Method: Radio-vision

Aids: Slides of

- (1) Bidia Patra on duty.
- (2) Bidia Patra, meeting the village heads and
Zamindar at their place of religious gathering
in the night.
- (3) Bidia Patra, with the Zamindar.
- (4) Sapna (son of Bidia) with one of the
village heads.
- (5) Sapna with his wife Chemi.
- (6) Ailing Sapna in the bed.
- (7) Chemi with the Ayurvedic doctor.
- (8) Death scene of Sapna and Chemi.

(Slides to be projected in synchronization
with the programme).

Teaching Points Through the Radio	Visuals
<u>Situation-1</u>	
1. Beginning of the play. (Bidia singing a song on his going round the village).	Slide No.1
2. Bidia meets village heads.	Slide No.2

Teaching Points Through the Radio	Visuals
3. Conversation between Bidia Patra and the Zamindar begins.	Slide No.3
<u>Situation-2</u>	
4. (After the music) Humourous talk between Sapna and Mr. Parida.	Slide No.4
<u>Situation-3</u>	
5. (After the music) Conversation begins between Sapna and Chemi.	Slide No.5
<u>Situation-4</u>	
6. (After the music) Sapna speaks in an ailing voice to Chemi.	Slide No.6
<u>Situation-5</u>	
7. (After the music) Chemi meets the Doctor.	Slide No.7
<u>Situation-6</u>	
8. Music after the death of Sapna and Chemi.	Slide No.8

(Photographs of the slides developed by the investigator are given in the following pages).

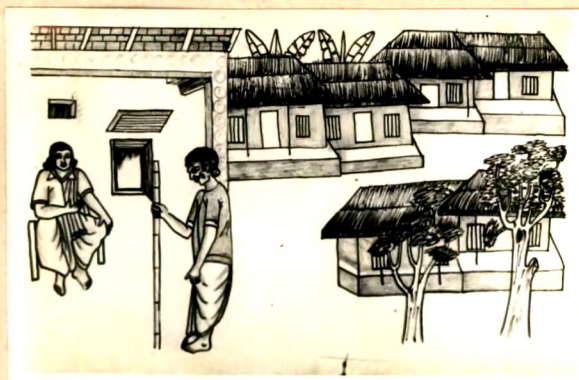
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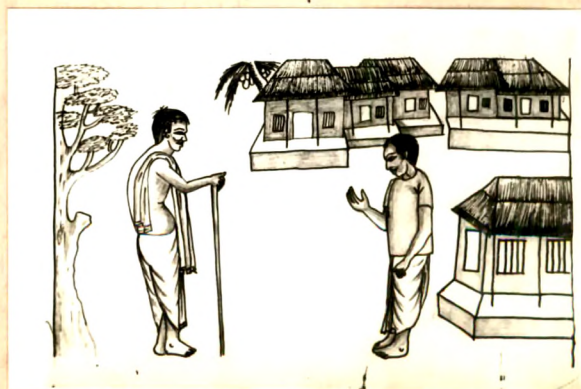
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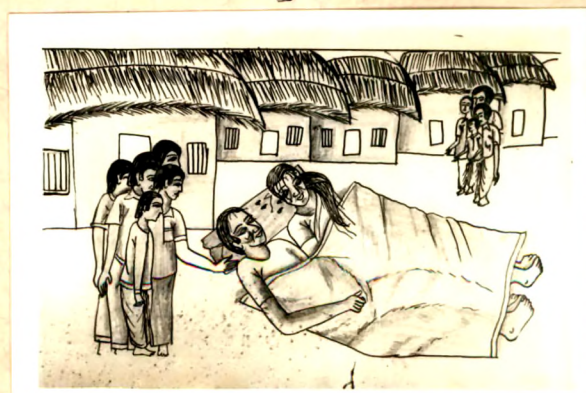
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POST-BROADCAST ACTIVITIES

Methods: (i) Role Playing (ii) Discussion

Teacher : Students! you have just listened to the drama 'Bagala Baguli'. I hope, you have enjoyed it. Please tell me the names of the characters of the play.
(Students would reply and the teacher would write them on the board).

Role Playing:

(The teacher would invite students to play the roles played. He would assign the roles to different students and help them with the script to play these roles).

After Role Playing:

Discussions:

- (1) Why is the name of the play called "Bagala Baguli"?
 - (2) What do you learn from this topic?
- (Atleast to five students).

(Teacher would ask the students their doubt to clarify them. Finally, he would inform the students about the test to be conducted to-morrow and conclude the session).

DEVELOPING STRATEGIES FOR EFFECTIVE UTILIZATION OF
SCHOOL BROADCAST PROGRAMMES ON ORIYA FOR GRADE VII

Title: GEORGE BERNARD SHAW

Over-view

George Bernard Shaw, the nobel prize winner for English literature was born in Ireland (Dublin) in the year 1856. Due to poverty he had to leave his motherland and spent his days in England. He was a successful dramatist and had written not less than fifty plays. He was an actor too. Being a calm and quiet man he never got angry with any body. At the age of ninety he was working like a youngman. Shaw died in the month of May 1950.

Form of Broadcast

Broadcast on the life history of George Bernard Shaw has been prepared in the feature form with light music in the beginning and at the end. The events of Shaw has been described simultaneously in two male voices.

CONTENT SEQUENCE

1. Ravindra Nath Tagore an Indian poet was awarded Nobel prize.
2. George Bernard Shaw is distinguished among the writers who were awarded Nobel prize for English literature.
3. Bernard Shaw was popularly known as Shaw all over the world.
4. Shaw was born in Ireland (Dublin) in the year 1856.
5. In his childhood, Shaw was very shy.
6. He had only 5-6 years of schooling in his childhood because of poverty.
7. At the age of 15, he gave up his studies and took up a job.
8. Poverty compelled him to do so at such an early age.
9. He had to leave his motherland in search of a job.
10. On leaving his motherland, he went to England.
11. His determination to do what he intended to do shows that he was steadfast in nature.
12. Writing five pages in a day is one of the examples of his steadfastness.
13. By reading the writings of great novelists, he was able to write lengthy novels.
14. Reading the writings of Shakespear, Milton and Spencer helped Shaw to start his own writing.
15. At the beginning of his life as a writer, his writings could not be published as the publishers failed to understand his writings and were not willing to publish.
16. As his writings could not get published, he could not get money and so he remained poor.
17. As his novels were not published he gave up novel writing and started writing dramas and criticisms.
18. Due to the high quality of his plays and critical articles, his name came to be published in the newspapers.
19. He has written about fifty plays.

20. Among his writings, Man and Superman, the Doctors Dilemma, the Apple Cart, Saint Joan are well known.
21. Shakespeare was the best play wright in England before Shaw.
22. Shaw was an actor and could act any role.
23. He also established himself as a good orator.
24. Shaw could become an orator play wright, and philosopher due to his sincerity, interest and continuous effort.
25. Among his other qualities, he was a calm and quiet person. He was not getting angry with any body.
26. His fearless speeches and criticisms show that Shaw was very brave.
27. His habit of giving food to the birds and animals in his garden shows that he was fond of birds and animals.
28. His interest of taking the photograph of a cat shows that he was a funny person.
29. At the age of ninety he was working like a youth.
30. Without fearing for death he was saying, "I have no sorrow or fear for death. But my only sorrow is - the words which I had to convey to the people of this world, I could not tell".
31. His last desire was to simplify the English literature so as to make every body understand.
32. He has donated all his properties for simplifying the spelling styles of English words in scientific manner.
33. Shaw was awarded Nobel prize in the year 1925.
34. When he came to know that he has been awarded the Nobel prize he told, "The prize of some lakhs of rupees is nothing in comparison to the love, affection and inspiration given by crores of people who read my book'. So there is no use of this prize money for me."
35. He donated his prize money for the purpose of simplifying the Swedish literature for English people.
36. Shaw died in the year 1950.
37. As soon as his death news reached New York, all the lights were put off as a mark of respect to him.

EXPECTED TERMINAL BEHAVIOURS

Pupils can

- 1.1 recognise the name of the Indian poet who was awarded Nobel prize.
- 2.2 recognise the name of George Bernard Shaw as a distinguished Nobel prize winner among poets of English literature.
- 3.3 recall the popular name of George Bernard Shaw.
- 4.4 recall the name of the place and year of birth of George Bernard Shaw.
- 5.5 agree to the statement "Shaw was very shy in his childhood".
- 6.6 point out the reason for which Shaw had only 5-6 years of schooling.
- 7.7 recognise the age at which Shaw left his study and took up a job.
- 8.8 recognise the reason that made Shaw to take up a job at such an early age.
- 9.9 identify the cause that led Shaw to leave his motherland.
- 10.10 recall the name of the country to which Shaw went.
- 11.11 tick out the reasons for which Shaw was known as a steadfast person.
- 12.12 give an example of Shaw's steadfastness.
- 13.13 recognise the cause that led to Shaw's writing novels of big volumes.
- 14.14 point out the names of the poets whose writings helped Shaw to start writing.
- 15.15 identify the reasons for which Shaw's writings could not be published at the beginning of his life as a writer.
- 16.16 recognise the cause for Shaw's poverty.
- 17.17 point out the steps taken by Shaw when his novels were not published.
- 18.18 recognise the causes for which the name of Shaw came in the newspapers.
- 19.19 recognise the number of plays written by Shaw.

- 20.20 mention the names of atleast two books written by Shaw.
- 21.21 tick out the name of the famous play-wright of England prior to Shaw.
- 22.22 dis-agree with the statement "Shaw was an actor but he could not play any role in plays".
- 23.23 agree with the statement "Shaw proved himself as a good orator".
- 24.24 recognise the qualities that helped Shaw to become a poet, philosopher and an orator at the same time.
- 25.25 state the good qualities of Shaw they (students) like and give reason to it.
- 26.26 identify the reason which made others to know that Shaw was brave.
- 27.27 point out how it was known that Shaw was fond of birds and animals.
- 28.28 state how it was known that Shaw was a funny person.
- 29.29 agree with the statement "Shaw was working like an youth even at the age of 90".
- 30.30 state in their own words the version given by Shaw without fearing death.
- 31.31 recognise Shaw's last desire.
- 32.32 recognise the cause for which Shaw had donated all his properties.
- 33.33 recall the year in which Shaw was awarded Nobel prize.
- 34.34 write in their own words the reactions of Shaw when he came to know that he was awarded the Nobel prize.
- 35.35 recognise the cause for which Shaw has awarded his prize money.
- 36.36 recall the year in which Shaw passed away.
- 37.37 recognise the cause for which the lights were put off in the city of New York.
- 38 state the aspect of Shaw's life which they can imitate in their life.
- 39 explain 'Nobel prize'.

CRITERION TEST

- 1.1.1 Which of the following Indian poets was awarded Nobel prize?
- (i) Kalidash ()
 - (ii) Rabindra Nath Tagore ()
 - (iii) Balmiki ()
 - (iv) Bankim Chandra ()
- 2.2.2 Who is the distinguished writer among the Nobel prize winners for English literature?
- (i) Milton ()
 - (ii) Spencer ()
 - (iii) Bernard Shaw ()
 - (iv) Shakespeare ()
- 3.3.3 George Bernard Shaw is famous in the world by the name _ _ _ _ _ .
- 4.4.4 Shaw was born in _ _ _ _ _ in the year _ _ _ _ _ .
- 5.5.5 Shaw was very shy in his child hood. ()
(Give a (✓) if the statement is true).
- 6.6.6 Why could Shaw study only for a period of 4-5 years in his childhood?
- (i) Due to poverty. ()
 - (ii) He was not reading well ()
 - (iii) He was forced not to read more ()
 - (iv) Because of his ill health he could not read more ()
- 7.7.7 At what age Shaw left his studies and took up a job?
- (i) At the age of ten ()
 - (ii) At the age of fifteen ()
 - (iii) At the age of twenty ()
 - (iv) At the age of twenty five ()
- 8.8.8 Why did Shaw want to serve at such an early age?
- (i) He was invited to serve ()
 - (ii) As he finished his study he wanted to serve ()
 - (iii) Due to poverty he was forced to do so ()

- 9.9.9 Why did Shaw leave his motherland? ()
 (i) He was driven out. ()
 (ii) He went in search of a job. ()
 (iii) He did not like his motherland. ()
- 10.10.10 Shaw, leaving his motherland, went to _ _ _ _ _ .
- 11.11.11 How is it known that Shaw was steadfast in nature?
 (i) He was doing whatever he was intending to do. ()
 (ii) He was getting angry when some one was not obeying his words. ()
 (iii) From the books written by him. ()
 (iv) Others say this. ()
- 12.12.12 Give an example of Shaw's steadfastness.
- 13.13.13 How did Shaw become able to write novels of big volumes?
 (i) His friends helped him in writing. ()
 (ii) Publishers invited him to write. ()
 (iii) By reading the novels of great writers. ()
 (iv) Shaw was not writing any novel. ()
- 14.14.14 Who were those authors whose writings inspired Shaw to write?
 (i) Rabindra Nath Tagore () (iv) Valmiki ()
 (ii) Milton () (v) Shakespeare ()
 (iii) Veda Vyas () (vi) Spencer ()
- 15.15.15 Why could not the writings of Shaw be published in the beginning of his life as a writer.
 (i) The publishers were not willing to publish his writings. ()
 (ii) Shaw did not allow to publish his writings. ()
 (iii) His writings were lost before they were published. ()
 (iv) His writings were not worth publishing. ()
- 16.16.16 Why was Shaw poor?
 (i) He could not earn as he lost his job. ()
 (ii) His properties were stolen. ()
 (iii) He could not get money as his books were not published. ()
 (iv) He donated all his properties to the poor. ()

- 17.17.17 What did Shaw do when his novels were not published?
 (i) He got them published through his own effort ()
 (ii) He started writing plays and criticisms by leaving novel writing. ()
 (iii) He requested the Govt. to publish his novels ()
 (iv) He remained silent without doing anything. ()
- 18.18.18 How did the name of Shaw come to be published in the newspaper?
 (i) Due to his high quality of plays and criticisms. ()
 (ii) Due to his criticising lectures. ()
 (iii) Due to his services to the people and by going round the villages. ()
- 19.19.19 How many plays are written by Shaw?
 (i) Ten ()
 (ii) Twenty ()
 (iii) Fifty ()
 (iv) Hundred ()
- 20.20.20 Give the names of two books written by Shaw.
- 21.21.21 Who was the other famous play wright in England before Shaw?
 (i) Milton ()
 (ii) Spencer ()
 (iii) Alexander Pope ()
 (iv) Shakespeare ()
- 22.22.22 Shaw was an actor but could not play all the roles. ()
 (Give a '✓' if the statement is true).
- 23.23.23 Shaw could establish himself as a good orator ()
 (Give a '✓' if the statement is true).
- 24.24.24 The characteristics which enabled Shaw to become a writer, orator and philosopher at the same time were:
 (i) Belief in God ()
 (ii) Interest ()
 (iii) Shyness ()
 (iv) Continuous effort ()
 (v) Sincerity ()

- 25.25.25 What are those qualities of Shaw which you admire? Why?
- 26.26.26 How is it known that Shaw was brave?
- (i) From his fearless speeches and criticisms. ()
 - (ii) He could go to any place alone. ()
 - (iii) From his discussions on philosophy. ()
- 27.27.27 How is it known that he was fond of birds and animals?
- (i) He had many pet birds and animals in cages. ()
 - (ii) He used to pass his times with birds and animals always. ()
 - (iii) He fed the birds and animals in his garden everyday. ()
- 28.28.28 How was the funniness of Shaw known?
- 29.29.29 Shaw was working like a youngman at the age of 90. ()
(Put a tick ' / ' if the statement is true).
- 30.30.30 Write in your own words what Shaw said without fearing death?
- 31.31.31 What was the last desire of Shaw?
- (i) To simplify Oriya language for every body's understanding. ()
 - (ii) To simplify the German literature. ()
 - (iii) To simplify the French literature. ()
 - (iv) To simplify English language for everybody's understanding. ()
- 32.32.32 To what cause did Shaw donate all his properties?
- (i) To simplify the spelling style of English language. ()
 - (ii) To establish a school. ()
 - (iii) To honour the Indian writers. ()
 - (iv) He has not donated any property. ()
- 33.33.33 Shaw was awarded the Nobel prize in the year_____.
- 34.34.34 What was Shaw's reaction when he came to know that Nobel prize was awarded to him.

- 35.35.35 For what cause did Shaw donate his prize money?
(i) To simplify Indian literature. ()
(ii) To simplify Swedish literature for English people. ()
(iii) To simplify English literature ()
(iv) To distribute to the poor. ()
- 36.36.36 Shaw passed away in the year_____.
- 37.37.37 Why were the lights put off in the New York city after Shaw's death?
(i) To observe blacknight. ()
(ii) Not to allow anybody to see his dead body. ()
(iii) To honour him. ()
(iv) To cremate his body in the darkness. ()
- 38.38.38 Which aspect of Shaw's life do you think to imitate in your life?
- 39.39.39 Explain "Nobel Prize".
-

ଆ କା ଶ ବା ଶୀ

ଦିବ୍ୟାଳୟ କାର୍ଯ୍ୟକ୍ରମ

ମାନ ନିର୍ଦ୍ଧାରଣ ପରୀକ୍ଷା

ବିଷୟ : ଉର୍ଦ୍ଧ୍ବ ବର୍ଣ୍ଣାର୍ଥ ଶ

ନାମ :

ରୋଲ ନଂ :

ତାରିଖ :

ସମସ୍ତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦିଅ

୧। ନିମ୍ନରେ କେତେ ରୁଚିଏ ପ୍ରଶ୍ନ ଏବଂ ସେଗୁଡ଼ିକର ସାମ୍ବାଦ୍ୟ ଉତ୍ତର ରହିଛି , ପ୍ରତ୍ୟେକ ପ୍ରଶ୍ନର ଖୋଟିଏ ମାତ୍ର ଠିକ୍ ଉତ୍ତର ରହିଛି , ଯେଉଁ ଉତ୍ତରଟିକୁ ତୁମେ ଠିକ୍ ବୋଲି ଭାବୁଛ ତାହାର ଡାହାଣରେ ଥିବା ବ୍ୟବସ୍ଥା ମଧ୍ୟରେ (✓) ଚିହ୍ନ ଦିଅ :-

(କ) କେଉଁ ଭାରତୀୟ କବି ନୋବେଲ ପୁରସ୍କାର ପାଇଥିଲେ ?

(୧) କାଳିଦାସ ()

(୨) ରବୀନ୍ଦ୍ରନାଥ ଠାକୁର ()

(୩) କାଲ୍ଲମ୍ବିକି ()

(୪) ବକ୍ସିମୁଚନ୍ଦ୍ର ()

(ଖ) ଇଂରେଜ ସାହିତ୍ୟ ପାଇଁ ଯେଉଁମାନେ ନୋବେଲ ପୁରସ୍କାର ପାଇଥିଲେ ସେମାନଙ୍କ ମଧ୍ୟରେ କିଏ ଅନ୍ୟତମ ?

(୧) ମିଲ୍ଟନ ()

(୨) ସ୍ପେନ୍ସର ()

(୩) ବର୍ଣ୍ଣାର୍ଥ ଶ ()

(୪) ସେକ୍ସପିଅର ()

(ଗ) ବର୍ଣ୍ଣାର୍ଥ ଶ କାହିଁକି ତାଙ୍କ ବାଲ୍ୟାବସ୍ଥାରେ ମାତ୍ର ୪୫ ବର୍ଷ ପାଇଁ ପାଠ ପଢ଼ିଥିଲେ ?

(୧) ବାରିବ୍ରାତା ହେତୁ ()

(୨) ସେ ଭଲ ପାଠ ପଢ଼ୁ ନ ଥିଲେ ()

(୩) ଅଧିକ ପାଠ ନ ପଢ଼ିବା ପାଇଁ ତାଙ୍କୁ ବାଧ୍ୟ କରାଗଲା ()

(୪) ଶରୀର ଅସୁସ୍ଥ ହେବାରୁ ସେ ଅଧିକ ପଢ଼ି ପାରିଲେ ନାହିଁ ()

- (ସ) କେତେବର୍ଷ ବୟସରେ କର୍ଣ୍ଣାର୍ଥ ଶ ପାଠପଢ଼ା ଛାଡ଼ି ଚାକିରୀ କଲେ ?
- (୧) ୧୦ ବର୍ଷ ବୟସରେ ()
- (୨) ୧୫ ବର୍ଷ ବୟସରେ ()
- (୩) ୨୦ ବର୍ଷ ବୟସରେ ()
- (୪) ୨୫ ବର୍ଷ ବୟସରେ ()
- (ଢ) ଏତେ କମ୍ ବୟସରେ ଶ' କାହିଁକି ଚାକିରୀ କରିବାକୁ ମନ ବଳାଇଲେ ?
- (୧) ଚାକିରୀ କରିବାକୁ ତା'କୁ ଆହ୍ୱାନ ଦିଆଗଲା ()
- (୨) ସେ ଶାଠପଢ଼ା ସଂପୂର୍ଣ୍ଣ କରିଥିବାରୁ ଚାକିରୀ କରିବାକୁ ଆଗେଇଲେ ()
- (୩) ବାରିହୁଡ଼ାବେଳେ ସେ ଚାକିରୀ କରିବାକୁ ବାଧ୍ୟ ହେଲେ ()
- (ତ) ଶ' କାହିଁକି ତା'କ ମାତୃଭ୍ରମୀ ଛାଡ଼ିଲେ ?
- (୧) ତା'କୁ ବେଶର ଚଢ଼ି ଦିଆଗଲା ()
- (୨) ସେ ଚାକିରୀ ଖୋଜିବାକୁ ଗଲେ ()
- (୩) ତା'କୁ ତା'କ ମାତୃଭ୍ରମୀ ଭଲ ଲାଗିଲା ନାହିଁ ()
- (ଛ) ଶ' ଖୁବ୍ ଡିମ୍ବଖୋର ଥିଲେ ବୋଲି କିପରି ଜଣାପଡ଼େ ?
- (୧) ସେ ଯାହା ଚାହୁଁଥିଲେ ତାହା କରୁଥିଲେ ()
- (୨) ତା'କ କଥା କେହି ନ ମାନିଲେ ସେ ରାଗି ଯାଉଥିଲେ ()
- (୩) ସେ ଲେଖୁଥିବା ବହି ମାନଙ୍କରୁ ()
- (୪) ଅନ୍ୟମାନେ ଏ କଥା କହୁନି ()
- (ଜ) ଶ' କିପରି ବଡ଼ ବଡ଼ ଉପନ୍ୟାସ ଲେଖିବାକୁ ସକ୍ଷମ ହେଲେ ?
- (୧) ତା'କୁ ତା'କର ସାଂଖ୍ୟାନେ ଲେଖାରେ ସାହାଯ୍ୟ କଲେ ()
- (୨) ପ୍ରକାଶକମାନେ ତା'କୁ ବହି ଲେଖିବାକୁ ଆମନ୍ତ୍ରଣ କଲେ ()
- (୩) ବଡ଼ ବଡ଼ ଔପନ୍ୟାସିକ ମାନଙ୍କର ଲେଖାମାନ ପଢ଼ି ()
- (୪) ଶ' ଆଦୌ ଉପନ୍ୟାସ ଲେଖି ନ ଥିଲେ ()
- (ଝ) ଲେଖକ ଜୀବନ ଆରମ୍ଭରେ ଶ' କ ଲେଖା ଗୁଡ଼ିକ କାହିଁକି ଛପା ହୋଇ ପାରିଲା ନାହିଁ ?
- (୧) ପ୍ରକାଶକମାନେ ତା'କ ଲେଖା ଛପାଇବାକୁ ରାଜି ହେଲେ ନାହିଁ ()
- (୨) ଶ' ତା'କ ଲେଖା ଛପାଇବାକୁ ଦେଲେ ନାହିଁ ()
- (୩) ତା'କ ଲେଖା ଗୁଡ଼ିକ ଛପା ହେବା ପୂର୍ବରୁ ହଜିଗଲା ()
- (୪) ତା'କ ଲେଖା ଗୁଡ଼ିକ ଛପା ଉପଯୋଗି ହୋଇ ନ ଥିଲା ()

- (ଓ) ଶା' କାହିଁକି ବରିଷ୍ଠ ହୋଇଗଲେ ?
- (୧) ଚାକିରୀ ଚାଲିଯିବାରୁ ସେ ରୋଜଗାର କରିପାରିଲେ ନାହିଁ ()
- (୨) ଟାଙ୍କର ସମସ୍ତ ସଂପତ୍ତି ଅଧିହରଣ ହୋଇଗଲା ()
- (୩) ଟାଙ୍କ ବହି ସବୁ ଛୁପା ନ ହେବାରୁ ସେ ଅର୍ଥ ପାଇଲେ ନାହିଁ ()
- (୪) ସେ ଟାଙ୍କର ସମସ୍ତ ସଂପତ୍ତି ବରିଷ୍ଠମାନଙ୍କୁ ବାଟି ଦେଲେ ()
- (ଟ) ଟାଙ୍କ ଉପନ୍ୟାସ ଗୁଡ଼ିକ ଛୁପା ନ ହେବାରୁ ଶା' କଣ କଲେ ?
- (୧) ସେ ନିଜ ଉଦ୍ୟମରେ ସେଗୁଡ଼ିକ ଛୁପାଇଲେ ()
- (୨) ସେ ଉପନ୍ୟାସ ଛାଡ଼ି ନାଟକ ଓ ସମାଲୋଚନା ଲେଖିଲେ ()
- (୩) ଉପନ୍ୟାସ ଗୁଡ଼ିକ ଛୁପାଇବା ପାଇଁ ସରକାରଙ୍କୁ ନିବେଦନ କଲେ ()
- (୪) କିଛି ନ କରି ଚୁପ୍‌ଚାପ୍ ରହିଗଲେ ()
- (ଠ) ଟାଙ୍କ ନାଁ ଖବର କାଗଜରେ କିପରି ପ୍ରକାଶ ପାଇଲା ?
- (୧) ଟାଙ୍କ ଉତ୍କଳ ନାଟକ ଓ ସମାଲୋଚନା ମୁଲକ ଲେଖାଯୋଗୁ ()
- (୨) ଟାଙ୍କର ସମାଲୋଚନା ମୁଲକ ଭାଷଣ ଯୋଗୁ ()
- (୩) ଶା' ଗହଳରେ ବୁଲି ଜନ ସେବା କରିବାରୁ ()
- (ଡ) ଶା' ପ୍ରାୟ କେତେ ଖଣ୍ଡ ନାଟକ ଲେଖିଛନ୍ତି ?
- (୧) ୧୦ ଖଣ୍ଡ ()
- (୨) ୨୦ ଖଣ୍ଡ ()
- (୩) ୪୦ ଖଣ୍ଡ ()
- (୪) ୧୦୦ ଖଣ୍ଡ ()
- (ଢ) ଶା' କି ପୂର୍ବରୁ ଇଂଲଣ୍ଡର ଶ୍ରେଷ୍ଠ ନାଟ୍ୟକାର କିଏ ଥିଲେ ?
- (୧) ମିଲ୍ଟନ ()
- (୨) ସ୍ପେନସର ()
- (୩) ଆଲେକ୍ସାଣ୍ଡର ପୋପ୍ ()
- (୪) ସେକ୍ସପିଅର ()
- (ଣ) ଶା' ଖୁବ୍ ସାହସୀ ଥିଲେ ବୋଲି କିପରି ଜଣାପଡ଼େ ?
- (୧) ଟାଙ୍କର ନିର୍ଭୀକ ବହୁତା ଏବଂ ସମାଲୋଚନାରୁ ()
- (୨) ସେ ସବୁମାନଙ୍କୁ ଏକତ୍ର ଆସାଇ ପାରୁ ଥିଲେ ()
- (୩) ଟାଙ୍କର ଦର୍ଶନ ବିଷୟରେ ଆଲୋଚନାରୁ ()

- (ତ) ଶ' ପୁଣ ପକ୍ଷୀମାନଙ୍କୁ ଶୁଦ୍ଧ କରୁଥିଲେ, ଏ କଥା କେଉଁଥିରୁ ଜଣାପଡ଼େ ?
- (୧) ସେ ବହୁ ସ୍ତମ୍ଭ ପକ୍ଷୀଙ୍କୁ ପିନ୍ଧିବାରେ ରଖି ପାଳୁଥିଲେ ()
- (୨) ସେ ସବୁବେଳେ ପୁଣ ଓ ପକ୍ଷୀମାନଙ୍କ ଗହଣରେ ସମୟ କଟାଉଥିଲେ ()
- (୩) ତାଙ୍କ ଚରିତ୍ରରେ ପୁଣ ପକ୍ଷୀମାନଙ୍କୁ ପ୍ରତିଦିନ ଖାଦ୍ୟ ଦେଉଥିଲେ ()
- (ଥ) ଶ' କର ଶେଷ ଇଚ୍ଛା କ'ଣ ଥିଲା ?
- (୧) ଓଡ଼ିଆ ଭାଷାକୁ ସମସ୍ତଙ୍କ ବୁଝିହେଲା ଭଳି ସରଳ କରିବା ()
- (୨) ଜର୍ମାନ ସାହିତ୍ୟକୁ ସରଳ କରିବା ()
- (୩) ପରାସୀ ସାହିତ୍ୟକୁ ସରଳ କରିବା ()
- (୪) ଇଂରେଜ ଭାଷାକୁ ସମସ୍ତଙ୍କ ବୁଝିହେବା ଭଳି ସରଳ କରିବା ()
- (ଦ) କେଉଁ ଉଦ୍ଦେଶ୍ୟରେ ଶ' ତାଙ୍କର ପୁରସ୍କାର ଲବ୍ଧ ଧନକୁ ଦାନ କରି ଯାଇଛନ୍ତି ?
- (୧) ଭାରତୀୟ ସାହିତ୍ୟକୁ ସରଳ କରିବା ପାଇଁ ()
- (୨) ଦ୍ରୁତେନ ସାହିତ୍ୟକୁ ଇଂରାଜି ଲୋକମାନଙ୍କ ପାଇଁ ସରଳ କରିବା ପାଇଁ ()
- (୩) ଇଂରାଜୀ ସାହିତ୍ୟକୁ ସରଳ କରିବା ପାଇଁ ()
- (୪) ଗରିବ ଲୋକଙ୍କୁ ବାଟି ଦେବା ପାଇଁ ()
- (ଧ) ଶ' କଣ ପାଇଁ ତାଙ୍କର ସମସ୍ତ ସଂପତ୍ତି ଦାନ କରିଯାଇଛନ୍ତି ?
- (୧) ଇଂରାଜୀ ଭାଷାର ବନାନ ପ୍ରଣାଳୀକୁ ସହଜ କରିବା ପାଇଁ ()
- (୨) ଗୋଟିଏ ସ୍କୁଲ ପ୍ରତିଷ୍ଠା କରିବା ପାଇଁ ()
- (୩) ଭାରତୀୟ ସାହିତ୍ୟିକମାନଙ୍କୁ ସମ୍ମାନ ଦେବା ପାଇଁ ()
- (୪) ସେ କୌଣସି ସଂପତ୍ତି ଦାନ କରି ନାହାନ୍ତି ()
- (ନ) ଶ' କି ମତ୍ୟ ଶବ୍ଦର ପ୍ରତିଷ୍ଠା ପରେ କାହିଁକି ନିଉୟର୍କ ସହରରେ ଆଲୋକ ଲିଭାଇ ଦିଆଯାଇଥିଲା ?
- (୧) ନିଉୟର୍କ ସହରରେ କଳାରାତ୍ରି ପାଳନ କରିବା ପାଇଁ ()
- (୨) ତାଙ୍କ ଶବ୍ଦକୁ କେହି ଯେପରି ବେଶ୍ ନ ଧାରିବେ ()
- (୩) ତାଙ୍କୁ ସମ୍ମାନ ଦେଖାଇବା ପାଇଁ ()
- (୪) ଅଧାରରେ ତାଙ୍କ ଶବ୍ଦ ସଜ୍ଜାର କରିବା ପାଇଁ ()

୨। ନିମ୍ନ ପୁସ୍ତକ ଗୁଡ଼ିକରେ ଏକାଧିକ ଠିକ୍ ଉତ୍ତର ରହିଛି । ସେ ଗୁଡ଼ିକ ତାହାଣରେ ଥିବା ବ୍ୟବସାୟ ମଧ୍ୟରେ (✓) ଚିହ୍ନ ଦିଅ ?

- (କ) ଶ'କର କେଉଁ ସବୁ ଗୁଣ ଦ୍ଵାରା ସେ ଏକାଧାରରେ ଜଣେ କବି ବକ୍ତା ଏବଂ ଦାର୍ଶନିକ ହୋଇ ପାରିଥିଲେ ?
 (୧) ଇଶ୍ଵର ବିଶ୍ଵାସ () (୪) ନିରବଚ୍ଛିନ୍ନ ସାଧନା ()
 (୨) ଆଗ୍ରହ () (୫) ଏକାଗ୍ରତା ()
 (୩) ଲାଜକଳା ()
- (ଖ) କେଉଁ କେଉଁ ଲେଖକମାନଙ୍କ ଲେଖା ପଢ଼ି ଶ' ଲେଖା ଲେଖି ଆରମ୍ଭ କରିଥିଲେ ?
 (୧) ରବିଠାକର () (୪) ବାଲୁମିଳି ()
 (୨) ମିଲ୍ଟନ () (୫) ସେକ୍ସପିଅର ()
 (୩) ବେଲ୍ସାସ () (୬) ସ୍ପେନ୍ସର ()

୩। ନିମ୍ନ ପୁସ୍ତକ ଗୁଡ଼ିକର ଉତ୍ତର ୧ । ୨ ଧାଡ଼ି ମଧ୍ୟରେ ଲେଖ ?

- (କ) ଶ'କ ଜିନ୍ଦଗୀର ପଣିଆର ଗୋଟିଏ ଉଦାହରଣ ଦିଅ ?
- (ଖ) ଶ'କ ଜୀବନରୁ କେଉଁଟିକୁ ତୁମେ ତୁମ ଜୀବନରେ ଲଗାଇ ପାରିବ ବୋଲି ଭାବୁଛ ?
- (ଗ) ଶ'କର କେଉଁ ଗୁଣ ତୁମକୁ ଭଲ ଲାଗିଲା ? କାହିଁକି ?
- (ଘ) ମତ୍ୟକ ଭୟ ନ କରି ଶ' କ'ଣ କହୁଥିଲେ ?
- (ଙ) ଶ' ଯେତେବେଳେ ଜାଣିଲେ ଯେ ତା'କୁ ନୋବେଲ ପୁରସ୍କାର ଦିଆ ଯାଉଛି , ସେ କ'ଣ କହିଥିଲେ ?
- (ଚ) ଶ'କ ଦ୍ଵାରା ଲିଖିତ ୨ ଖଣ୍ଡ ବହିର ନାମ ଲେଖ ?
- (ଛ) କେଉଁଥିରୁ ଶ'କର କୌତୁକ ପଣିଆର ଧ୍ରୁମାଣ ମିଳେ ?
- (ଜ) ନୋବେଲ ପୁରସ୍କାର କ'ଣ ?

୪। ନିମ୍ନରେ କେତେଗୁଡ଼ିଏ ଠିକ୍ ଉକ୍ତି ଏବଂ କେତେଗୁଡ଼ିଏ ଭଲ ଉକ୍ତି ରହିଛି । ଠିକ୍ ଉକ୍ତି ଧାଖରେ (✓) ଏବଂ ଭଲ ଉକ୍ତି ଧାଖରେ (X) ଚିହ୍ନ ଦିଅ ?

- (କ) ପିଲାବେଳେ ଶ' ଖୁବ୍ ଲାଜକଳା ଥିଲେ ()
- (ଖ) ଶ' ଜଣେ ଅଭିନେତା ଥିଲେ କିନ୍ତୁ ଯେ କୌଣସି ଭୂମିକାରେ ଅଭିନୟ କରି ପାରୁ ନ ଥିଲେ ()
- (ଗ) ଶ' ନିଜର ଜଣେ ସବୁଜା ହିସାବରେ ପ୍ରତିଷ୍ଠା କରିପାରିଥିଲେ ()
- (ଘ) ୯୦ ବର୍ଷ ବୟସରେ ଶ' ଜଣେ ଯବକ ଭଳି କାମ କରି ପାରୁଥିଲେ ()
- (ଙ) ଶ' ତା'କ ଜୀବନସାଥୀ ଗରିବ ଲୋକମାନଙ୍କୁ ସାହାଯ୍ୟ କରୁଥିଲେ ()

୫। ଶ୍ରୀମତୀଙ୍କୁ ପୁରଣ କର ?

- (କ) ଜର୍ଜ ବର୍ଣ୍ଣାଡ଼ ଶ ----- ନାମରେ ସମଗ୍ର ଧୂଆବୀରେ ବିଖ୍ୟାତ ଥିଲେ ।
- (ଖ) ବର୍ଣ୍ଣାଡ଼ ଶ' ----- ମସିହାରେ ----- ଠାରେ ଜନ୍ମ ଗ୍ରହଣ କରିଥିଲେ ।
- (ଗ) ଶ' ନିଜ ମାତୃଭୂମି ଛାଡ଼ି ----- କୁ ଯାଇଥିଲେ । (ଇଂଲଣ୍ଡ, ଆମେରିକା, ଭାରତ)
- (ଘ) ଶ' ----- ଶ୍ରୀଷ୍ଟାବଳରେ ନୋବେଲ ପୁରସ୍କାର ବିଜେତା ହୋଇଥିଲେ ।
 (୧୭୫୭, ୧୮୫୭, ୧୯୫୫)
- (ଙ) ଶ' ----- ଶ୍ରୀଷ୍ଟାବଳରେ ପ୍ରାଣ ହରାଇଥିଲେ ।
 (୧୮୫୭, ୧୯୨୫, ୧୯୫୦)

ଆଦର୍ଶ ଉତ୍ତର

ଉତ୍ତରାବଳୀ

୧। କ- ୨, ଖ-୩, ଗ-୧, ଘ- ୨, ଙ- ୩, ଚ-୨,
ଛ- ୧, ଜ-୩, ଝ-୧, ଞ- ୩, ଟ- ୨, ଠ-୨,
ଡ-୩, ଢ-୪,ଣ-୧, ତ-୩, ଥ- ୪, ଦ- ୨,
ଧ- ୧, ନ- ୩ ।

୨। କ- ୨, ୪, ୫ । ଖ- ୨, ୪, ୬ ।

୩। (କ) ଶ୍ରୀ ବିନୟ ୫ ପୃଷ୍ଠାରୁ କମ୍ ଲେଖି ନ ଥିଲେ ।

(ଖ) ଏକାଗ୍ରତା ବା ନିରବଚ୍ଛିନ୍ନ ସାଧନା ବା ନିର୍ଭୟତା ।

(ଗ) ଏକାଗ୍ରତା , ନିରବଚ୍ଛିନ୍ନ ସାଧନା , ନିର୍ଭୟତା , ପୁଣି ପକ୍ଷୀମାନଙ୍କୁ ଭଲ ପାଇବା
ମଧ୍ୟରୁ ଯେ କୌଣସି ଗୋଟିଏ ।

(ଘ) ମୃତ୍ୟୁକୁ ମୋର ଭୟ ନାହିଁ କାରଣ ଯେଉଁ କେତେକ କଥା ମୋର ପୃଥ୍ବୀବାସୀଙ୍କୁ
କହିବାକୁ ଥିଲା ସେ ସବୁ ମୁଁ କହି ପାରିଲି ନାହିଁ ।

(ଙ) ମୋ ଲେଖା ପଢ଼ି ଶହ ଶହ ଲୋକ ଯେଉଁ ଆନନ୍ଦ ପାଇଛନ୍ତି ତା ତୁଳନାରେ
କେତେ ଲକ୍ଷ ଟଙ୍କାର ପୁରସ୍କାର ବିଛି ନୁହେଁ ।

(ଚ) Man and Super man , The Doctor's Dilema, The Apple Cart .

(ଛ) ବିରାଡ଼ିଟିର ପଟୋଉଠାରୁ ।

(ଜ) ପ୍ରତିବର୍ଷ ସାହିତ୍ୟ, କଳା, ବିଜ୍ଞାନ ବା ଜନସେବା ପ୍ରଭୃତି କ୍ଷେତ୍ରରେ ବିଶେଷ
କୃତିତ୍ବ ହାସଲ କରିଥିବା ବ୍ୟକ୍ତିଙ୍କୁ ଏହି ପୁରସ୍କାର ଦିଆଯାଏ । ଏହା
ପୃଥ୍ବୀର ସର୍ବଶ୍ରେଷ୍ଠ ପୁରସ୍କାର ।

୪। କ- ✓ ଖ- X ଗ- ✓ ଘ- ✓ ଙ- X ।

୫। କ- ଶ, ଖ- ୧୭୫୭ ଡବ୍ଲିଉ, ଗ- ଇଲଗୁ, ଘ- ୧୯୨୫

ତ - ୧୯୫୦ ।

LEARNING EXPERIENCESPRE-BROADCAST ACTIVITIES

Method: Question-Answer

Activities of the Teacher

Activities of
the Students

Tr: Students! welcome to the fourth programme of school broadcasts in the Oriya series. To-day we will listen to a programme on the life history of a renowned man who was a play wright, novelist, poet and a philosopher.

(Taking a book from the student's desk and showing the cover page).

Q. What book is this?

Q. Who is the author of this book?

Q. Who is the author of your English book?

Students reply to the questions asked.

In your book I find there are many topics written by various authors. Please tell me the names of some Oriya poets. (Teacher would write them on the board. In succession he would ask the names of some poets belonging to other Indian languages and some from English and write them on the board). There are many many poets in and out of our country. But very few of them have done distinguished works. Among the poets, writers, dramatists; Shakespeare, Keats, Wordsworth, Ravindra Nath Tagor, Gangadhar Bal, S.Karant, Bernard Shaw etc. are famous. To-day's programme is on "George Bernard Shaw". He was not only a poet, he also wrote novels, plays and criticism. From this

Students tell the names of poets.

Activities of the Teacher

Activities of
the Students

programme we may learn something more that what we know about him.

(Teacher would write the topic on the board).

In to-day's programme instead of seeing slides, we will work with the work book (Teacher supplies the work books to the students). In this (showing the work book) you can see there are some questions on George Bernard Shaw with the answers given. But in the answers you also find that in some places some words and some alphabets are missing. Please go through ^{the} work book. While listening to the radio, you have to fill in those missing words and alphabets. They are given in the order of sequence of the broadcast programme. You can fill them comfortably. If you fail to get an answer for a particular question, leave it. We will see them after listening to the programme.

Now, please listen to the programme and work with the work book.

(Teacher tunes the radio).

Students go through the work book.

ACTIVITIES DURING THE BROADCAST

Aid: Radio Supporting Work Book.

Here the activities are limited to the students only. They will respond to the questions in the work book while listening to the programme.

AKASHVANI SCHOOL BROADCAST PROGRAMMES RADIO SUPPORTING WORK BOOK

Topic: "George Bernard Shaw"

(Please listen to the programme coming through the radio and answer one after another).

1. Indian poet who won the Nobel prize - Rabi...Th.....

x
x
x
2. Shaw was born in the year 18.....in Du.....

x
x
x
3. Shaw could not study more due to pov... ..

x
x
x
4. The poets whose writings Shaw was reading are Shakesp.....,
 Mil.....and Spen.....

x
x
x
5. Shaw was writing minimum.....pages in a day.

x
x
x

6. Shaw was writing Nove..... in the beginning.
 x x x
7. Leaving writing of novels he wrote.....and criti.....
 x x x
8. Shaw has written 5..... dramas.
 x x x
9. Besides Shaw, the famous dramatist of England was.....kespeare.
 x x x
10. He had deep knowledge in poli.....and philosoph.....
 x x x
11. Shaw was addressing people in Chur.....and platforms.
 x x x
12. Shaw gained the confidence of birds and animals by way of
 his affec.....
 x x x
13. Shaw treated a C..... as if it was his son.
 x x x
14. Shaw wanted to take the photograph of the Ca.....
 x x x
15. At the age of.....Shaw was ~~working~~ like an youth.
 x x x
16. Shaw's last desire was to simplify.....language.
 x x x
17. Shaw was mad after literat.....
 x x x
18. Shaw ~~was~~ awarded Nobel prize in the year 19....
 x x x
19. Shaw died in the year.....
 x x x
20. The lights of New York city were put off in order to pay r.....
 to Shaw.
 x x x
- (This is the English version of the original Oriya work book)

POST-BROADCAST ACTIVITIES

Method: Discussion

Teacher's Activities	Activities of the Students
<p>Tr: Well students! we have listened to a programme on George Bernard Shaw. I hope you have enjoyed the programme ^{and} answered the questions in the work book correctly. I am again reading the correct answers. Please check them. (Teacher would read out the answers one by one). Now let me ask a few questions to you.</p> <p>The teacher would ask :</p>	<p>Students would check the answers.</p>
<p>Q. Which are the interesting moments in the life of Shaw?</p>	<p>"Taking photograph of the cat", "Distributing food to the birds", etc. He was fond of birds and animals.</p>
<p>Q. What do you infer from it?</p>	<p>Truthfulness, steadfastness, etc.</p>
<p>Q. What are those good qualities of Shaw which have impressed you?</p>	<p>No he was not rich, rather he was very poor.</p>
<p>Tr: Shaw was a good writer, a good actor and a good speaker too. Is it not that he was earning a lot through his activities? Was he not rich?</p>	<p>His books could not be printed.</p>
<p>Q. Why was he so poor?</p>	<p>They were not properly understood by the publishers.</p>
<p>Q. What was wrong with his books.</p>	

Teacher's Activities	Activities of the Students
Q. When Shaw was a child like you, can you tell me what he did every day.	He was writing minimum five pages in a day.
Q. What does that show?	
Q. How many pages are you writing every day?	
It is discussed in the programme that Shaw had only 4 or 5 years of schooling. Why was it so?	Because of poverty.
Q. What was he doing then?	
Well students! Through his continuous and untiring effort, Shaw could raise himself to great heights in the literary world. This you should learn and keep in mind. Not only that you should show it in your own life through continuous efforts.	
(Finally the teacher would clarify the doubts of students (if any) and tell the students to come prepared for to-morrow's test.)	
