

## **ASSIGNMENT 1 OF AREA4**

### **Activity – E-media**

#### **Some Practice**

1. Create a file, type a leave letter to your boss and take a print out of the same.

From

Rekha C Naik

Lecturer,DIET,KUMTA

TO

The Principal DIET

Kumta.

Respected Sir

Subject: Sanction of leave for two days....

As I have to attend a marriage ceremony on 20-10-08,I cannot attend to my duty on 20-10-08&21-10-08.So I request you to grant me leave on the above mentioned days.

Thanking you,

Yours faithfully

Place:kumta

(Rekha C Naik)

Date: 17-10-08

Print out is taken

2. While working on the letter, insert the address line.

3. Click 'Save As' option in 'File' menu and save the same file under a different name.

**The file is saved As" leave letter"**

4. Close all the files. Open the file with the new name. Edit the contents and save it.

**This has been successfully tried out**

5. You can try to edit the page in various ways. Try all the options given in the menu and see what happens.

I have tried all the options

## ASSIGNMENT 2 OF AREA 4

### Activity – Use of e-mail

#### Activity

1. Log on to internet. Type ***www.google.com*** or ***www.rediff.com*** or ***www.yahoo.com***.
  2. In the address bar of ***google*** type ***gmail***. You will find email details on the home page of ***rediff.com*** and ***yahoo.com***. Click ***new user***.
  3. Follow the instructions given and create an email ID for yourself.
  4. Send your first mail to any of the addresses you will find in the list of online facilitators.
  5. If you face any problem, for the time being ask any person with an email ID to be with you while you create an e-mail ID for yourself.
- Once you have created an email ID you can begin your correspondence. Before that you will do well to study the web page on which you create your email. Study the page well. Click all the buttons and find out what options you have there. You will find an address list, different folders, provision for attaching files etc. You will have to find out for yourself all these. However, you can contact any of the online facilitators for more help. That is how you start using e-mail.

My new gmail account is [rekhaniranjan.naik78@gmail.com](mailto:rekhaniranjan.naik78@gmail.com). I have tried out all the options

## ASSIGNMENT 3 OF AREA 4

### Locating Resources

#### Activity

1. Enter NCERT website and find out what resources you can get there.
  2. Try to locate all articles related to '***Piaget***'.
- So you have begun your search. There is no end to it. Make the best of it. Good luck.



## Piaget's Key Ideas

<b>Adaptation</b>	What it says: adapting to the world through <a href="#">assimilation and accommodation</a>
<a href="#">Assimilation</a>	The process by which a person takes material into their mind from the environment, which may mean changing the evidence of their senses to make it fit.
<a href="#">Accommodation</a>	The difference made to one's mind or concepts by the process of assimilation. Note that assimilation and accommodation go together: you can't have one without the other.
<b>Classification</b>	The ability to group objects together on the basis of common features.
<b>Class Inclusion</b>	The understanding, more advanced than simple classification, that some classes or sets of objects are also sub-sets of a larger class. (E.g. there is a class of objects called dogs. There is also a class called animals. But all dogs are also animals, so the class of animals includes that of dogs)
<b>Conservation</b>	The realisation that objects or sets of objects stay the same even when they are changed about or made to look different.
<b>Decentration</b>	The ability to move away from one system of classification to another one as appropriate.
<b>Egocentrism</b>	The belief that you are the centre of the universe and everything revolves around you: the corresponding inability to see the world as someone else does and adapt to it. Not moral "selfishness", just an early stage of psychological development.
<b>Operation</b>	The process of working something out in your head. Young children (in the sensorimotor and pre-operational stages) have to act, and try things out in the real world, to work things out (like count on fingers): older children and adults can do more in their heads.
<b>Schema (or scheme)</b>	The representation in the mind of a set of perceptions, ideas, and/or actions, which go together.

<b>Stage</b>	A period in a child's development in which he or she is capable of understanding some things but not others
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## Stages of Cognitive Development

<b>Stage</b>	<b>Characterised by</b>
<b>Sensori-motor</b> (Birth-2 yrs)	<p>Differentiates self from objects</p> <p>Recognises self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise</p> <p>Achieves object permanence: realises that things continue to exist even when no longer present to the sense (pace Bishop Berkeley)</p>
<b>Pre-operational</b> (2-7 years)	<p>Learns to use language and to represent objects by images and words</p> <p>Thinking is still egocentric: has difficulty taking the viewpoint of others</p> <p>Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour</p>
<b>Concrete operational</b> (7-11 years)	<p>Can think logically about objects and events</p> <p>Achieves conservation of number (age 6), mass (age 7), and weight (age 9)</p> <p>Classifies objects according to several features and can order them in series along a single dimension such as size.</p>
<b>Formal operational</b> (11 years and up)	<p>Can think logically about abstract propositions and test hypotheses systemtically</p> <p>Becomes concerned with the hypothetical, the future, and ideological problems</p>

The accumulating evidence is that this scheme is too rigid: many children manage concrete operations earlier than he thought, and

some people never attain formal operations (or at least are not called upon to use them).

Piaget's approach is central to the school of cognitive theory known as "cognitive constructivism": others, known as "social constructivists", such as [Vygotsky](#) and Bruner, have laid more emphasis on the part played by language and other people in enabling children to learn.

This brief overview is here more for completeness than its direct relevance to teaching post-16 learners, but some of the ideas are explored in [more detail elsewhere](#).

### Piaget Reading

DONALDSON M (1984) *Children's Minds* London Fontana (readable and critical)

SATTERLY D (1987) "Piaget and Education" in R L Gregory (ed.) *The Oxford Companion to the Mind* Oxford, Oxford University Press

WOOD D (1998) *How Children Think and Learn (2nd edition)* Oxford; Blackwell Publishing.

[To reference this page](#)

#### copy and paste the text below:

(Note that if you are using Internet Explorer, and it is doing its "nanny" thing, the full reference will not display. There will be a bar across the top of the screen advising you of "blocked content". Click on it and select "Allow blocked content" and confirm in the pop-up box. I know it's a pain, but we're stuck with it.)

ATHERTON J S (2005) *Learning and Teaching: Piaget's developmental theory* [On-line] UK: Available: <http://www.learningandteaching.info/learning/piaget.htm> Accessed: 18 October 2008

## Humanistic Theory

Humanistic "theories" of learning tend to be highly value-driven and hence more like **prescriptions** (about what ought to happen) rather than **descriptions** (of what does happen).

- They emphasise the "natural desire" of everyone to learn. Whether this natural desire is [to learn whatever it is you are teaching](#), however, is not clear.
- It follows from this, they maintain, that learners need to be

empowered and to have control over the learning process.

- So the teacher relinquishes a great deal of authority and becomes a [facilitator](#).

The school is particularly associated with

- Carl [Rogers](#), and
- Abraham [Maslow](#) (psychologists),
- John [Holt](#) (child education) and
- Malcolm [Knowles](#) (adult education and proponent of andragogy).  
Insofar as he emphasises experiential learning, one could also include
- [Kolb](#) among the humanists as well as the cognitive theorists.

While the tenor of humanistic theory is generally wishy-washy liberal, its approach also underlies the more committed stance of "[transformative learning](#)" (Mezirow) and "conscientization" ([Freire](#)).

My heart is with humanistic theory, but I sometimes find it hard to make connections with the reality of routine practice. Its most fertile ground is with intrinsically motivated adult learners. It is not as potent now as it was in the '70s, when it often seemed to be used as an excuse for the abrogation of the realistic authority of the teacher—or perhaps we have just become more mature in our use of it. As the politicised variants show, it poses considerable challenges not only to approaches to teaching, but also to the construction of the curriculum as a whole. As society has become more fragmented and "post-modern", these challenges have become even more problematic.

## Figures in Humanistic models of Learning

### Carl Rogers

(1902-1987) Principally known as the founder of person-centred psychotherapy and almost the inventor of counselling, also a leading figure in the development of humanistic approaches to education. See [Rogers \(1980\)](#)

In the field of adult learning, do not confuse with Alan Rogers, or Jennifer Rogers! [[Back](#)]

### John Holt

(1923-1985) Radical thinker and maths teacher, best known for [How Children Fail](#). [[Back](#)]

## Paulo Freire

(1921-1997) Brazilian educationalist: pioneer of adult literacy programmes as a means of raising the consciousness (*conscientization*) of South American peasants and urban underclass. Critic of the "banking" model of education, in which the elite own and construct the knowledge, and the poor are excluded. Very influential in [politicised adult education](#). Not easy to read. See [Freire \(1972\)](#) [[Back](#)]

## Cognitive Theories

**The cognitive school is probably best defined by exclusion: if it ain't biological, behaviourist or humanist, it's cognitive (I'm including information-processing models here).**

- **It all starts with [Gestalt](#) theories [Köhler and Koffka, and with only the vaguest connection with Gestalt therapy (Perls)]: originally theories of perception, interested in the way the brain imposes pattern on the perceived world, Gestalt moved into problem-solving learning.**
- **It is also much influenced by the developmental psychology of [Piaget](#) (but also read [Donaldson \(1984\)](#) if reading Piaget), focusing on the maturational factors affecting understanding. The [accommodation/assimilation](#) dialectic is the part most useful for understanding grown learners.**
- **Broadly, cognitive theory is interested in how people understand material, and thus in;**
- **apptitude and capacity to learn (thus fringing onto [psychometrics and testing](#)),**
- **and [learning styles](#) (the reference is to one of the few apparently valid styles: [see here for a corrective view!](#)).** .
- **It is also the basis of the educational approach known as [constructivism](#), which emphasises the role of the learner in constructing his own view or model of the material, and what helps with that.**



## ASSIGNMENT 4 OF AREA 4

### Use of Audio Video CDs

#### Activity

1. Keep a few empty CDs with you. Practise CD writing using 'send to' option.
2. Prepare a copy of a video disc
3. Prepare a data disc using Nero Express.
4. Using 'send to' option try to write different files to the same CD at different times.

In day today work we have already done it hundred times.

## ASSIGNMENT 5 OF AREA4

### Creating Forms

#### Activity

1. Collect five or six formats sent by the department for collecting some data.  
Example: Format for reporting the visit to “**Samudayadatta Shale**” or formats for sending “**monthly expenditure statements**”.

2008-09ನೇ ಸಾಲಿನಲ್ಲಿ ನಲಿ ಕಲಿ ಅನುಷ್ಠಾನ ಕುರಿತು ರಾಜ್ಯದ ಎಲ್ಲಾ ಡಯಟ್ ವ್ಯಾಪ್ತಿಯಲ್ಲಿನ ಎಲ್ಲಾ ಬ್ಲಾಕುಗಳಲ್ಲಿನ ಶಿಕ್ಷಕರುಗಳಿಗೆ ನಲಿ ಕಲಿ ವಿನ್ಯಾಸದನ್ವಯ ತರಬೇತಿಯನ್ನು ನಡೆಸಲು ತಿಳಿಸಲಾಗಿದ್ದು, ತರಬೇತಿ ಪಡೆದವರ ಮಾಹಿತಿಗಳನ್ನು ಈ ಕೆಳಕಂಡ ನಮೂನೆಗಳಲ್ಲಿ ಮಾಹಿತಿಗಳನ್ನು ದಿನಾಂಕ 22-09-08ರ ಒಳಗೆ E MAIL [dsert.tti@gmail.com](mailto:dsert.tti@gmail.com) ವಿಳಾಸಕ್ಕೆ ಕಳುಹಿಸಲು ತಿಳಿಸಿದೆ.

ನಮೂನೆ-1

ಜಿಲ್ಲೆಯ ಹೆಸರು

ಬ್ಲಾಕಿನ ಹೆಸರು	ಶಾಲೆಗಳ ಸಂಖ್ಯೆ		ತರಬೇತಿ ಪಡೆದ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳ/ಶಿಕ್ಷಕರ ಸಂಖ್ಯೆ												
	ಒಟ್ಟು ಶಾಲೆಗಳು	ನಲಿಕಲಿ ಶಾಲೆಗಳು	ಶಿಕ್ಷಕರು	ಬಿ.ಇ.ಓ.	ಬಿ.ಆರ್.ಸಿ	ಸಿ.ಎ.ಇ.ಓ.	ಬಿ.ಆರ್.ಪಿ	ಸಿ.ಆರ್.ಪಿ	ಸಿ.ಆರ್.ಪಿ	ಇ.ಸಿ					
	LPS	HPS	LPS	HPS											

ಸೂಚನೆ: ಹಾಸನ, ಮಂಡ್ಯ ಮತ್ತು ಬೆಳಗಾವಿ ಜಿಲ್ಲೆಗಳಿಂದ ಈ ವರೆಗೆ ಪರದಿ ಸ್ವೀಕೃತವಾಗಿರುವುದಿಲ್ಲ. ಕೂಡಲೇ ಮಾಹಿತಿಯನ್ನು ಸಲ್ಲಿಸಲು ತಿಳಿಸಿದೆ

ನಮೂನೆ-2

ಜಿಲ್ಲೆಯ ಹೆಸರು

ಬ್ಲಾಕಿನ ಹೆಸರು	ತರಬೇತಿಯ ತಂಡದ ವಿವರಗಳು	ಭಾಗವಹಿಸಿದ ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಗಳು/ ಶಿಕ್ಷಕರ ಸಂಖ್ಯೆ	ತರಬೇತಿಯ Pre Test ನಲ್ಲಿ ಪಡೆದ ಒಟ್ಟು ಅಂಕಗಳು (ತಂಡಾವಾರು)										ತರಬೇತಿಯ Post test ನಲ್ಲಿ ಪಡೆದ ಒಟ್ಟು ಅಂಕಗಳು (ತಂಡಾವಾರು)															
			1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	ಸಂಖ್ಯೆ	ದಿನಾಂಕ	ಸಂ.ವ್ಯ	ಶಿಕ್ಷಕರು																								

ಸೂಚನೆ: ಹಾಸನ, ಮಂಡ್ಯ, ಕೊಡಗು, ಕೊಪ್ಪಳ ಮತ್ತು ಗದಗ ಜಿಲ್ಲೆಗಳಿಂದ ಈ ವರೆಗೆ ಪರದಿ ಸ್ವೀಕೃತವಾಗಿರುವುದಿಲ್ಲ. ಕೂಡಲೇ ಮಾಹಿತಿಯನ್ನು ಸಲ್ಲಿಸಲು

ತಿಳಿಸಿದೆ e:\p4comp47\08-09\mis\nk 1 to 4.doc

ನಲಿ ಕಲಿ ಕಲಿಕಾ ಸಾಢುಗ್ರಿಗಲ ಸರಬರಾಜು ಕುರಿತು ರಾಜ್ಯದ ಁಲ್ಲಾ ಜಿಲ್ಲೆಗಲು ಀ ಕೆಲಕಂಡ ನಢುನೆಯಲ್ಲಿ  
ಢಾಹಿತಿಯನ್ನು ನೀಡಲು ತಿಲಿಸಿದೆ

ಜಿಲ್ಲೆಯ ಹೆಸರು

**ನಢುನೆ 3 (ಸರಬರಾಜು)**

1ನೇ ತರಗತಿ						2ನೇ ತರಗತಿ					
ಕನ್ನಡ		ಗಣಿತ		ಪರಿಸರ ಅಧ್ಯಯನ		ಕನ್ನಡ		ಗಣಿತ		ಪರಿಸರ ಅಧ್ಯಯನ	
ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ

**ನಢುನೆ 4 (ಕೂರತೆ/ಹೆಚ್ಚುವರಿ)**

1ನೇ ತರಗತಿ						2ನೇ ತರಗತಿ					
ಕನ್ನಡ		ಗಣಿತ		ಪರಿಸರ ಅಧ್ಯಯನ		ಕನ್ನಡ		ಗಣಿತ		ಪರಿಸರ ಅಧ್ಯಯನ	
ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ	ಕಾಡ್ಸ್	ಅಭ್ಯಾಸ ಪುಸ್ತಕ



ಅನುಬಂಧ-2

ಐ.ಸಿ.ಟಿ ಫೇಸ್-2 ಯೋಜನೆಯ ಕೊಠಡಿ ಪೂರ್ವ ಸಿದ್ಧತೆ ಪೂರ್ಣವಾಗದ  
ಮತ್ತು ಪ್ರಾರಂಭಿಸದ ಶಾಲೆಗಳ ವಿವರ

ಜಿಲ್ಲೆಯ ಹೆಸರು :

ಐ.ಸಿ.ಟಿ ಫೇಸ್-2

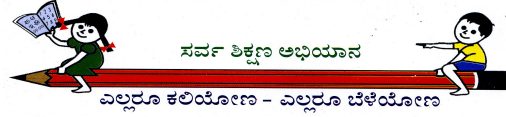
ಯೋಜನೆಯಲ್ಲಿರುವ ಒಟ್ಟು ಶಾಲೆಗಳು :

ತಾಲ್ಲೂಕಿನ ಹೆಸರು	ಕ್ರ.ಸಂ	ಶಾಲೆಯ ಹೆಸರು ಮತ್ತು ವಿಳಾಸ	ಸ್ವಂತ ಕಟ್ಟಡ		ಹಾಲಿ ಇರುವ ಕಟ್ಟಡ ದಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಲ್ಯಾಬ್‌ಗೆ ಕೊಠಡಿಯ ಲಭ್ಯತೆ		3 ಫೇಸ್ ವಿದ್ಯುತ್ ಅಳವಡಿಕೆ		ಎಷ್ಟು ದಿನದಲ್ಲಿ ಪೂರ್ಣವಾಗುತ್ತದೆ	ಪ್ರಾರಂಭವಾಗದಿರಲು ಕಾರಣಗಳು	ಪ್ರಾರಂಭಿಸಲು ತೆಗೆದುಕೊಂಡ ಕ್ರಮಗಳು
			ಇದೆ	ಇಲ್ಲ	ಇದೆ	ಇಲ್ಲ	ಆಗಿದೆ	ಇಲ್ಲ			

ಮೆ: ಎವಿರಾನ್ ಸಂಸ್ಥೆ ( 11 ಡಯಟ್‌ಗಳು) 1) ಬೆಂಗಳೂರು ನಗರ (2) ಬೆಂಗಳೂರು ಗ್ರಾ /ರಾಮನಗರ (3) ಮಂಡ್ಯ (4) ಮೈಸೂರು(5) ಚಾಮರಾಜನಗರ (6) ದಕ್ಷಿಣ ಕನ್ನಡ (7) ಉಡುಪಿ (8) ಚಿಕ್ಕಮಗಳೂರು (9) ಶಿವಮೊಗ್ಗ (10) ತುಮಕೂರು(11) ಬೆಳಗಾಂ.

ಮೆ: ಎಡುಕಾಂ ಸಂಸ್ಥೆ (16 ಡಯಟ್‌ಗಳು) (1) ಕೋಲಾರ / ಚಿಕ್ಕಬಳ್ಳಾಪುರ (2) ಹಾಸನ  
 (3) ಕೂಡಿಗೆ (4) ಚಿತ್ರದುರ್ಗ (5) ದಾವಣಗೆರೆ (6) ಹಾವೇರಿ (7) ಗದಗ (8) ಧಾರವಾಡ  
 (9) ಗುಲ್ಬರ್ಗಾ (10) ರಾಯಚೂರು (11) ಬಿಜಾಪುರ (12) ಬೀದರ (13) ಉತ್ತರಕನ್ನಡ (14)  
 ಕೊಪ್ಪಳ (15) ಬಳ್ಳಾರಿ (16) ಇಳಕಲ್ ಬಾಗಲಕೋಟೆ.

2007-08 ನೇ ಸಾಲಿನ (ಮೆ: ಎವಿರಾನ್ ಸಂಸ್ಥೆಯ) 3 ನೇ ತ್ರೈಮಾಸಿಕದ ಸೈನ್‌ಆಫ್‌ಗಳು  
 ಮಂಡ್ಯ ಜಿಲ್ಲೆಯಿಂದ ಬಂದಿರುವುದಿಲ್ಲ. 4 ನೇ ತ್ರೈಮಾಸಿಕದ ಸೈನ್ ಅಫ್ ಮೈಸೂರು ಜಿಲ್ಲೆಯಿಂದ  
 ಬಂದಿರುವುದಿಲ್ಲ.



ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ  
 ಅಭಿಯಾನ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ, ಕಾರವಾರ.

ಸಂಖ್ಯೆ:-ಸ.ಶಿ.ಅ/ಹ.ಬಿ/2008-09  
 2008

ದಿನಾಂಕ:3-10-

ಮೆನೇಜರ  
 ಕೆನರಾ ಬ್ಯಾಂಕ  
 ಕಾರವಾರ.

ಮಾನ್ಯರೇ,

**ವಿಷಯ:- ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಕಾರ್ಯಕ್ರಮದಡಿ 2008-09 ನೇ ಸಾಲಿಗೆ  
 ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಅನುಮೋದಿತ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ  
 ವಿವಿಧ ಚಟುವಟಿಕೆ ಕುರಿತು ತಾಲೂಕಾ ಅನುಷ್ಠಾನ ಸಮಿತಿಗೆ  
 ಅನುದಾನ ಬಿಡುಗಡೆ ಬಗ್ಗೆ.**

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ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ರೂ **38786212=00** ಚೆಕ್‌ನಂ- ದಿನಾಂಕ -  
 10-2008 ಇದರ ಲಗ್ತ ಸಲ್ಲಿಸಿದೆ. ತಾವು ದಯಮಾಡಿ ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ  
 ಅಂಕೋಲಾ, ಸಿದ್ದಾಪುರ, ಮುಂಡಗೋಡ, ಮತ್ತು ಯಲ್ಲಾಪುರ ತಾಲೂಕಿಗೆ ಡಿ.ಡಿ. ನೀಡಲು  
 ವಿನಂತಿಸಿದೆ ಹಾಗೂ ಉಳಿದ ತಾಲೂಕಿಗೆ ಇ.ಎಫ್.ಓ ಮೂಲಕ ವರ್ಗಾವಣೆ ಮಾಡಲು ವಿನಂತಿಸಿದೆ.

| ಅ.ನಂ                   | ತಾಲೂಕು                                       | ಮೊಬಲಗು             | ಬ್ಯಾಂಕಿನ ಹೆಸರು                                  |
|------------------------|----------------------------------------------|--------------------|-------------------------------------------------|
| 1                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಕಾರವಾರ              | 1453025=00         | ಕೆನರಾ ಬ್ಯಾಂಕ ಕಾರವಾರ ಎಸ್.ಐ ಖಾತೆ ನಂ 31039 ಕೆ ಜಮಾ. |
| 2                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಅಂಕೋಲಾ              | 1704905=00         | ಎಸ್.ಬಿ.ಆರ್                                      |
| 3                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಕುಮಟಾ               | 2304353=00         | ಕೆನರಾ                                           |
| 4                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಹೊನ್ನಾವರ            | 2201301=00         | ಕೆನರಾ                                           |
| 5                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಭಟ್ಟಳ               | 3419628=00         | ಕೆನರಾ                                           |
| 6                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಶಿಶಿ                | 4568200=00         | ಕೆನರಾ                                           |
| 7                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಸಿದ್ದಾಪುರ           | 3968138=00         | ಎಸ್.ಬಿ.ಎಂ                                       |
| 8                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಯಲ್ಲಾಪುರ            | 4758740=00         | ಎಸ್.ಬಿ.ಆರ್                                      |
| 9                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಮುಂಡಗೋಡ             | 5509399=00         | ಎಸ್.ಬಿ.ಎಂ                                       |
| 10                     | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಹಳಿಯಾಳ              | 2733613=00         | ಕೆನರಾ                                           |
| 11                     | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಜೊಯ್ಯಾ              | 2595310=00         | ಕೆನರಾ                                           |
| 12                     | ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ)ಸರ್ವಶಿಕ್ಷಣ ಅಭಿಯಾನ ಬಿಜಾಪುರ | 3569600=00         | ಕೆನರಾ ಬ್ಯಾಂಕ ಬಿಜಾಪುರ ಎಸ್.ಐ ಖಾತೆ ನಂ 35550        |
| <b>ಒಟ್ಟು ರೂಪಾಯಿಗಳು</b> |                                              | <b>38786212=00</b> |                                                 |

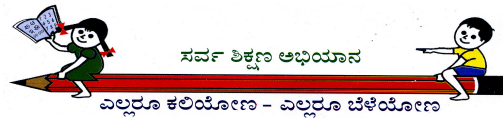
ತಮ್ಮ ವಿಶ್ವಾಸಿಕ,

ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ  
ಪದನಿಮಿತ್ತ ಜಿಲ್ಲಾ ಯೋಜನಾ

ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು,

ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ,

ಕಾರವಾರ.



ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ  
ಅಭಿಯಾನ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ, ಕಾರವಾರ.

ಸಂಖ್ಯೆ:-ಸ.ಶಿ.ಅ/ಹ.ಬಿ/2008-09

ದಿನಾಂಕ:3-10-

2008

## ಜ್ಞಾಪನಾ

**ವಿಷಯ:- ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಕಾರ್ಯಕ್ರಮದಡಿ 2008-09 ನೇ ಸಾಲಿಗೆ  
ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಅನುಮೋದಿತ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ  
ವಿವಿಧ ಚಟುವಟಿಕೆ ಕುರಿತು ತಾಲೂಕಾ ಅನುಷ್ಠಾನ ಸಮಿತಿಗೆ  
ಅನುದಾನ ಬಿಡುಗಡೆ ಬಗ್ಗೆ.**

**ಉಲ್ಲೇಖ:- ಎಸ್.ಎಸ್.ಎ/ಸಿ.ಎ.ಓ/ಹಣಬಿಡುಗಡೆ/ಕೇಂದ್ರ-3/08-09 ದಿನಾಂಕ 18-9-**

2008

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ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, 2008-09 ನೇ ಸಾಲಿನ ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಅನುಮೋದಿತ ಚಟುವಟಿಕೆ ಬಿ.ಆರ್.ಸಿ, ಸಿ.ಆರ್.ಸಿ, ಎಸ್.ಎಸ್.ಶಿಕ್ಷಕರ ವೇತನ, ಟಿ.ಜಿ.ಟಿ ಶಿಕ್ಷಕರ ವೇತನ, ಆರ್.ಇ.ಆರ್.ಟಿ ವೇತನ, ಆರ್.ಇ.ಆರ್.ಟಿ ಸಾದಿಲ್ವಾರು ಹಾಗೂ ಶಾಲೆಯಿಂದ ಹೊರಗುಳಿದ ಮಕ್ಕಳ ಕಾರ್ಯತಂತ್ರದ ಚಟುವಟಿಕೆಗೆ ಈ ಕೆಳಗಿನಂತೆ ಅನುದಾನ ಬಿಡುಗಡೆ ಮಾಡಲಾಗಿದೆ. ಚಟುವಟಿಕೆವಾರು ಬಿಡುಗಡೆ ಮಾಡಿದ ಅನುದಾನದ ವಿವರವನ್ನು **ಅನುಬಂಧ-1ರಲ್ಲಿ** ಈ ಪತ್ರಕ್ಕೆ ಲಗತ್ತಿಸಲಾಗಿದೆ.

**ಈ ಅನುದಾನವನ್ನು ಯಾವ ಉದ್ದೇಶಕ್ಕಾಗಿ ಬಿಡುಗಡೆ ಮಾಡಲಾಗಿದೆಯೋ ಅದೇ ಉದ್ದೇಶಕ್ಕೆ ಬಳಕೆ ಮಾಡಲು ಸೂಚಿಸಿದೆ. ಅನುದಾನವನ್ನು ಬಳಕೆ ಮಾಡಿ ಆಯಾ ತಿಂಗಳ ಖರ್ಚು-ವೆಚ್ಚದ ವಿವರಗಳನ್ನು ನಿಗದಿತ ನಮೂನೆಯಲ್ಲಿ ಈ ಕಚೇರಿಗೆ ಪ್ರತಿ ತಿಂಗಳ 3 ನೇ ತಾರೀಖಿನೊಳಗೆ ಸಲ್ಲಿಸುವುದು. ಆಯಾ ಚಟುವಟಿಕೆಗೆ ಸುತ್ತೋಲೆ ಹಾಗೂ ಆದೇಶದಲ್ಲಿ ಸೂಚಿಸಿರುವಂತೆ ನಿಯಮಾನುಸಾರ ಅನುದಾನ ಬಳಕೆ ಮಾಡಲು ಸೂಚಿಸಿದೆ.**

ಆರ್.ಇ.ಆರ್.ಟಿ ಸಾದಿಲ್ವಾರು ಸಂಬಂಧಿಸಿದ ಆರ್.ಇ.ಆರ್.ಟಿರವರಿಗೆ ನಿಯಮಾನುಸಾರ ಪಾವತಿ ಮಾಡಲು ಸೂಚಿಸಿದೆ. ಶಾಲೆಯಿಂದ ಹೊರಗುಳಿದ ಮಕ್ಕಳ ಕಾರ್ಯತಂತ್ರದ ಚಟುವಟಿಕೆಗೆ ಬಿಡುಗಡೆ ಮಾಡಿದ ಅನುದಾನದಲ್ಲಿ ಚಟುವಟಿಕೆವಾರು ಖರ್ಚಾದ ಮೊತ್ತ ಹಾಗೂ ಬಾಕಿ ಉಳಿದ ಮೊತ್ತದ ಪ್ರಗತಿ ವರದಿಯನ್ನು ಪ್ರತಿ **ತಿಂಗಳ 3 ನೇ ತಾರೀಖಿನೊಳಗೆ ಸಲ್ಲಿಸುವುದು.**

| ಅ.ನಂ | ತಾಲೂಕು                             | ಮೊಬಲಗು     | ಬ್ಯಾಂಕಿನ ಹೆಸರು                                   |
|------|------------------------------------|------------|--------------------------------------------------|
| 1    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಕಾರವಾರ    | 1453025=00 | ಕೆನರಾ ಬ್ಯಾಂಕ ಕಾರವಾರ ಎಸ್.ಜಿ ಖಾತೆ ನಂ 31039 ಕೆ ಜಮಾ. |
| 2    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಅಂಕೋಲಾ    | 1704905=00 | ಎಸ್.ಬಿ.ಆರ್                                       |
| 3    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಕುಮಟಾ     | 2304353=00 | ಕೆನರಾ                                            |
| 4    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಹೊನ್ನಾವರ  | 2201301=00 | ಕೆನರಾ                                            |
| 5    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಭಟ್ಟಳ     | 3419628=00 | ಕೆನರಾ                                            |
| 6    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಶಿಶಿ      | 4568200=00 | ಕೆನರಾ                                            |
| 7    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಸಿದ್ದಾಪುರ | 3968138=00 | ಎಸ್.ಬಿ.ಎಂ                                        |
| 8    | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಯಲ್ಲಾಪುರ  | 4758740=00 | ಎಸ್.ಬಿ.ಆರ್                                       |



|                        |                                                 |                    |                                              |
|------------------------|-------------------------------------------------|--------------------|----------------------------------------------|
| 9                      | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಮುಂಡಗೋಡ                | 5509399=00         | ಎಸ್.ಬಿ.ಎಂ                                    |
| 10                     | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಹಳಿಯಾಳ                 | 2733613=00         | ಕೆನರಾ                                        |
| 11                     | ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಸಮಿತಿ ಜೊಯ್ತಾ                 | 2595310=00         | ಕೆನರಾ                                        |
| 12                     | ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ)ಸರ್ವಶಿಕ್ಷಣ ಅಭಿಯಾನ<br>ಬಿಜಾಪುರ | 3569600=00         | ಕೆನರಾ ಬ್ಯಾಂಕ ಬಿಜಾಪುರ<br>ಎಸ್.ಬಿ ಖಾತೆ ನಂ 35550 |
| <b>ಒಟ್ಟು ರೂಪಾಯಿಗಳು</b> |                                                 | <b>38786212=00</b> |                                              |

ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ  
ಪದನಿಮಿತ್ತ ಜಿಲ್ಲಾ ಯೋಜನಾ

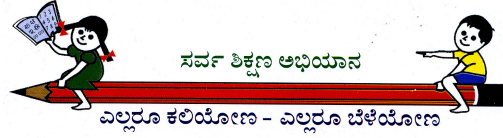
ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು,

ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ,

ಕಾರವಾರ.

**ಪ್ರತಿ:-**

**ಜಿಲ್ಲೆಯ ಎಲ್ಲಾ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಿಗೆ ಹಾಗೂ ಬಿ.ಆರ್.ಸಿ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳಿಗೆ ಸೂಕ್ತಕ್ರಮಕ್ಕಾಗಿ.**



ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ ಜಿಲ್ಲಾ ಯೋಜನಾ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು, ಸರ್ವ ಶಿಕ್ಷಣ  
ಅಭಿಯಾನ, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ, ಕಾರವಾರ.

ಸಂಖ್ಯೆ:-ಸ.ಶಿ.ಅ/ಹ.ಬಿ/2008-09  
2008

ದಿನಾಂಕ:3-10-

### ಜ್ಞಾಪನಾ

**ವಿಷಯ:-** ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಕಾರ್ಯಕ್ರಮದಡಿ 2008-09 ನೇ ಸಾಲಿಗೆ ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಅನುಮೋದಿತ ಚಟುವಟಿಕೆಯಾದ ಮೇಜು ರಿಪೇರಿ, ಹಾಗೂ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಶೌಚಾಲಯ ನಿರ್ಮಾಣಕ್ಕೆ ಅನುದಾನ ಬಿಡುಗಡೆ ಬಗ್ಗೆ.

**ಉಲ್ಲೇಖ:-** ಎಸ್.ಎಸ್.ಎ/ಸಿ.ಎ.ಓ/ಹಣಬಿಡುಗಡೆ/ಕೇಂದ್ರ-3/08-09 ದಿನಾಂಕ 18-9-

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ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, 2008-09 ನೇ ಸಾಲಿನ ಕೇಂದ್ರ ಸರ್ಕಾರದಿಂದ ಅನುಮೋದಿತ ಚಟುವಟಿಕೆಯಾದ ಮೇಜು ರಿಪೇರಿ, ಹಾಗೂ ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಶೌಚಾಲಯ ನಿರ್ಮಾಣಕ್ಕಾಗಿ ಅನುದಾನವನ್ನು ಅನುಬಂಧ-1ರಂತೆ ತಾಲೂಕಾವಾರು ಬಿಡುಗಡೆ ಮಾಡಲಾಗಿದೆ.

**ಮೇಜರ ರಿಪೇರಿ:-**ಮೇಜರ ರಿಪೇರಿಗೆ ಸಂಬಂಧಿಸಿದ ಕಾಮಗಾರಿಗೆ ತಾಲೂಕು ಇಂಜಿನಿಯರಿಂದ ಅಂದಾಜು ಪಟ್ಟಿಯನ್ನು ಮಾಡತಕ್ಕದ್ದು. ಮೇಜರ ರಿಪೇರಿ ಕಾಮಗಾರಿ ಅಂದಾಜನ್ನು ತಾಲೂಕಾ ಇಂಜಿನಿಯರಿಂದ ಮಾಡಿಸತಕ್ಕದ್ದು. ಹಾಗೂ ಸಕ್ಷಮ ಪ್ರಾಧಿಕಾರದಿಂದ ಅನುಮೋದನೆ ಪಡೆಯುವುದು. ಎಸ್ಪಿಮೇಟಿನಂತೆ ಕಾಮಗಾರಿ ಕೆಲಸವನ್ನು ನಿರ್ವಹಿಸುವುದು. ಮೇಜರ ರಿಪೇರಿ ಕಾಮಗಾರಿ ಪ್ರಾರಂಭಿಸುವ ಪೂರ್ವದಲ್ಲಿ ಫೋಟೋ ತೆಗೆಸಿ ಕಡತದಲ್ಲಿ ಇಡತಕ್ಕದ್ದು. ಹಾಗೂ ಕಾಮಗಾರಿ ಮುಗಿದ ನಂತರ ಕೂಡ ಫೋಟೋ ತೆಗೆದು ಕಾಮಗಾರಿಯ ಹೆಸರನ್ನು ಫೋಟೋದಲ್ಲಿ ನಮೂದಿಸತಕ್ಕದ್ದು. ಕಾಮಗಾರಿ ಮುಗಿದ ಬಗ್ಗೆ ತಾಲೂಕಾ ಇಂಜಿನಿಯರಿಂದ ಹಾಗೂ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಿಂದ ಕೆಲಸ ಮುಗಿದ ಬಗ್ಗೆ ದೃಢೀಕರಣ ಪತ್ರ ಇಡತಕ್ಕದ್ದು. ರೂ.1000/-ಕ್ಕೆ ಮೀರಿದ ಪಾವತಿಗೆ ಕ್ರಾಸ ಚೆಕ್ ಮೂಲಕ ಸಂಬಂಧಿಸಿದವರಿಗೆ ಪಾವತಿ ಮಾಡತಕ್ಕದ್ದು. ಕಾಮಗಾರಿ ವಹಿಯಲ್ಲಿ ಕೆಲಸ ಪ್ರಾರಂಭಿಸಿದ ದಿನಾಂಕ ಹಾಗೂ ಮುಕ್ತಾಯದ ದಿನಾಂಕ ಹಾಗೂ ಕಾಮಗಾರಿಯ ಹೆಸರು ಮತ್ತು ಖರ್ಚಾದ ಮೊತ್ತ ನಮೂದಿಸತಕ್ಕದ್ದು. ಕಾಮಗಾರಿಯನ್ನು 31-12-08 ರೊಳಗೆ ಮುಕ್ತಾಯಗೊಳಿಸಿ ಜಿಲ್ಲಾ ಕಛೇರಿಗೆ ವರದಿ ಸಲ್ಲಿಸುವುದು.

**ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಶೌಚಾಲಯ:-** ವಿಶೇಷ ಅಗತ್ಯವುಳ್ಳ ಮಕ್ಕಳ ಶೌಚಾಲಯವನ್ನು ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ ಕರ್ನಾಟಕ ಬೆಂಗಳೂರು ಅಂದಾಜು ಪತ್ರದಂತೆ ನಿರ್ಮಾಣ ಮಾಡತಕ್ಕದ್ದು. ಸದ್ರಿ ಅಂದಾಜನ್ನು ಯಾವುದೇ ಕಾರಣಕ್ಕೂ ಸಕ್ಷಮ ಪ್ರಾಧಿಕಾರದ ಅನುಮೋದನೆ ಇಲ್ಲದೇ ಬದಲಾವಣೆ ಮಾಡತಕ್ಕದ್ದಲ್ಲ. ಬದಲಾವಣೆ ಮಾಡಿದಲ್ಲಿ ಸಂಬಂಧಿಸಿದವರನ್ನು ನೇರಹೊಣೆಗಾರನನ್ನಾಗಿ ಮಾಡಲಾಗುವುದು. ಕಾಮಗಾರಿಯನ್ನು 31-12-08 ರೊಳಗೆ ಮುಕ್ತಾಯಗೊಳಿಸಿ ವರದಿ ಸಲ್ಲಿಸುವುದು.

ಈ ಮೇಲಿನ ಕಾಮಗಾರಿ ಅನುದಾನವನ್ನು ಆರ್ಥಿಕ ನಿರ್ವಹಣೆ ಮತ್ತು ಸಂಗ್ರಹಣೆ ಕೈಪಿಡಿ ನಿಯಮದಂತೆ ಖರ್ಚು ಭರಿಸುವುದು. ಶೌಚಾಲಯಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಕಾಮಗಾರಿಯ ಅಂದಾಜು ಪಟ್ಟಿ ಲಗತ್ತಿಸಿದೆ.

ಉಪನಿರ್ದೇಶಕರು(ಆಡಳಿತ) ಹಾಗೂ  
ಪದನಿಮಿತ್ತ ಜಿಲ್ಲಾ ಯೋಜನಾ  
ಸಮನ್ವಯಾಧಿಕಾರಿಗಳು,  
ಕಾರವಾರ.  
ಸರ್ವ ಶಿಕ್ಷಣ ಅಭಿಯಾನ, ಉತ್ತರ ಕನ್ನಡ ಜಿಲ್ಲೆ,

**ಪ್ರತಿ:-**  
ಜಿಲ್ಲೆಯ ಎಲ್ಲಾ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳಿಗೆ ಹಾಗೂ ಬಿ.ಆರ್.ಸಿ ಸಮನ್ವಯಾಧಿಕಾರಿಗಳಿಗೆ ಸೂಕ್ತಕ್ರಮಕ್ಕಾಗಿ.

2. What type of columns is created for qualitative and quantitative data? Where do you find more space? Why do you think more space is given there?

MS-word columns are used for qualitative data. MS-Excel columns are used for quantitative data. When the quantity is more it is useful in finding solutions.

3. Are you able to comprehend the intent of each of the section in the format you are studying?

Yes.

4. Create one of those formats in your computer using MS WORD or MS EXCEL.

#### **ASSIGNMENT 6 OF AREA4**

### **Handling Hardware**

#### **Activity**

1. Set up a overhead projector for displaying some transparencies.
2. Set up a LCD projector for displaying ppt. presentations
3. Read the manual supplied along with your printer or fax machine and find out how to operate it.
4. What are the common precautions to be taken in handling a gadget? Find out from different manuals and make your own list. You can send the list to one of the facilitators.

## Safety Instructions:

Always read the safety instructions carefully.

Keep this users manual for future reference.

All cautions and warnings on the equipment should be noted.

1. Do not use a damaged or loose plug.
2. Do not pull the plug out by the wire nor touch the plug with wet hands.
3. Use only a properly grounded plug and receptacle.
4. Do not excessively bend the plug and wire nor place heavy objects upon them , which could cause damage.
5. Disconnect the plug from the out let during storms or lightening or if it is not used for a long period of time.
6. Do not connect too many extension cords or plugs to an out let.
7. Do not cover the vents on the monitor cabinet.
8. Put your monitor in a location with low humidity and a minimum of dust.
9. Do not drop the monitor when moving it.
10. Place the monitor on a flat and stable surface.
- 11 Set down the monitor carefully.
- 12.Do not use the monitor without the monitor stand.
- 13.Do not spray detergent directly on the monitor.

ಡಿ .ಇಡಿ ಪ್ರಥಮ ವರ್ಷ “ಅ” ವಿಭಾಗ

2007-2008

ವಿಷಯ ಸಂಪದೀಕರಣ ಪರೀಕ್ಷೆ

| ಅ<br>ನಂ | ಹೆಸರು              | ಕನ್ನಡ |     | ಇಂಗ್ಲೀಷ್ |     | ಒಟ್ಟು | ಸರಾಸರಿ | ಗಣಿತ |     | ವಿಜ್ಞಾನ |     | ಸಮಾಜ |     | ಒಟ್ಟು | ಸರಾಸರಿ |
|---------|--------------------|-------|-----|----------|-----|-------|--------|------|-----|---------|-----|------|-----|-------|--------|
|         |                    | 100   | 100 | 100      | 100 |       |        | 100  | 100 | 100     | 100 | 100  | 100 |       |        |
| 1       | ಕಿರಣಕುಮಾರ ಸಿ. ಕೆ   | 89    | 90  | 85       | 69  | 333   | 4.16   | 89   | 87  | 78      | 70  | 71   | 81  | 476   | 3.97   |
| 2       | ಕೋಮಲಾ ಮೋಗೇರ        | 87    | 68  | 88       | 89  | 332   | 4.15   | 57   | 83  | 82      | 74  | 90   | 85  | 471   | 3.93   |
| 3       | ಕೃಪಾಲಿ ಕಿನ್ನರಕರ್   | 56    | 67  | 86       | 86  | 295   | 3.69   | 89   | 77  | 86      | 83  | 89   | 75  | 499   | 4.16   |
| 4       | ಲತಾ ನಾಯ್ಕ          | 79    | 69  | 85       | 83  | 316   | 3.95   | 90   | 87  | 87      | 82  | 91   | 62  | 499   | 4.16   |
| 5       | ಲಕ್ಷ್ಮೀ ನಾಯ್ಕ      | 90    | 64  | 87       | 84  | 325   | 4.06   | 61   | 88  | 85      | 79  | 90   | 81  | 484   | 4.03   |
| 6       | ಮಾನಸಾ ನಾಯಕ         | 90    | 64  | 85       | 88  | 327   | 4.09   | 78   | 87  | 78      | 62  | 84   | 90  | 479   | 3.99   |
| 7       | ಮಂಗಲಾ ಗೌಡ          | 65    | 92  | 87       | 88  | 332   | 4.15   | 90   | 65  | 75      | 78  | 83   | 84  | 475   | 3.96   |
| 8       | ಮಂಜುಳಾ ನಾಯ್ಕ       | 87    | 86  | 63       | 77  | 313   | 3.91   | 88   | 88  | 81      | 78  | 92   | 85  | 512   | 4.27   |
| 9       | ಮಂಜುನಾಥ ನಾಯ್ಕ      | 64    | 69  | 86       | 88  | 307   | 3.84   | 83   | 90  | 78      | 78  | 90   | 83  | 502   | 4.18   |
| 10      | ಮಂಜುನಾಥ ಘಣಿಯಪರ್    | 87    | 66  | 71       | 87  | 311   | 3.89   | 83   | 89  | 91      | 77  | 61   | 85  | 486   | 4.05   |
| 11      | ಮಂಜುನಾಥ ನಾಯ್ಕ      | 88    | 62  | 83       | 87  | 320   | 4.00   | 89   | 91  | 72      | 80  | 61   | 84  | 477   | 3.98   |
| 12      | ಮೇಘನಾ ಹೆಗಡೆ        | 85    | 69  | 85       | 87  | 326   | 4.08   | 84   | 89  | 78      | 83  | 90   | 65  | 489   | 4.08   |
| 13      | ಮೋಹಮ್ಮದ್ ಅನ್ವಂ ಗನಿ | 84    | 82  | 86       | 88  | 340   | 4.25   | 88   | 91  | 64      | 76  | 65   | 82  | 466   | 3.88   |

|    |                   |    |    |    |    |     |      |    |    |    |    |    |    |     |      |
|----|-------------------|----|----|----|----|-----|------|----|----|----|----|----|----|-----|------|
| 14 | ಮೋಹನಕುಮಾರ ಗೌಡ     | 85 | 66 | 69 | 87 | 307 | 3.84 | 83 | 88 | 88 | 84 | 70 | 92 | 505 | 4.21 |
| 15 | ಮೋನಿಕಾ ಫರ್ನಾಂಡಿಸ್ | 86 | 89 | 85 | 87 | 347 | 4.34 | 90 | 77 | 70 | 62 | 86 | 83 | 468 | 3.90 |
| 16 | ಮಮತಾ ಕೆಲ್ಲಿ       | 88 | 76 | 62 | 64 | 290 | 3.63 | 88 | 87 | 84 | 90 | 86 | 83 | 518 | 4.32 |
| 17 | ನಾಗಪ್ಪ ಲಮಾಣಿ      | 89 | 65 | 85 | 78 | 317 | 3.96 | 91 | 89 | 83 | 72 | 86 | 86 | 507 | 4.23 |
| 18 | ಹೆಸರು             | 87 | 76 | 64 | 83 | 310 | 3.88 | 86 | 89 | 83 | 88 | 65 | 91 | 502 | 4.18 |
| 19 |                   | 92 | 89 | 77 | 90 | 348 | 4.35 | 87 | 83 | 64 | 64 | 84 | 83 | 465 | 3.88 |
| 20 | ದೀಪಾ ನಾಯ್ಕ        | 67 | 89 | 87 | 87 | 330 | 4.13 | 78 | 88 | 83 | 83 | 67 | 86 | 485 | 4.04 |

| ಅನಂ | ಶಿರೀಬಾ ಪಿ. ನಾಯ್ಕ<br>ನಾಗರತ್ನಾ ಐ. ನಾಯ್ಕ | ಕನ್ನಡ | ಇಂಗ್ಲೀಷ್ |     | ಒಟ್ಟು |     | ಸರಾಸರಿ | ಗಣಿತ | ವಿಜ್ಞಾನ |     | ಸಮಾಜ |     | ಒಟ್ಟು | ಸರಾಸರಿ |      |
|-----|---------------------------------------|-------|----------|-----|-------|-----|--------|------|---------|-----|------|-----|-------|--------|------|
|     |                                       |       | 100      | 100 | 100   | 100 |        |      | 100     | 100 | 100  | 100 |       |        |      |
| 21  | ನಾಗಪೇಣಿ ಭಟ್ಟ                          | 86    | 89       | 87  | 78    | 340 | 4.25   | 83   | 65      | 67  | 85   | 86  | 92    | 478    | 3.98 |
| 22  | ನಾಗಪೇಣಿ ಮರಾಠಿ                         | 66    | 91       | 86  | 75    |     |        | 86   | 83      | 91  | 83   | 62  | 85    |        |      |
| 23  | ಸಯನಾ ಗೌಡ                              | 91    | 89       | 84  | 91    |     |        | 86   | 77      | 83  | 68   | 83  | 63    |        |      |
| 24  | ನೀತಾ ದೇಶಭಂಡಾರಿ                        | 90    | 86       | 86  | 83    |     |        | 77   | 69      | 84  | 88   | 92  | 85    |        |      |
| 25  | ನಾಗರತ್ನಾ ಬಿ. ನಾಯ್ಕ                    | 89    | 77       | 85  | 63    |     |        | 76   | 86      | 88  | 67   | 88  | 91    |        |      |

## ASSIGNMENT 7 OF AREA4

### Activity – Multimedia and LCD

#### Activity

1. Prepare a multimedia presentation on any topic from Science.
  2. Present your project to a batch of D Ed students
  3. Note down their responses and revise your presentation
  4. Present it to another batch.
  5. Revise your presentation based on their response
- Submit the edited version to the *onsite facilitator* in your DIET.

I have presented my presentations to online facilitator.& DEd students.Ihave changed according to the students suggestions

## ASSIGNMENT 8 OF AREA4

### Analysing DataActivity

Enter the scores of D Ed students in a worksheet and find out the average performance of students in your subject.

# ಡಿ .ಇಡಿ ಪ್ರಥಮ ವರ್ಷ “ಅ” ವಿಭಾಗ

2007-2008 ವಿಷಯ ಸಂಪದೀಕರಣ ಪರಿಶೀಲನೆ

| ಹೆಸರು              | ಕನ್ನಡ |     | ಇಂಗ್ಲೀಷ್ |     | ಒಟ್ಟು | ಸರಾಸರಿ | ಗಣಿತ |     | ವಿಜ್ಞಾನ |     | ಸಮಾಜ |     | ಒಟ್ಟು | ಸರಾಸರಿ |
|--------------------|-------|-----|----------|-----|-------|--------|------|-----|---------|-----|------|-----|-------|--------|
|                    | 100   | 100 | 100      | 100 |       |        | 100  | 100 | 100     | 100 | 100  | 100 |       |        |
| ಕಿರಣಕುಮಾರ ಸಿ. ಕೆ   | 89    | 90  | 85       | 69  | 333   | 4.16   | 89   | 87  | 78      | 70  | 71   | 81  | 476   | 3.97   |
| ಕೋಮಲಾ ಮೋಗೇರ        | 87    | 68  | 88       | 89  | 332   | 4.15   | 57   | 83  | 82      | 74  | 90   | 85  | 471   | 3.93   |
| ಕೃಪಾಲಿ ಕಿನ್ನರಕರ್   | 56    | 67  | 86       | 86  | 295   | 3.69   | 89   | 77  | 86      | 83  | 89   | 75  | 499   | 4.16   |
| ಲತಾ ನಾಯ್ಕ          | 79    | 69  | 85       | 83  | 316   | 3.95   | 90   | 87  | 87      | 82  | 91   | 62  | 499   | 4.16   |
| ಲಕ್ಷ್ಮೀ ನಾಯ್ಕ      | 90    | 64  | 87       | 84  | 325   | 4.06   | 61   | 88  | 85      | 79  | 90   | 81  | 484   | 4.03   |
| ಮಾನಸಾ ನಾಯಕ         | 90    | 64  | 85       | 88  | 327   | 4.09   | 78   | 87  | 78      | 62  | 84   | 90  | 479   | 3.99   |
| ಮಂಗಲಾ ಗೌಡ          | 65    | 92  | 87       | 88  | 332   | 4.15   | 90   | 65  | 75      | 78  | 83   | 84  | 475   | 3.96   |
| ಮಂಜುಳಾ ನಾಯ್ಕ       | 87    | 86  | 63       | 77  | 313   | 3.91   | 88   | 88  | 81      | 78  | 92   | 85  | 512   | 4.27   |
| ಮಂಜುನಾಥ ನಾಯ್ಕ      | 64    | 69  | 86       | 88  | 307   | 3.84   | 83   | 90  | 78      | 78  | 90   | 83  | 502   | 4.18   |
| ಮಂಜುನಾಥ            | 87    | 66  | 71       | 87  | 311   | 3.89   | 83   | 89  | 91      | 77  | 61   | 85  | 486   | 4.05   |
| ಘಣಿಯಪರ್            | 88    | 62  | 83       | 87  | 320   | 4.00   | 89   | 91  | 72      | 80  | 61   | 84  | 477   | 3.98   |
| ಮೇಘನಾ ಹೆಗಡೆ        | 85    | 69  | 85       | 87  | 326   | 4.08   | 84   | 89  | 78      | 83  | 90   | 65  | 489   | 4.08   |
| ಮೊಹಮ್ಮದ್ ಅಸ್ಲಂ ಗನಿ | 84    | 82  | 86       | 88  | 340   | 4.25   | 88   | 91  | 64      | 76  | 65   | 82  | 466   | 3.88   |



|                      |    |    |    |    |     |      |    |    |    |    |    |    |     |      |
|----------------------|----|----|----|----|-----|------|----|----|----|----|----|----|-----|------|
| ಮೋಹನಕುಮಾರ<br>ಗೌಡ     | 85 | 66 | 69 | 87 | 307 | 3.84 | 83 | 88 | 88 | 84 | 70 | 92 | 505 | 4.21 |
| ಮೋನಿಕಾ<br>ಫರ್ನಾಂಡಿಸ್ | 86 | 89 | 85 | 87 | 347 | 4.34 | 90 | 77 | 70 | 62 | 86 | 83 | 468 | 3.90 |
| ಮಮತಾ ಕೆಲ್ಲಿ          | 88 | 76 | 62 | 64 | 290 | 3.63 | 88 | 87 | 84 | 90 | 86 | 83 | 518 | 4.32 |
| ನಾಗಪ್ಪ ಲಮಾಣಿ         | 89 | 65 | 85 | 78 | 317 | 3.96 | 91 | 89 | 83 | 72 | 86 | 86 | 507 | 4.23 |
| ಹೆಸರು                | 87 | 76 | 64 | 83 | 310 | 3.88 | 86 | 89 | 83 | 88 | 65 | 91 | 502 | 4.18 |
|                      | 92 | 89 | 77 | 90 | 348 | 4.35 | 87 | 83 | 64 | 64 | 84 | 83 | 465 | 3.88 |
| ದೀಪಾ ನಾಯ್ಕ           | 67 | 89 | 87 | 87 | 330 | 4.13 | 78 | 88 | 83 | 83 | 67 | 86 | 485 | 4.04 |

|                    |       |          |       |        |      |         |      |       |        |
|--------------------|-------|----------|-------|--------|------|---------|------|-------|--------|
| ಶಶಿರೇಖಾ ಪಿ. ನಾಯ್ಕ  | ಕನ್ನಡ | ಇಂಗ್ಲೀಷ್ | ಒಟ್ಟು | ಸರಾಸರಿ | ಗಣಿತ | ವಿಜ್ಞಾನ | ಸಮಾಜ | ಒಟ್ಟು | ಸರಾಸರಿ |
| ನಾಗರತ್ನಾ ಐ. ನಾಯ್ಕ  | 100   | 100      | 400   | 5 ಕ್ಕೆ | 100  | 100     | 100  | 600   | 5 ಕ್ಕೆ |
| ನಾಗಪೇಣಿ ಭಟ್ಟ       | 86    | 87       | 340   | 4.25   | 83   | 67      | 86   | 478   | 3.98   |
| ನಾಗಪೇಣಿ ಮರಾಠಿ      | 66    | 91       |       |        | 86   | 91      | 62   |       |        |
| ನಯನಾ ಗೌಡ           | 91    | 89       |       |        | 86   | 77      | 83   |       |        |
| ನೀತಾ ದೇಶಭಂಡಾರಿ     | 90    | 86       |       |        | 77   | 69      | 92   |       |        |
| ನಾಗರತ್ನಾ ಬಿ. ನಾಯ್ಕ | 89    | 77       |       |        | 76   | 86      | 88   |       |        |

Find out by using 'help' how to proceed with further analysis of data.  
Make a list of different analysis for which you can use MS Excel.

## **ASSIGNMENT 9 OF AREA4**

### **Creating Educational Programmes**

#### **Activity**

1. Prepare a ppt programme for developing spelling sense among students
2. Prepare a reading comprehension passage on a WORD page

#### **Safety concerns**

The safety of nitrates and nitrites in our foods and water has been taken quite seriously, and you could devote months to reading the hundreds of studies that have been done over recent decades examining potential health risks. The toxicology of nitrates and nitrites has been reviewed by numerous expert bodies, according to IPCS INCHEM, of the International Programme on Chemical Safety and the Canadian Centre for Occupational Health and Safety, which compiles international peer-reviewed chemical safety publications and database records from international bodies for public access.

The main toxic effect, although reversible, is methaemoglobinaemia. This is a rare condition when hemoglobin is oxidized to methemoglobin and becomes unable to transport oxygen to the tissues. Symptoms don't become apparent until concentrations of methemoglobin reach 20% and can be fatal at very high concentrations (>50%), but is readily treated.

The levels of nitrites and nitrates said to be toxic are all over the place, as criteria for toxicity vary. But in general, toxic doses in the literature range from 2,000 to 4,000 mg for nitrate and 60 to 500 mg for nitrite. We're talking extremely high levels, far beyond what we would normally get in our diet without accidental poisonings or contamination. Studies on sodium nitrite even at doses of 30-300 mg as a medication for vasodilation or as an antidote in cyanide poisoning, for example, caused no toxic effects, according to the National Academies of Science.

Dr. G.J.A. Speijers at the Laboratory for Toxicology, National Institute of Public Health and Environmental Protection at Bilthoven, Netherlands, for example, described three patients with methaemoglobinaemia who had accidentally eaten meat with toxic levels of nitrites (10,000 to 15,000 ppm). Another case of methaemoglobinaemia was caused by accidental ingestion of 700 mg of sodium nitrite in water. Babies under 3

months of age, and people with certain hereditary enzyme deficiencies, certain medical diseases with lower gastric acids, and possibly the elderly may be at higher risks for methaemoglobinaemia and toxicity, several reviews have suggested.

3. Display a picture of a village fair and ask children to talk about it.



## **ASSIGNMENT 10 OF AREA4**

### **ICT in Education**

#### **Activity**

Enter the website of NCTE and find out what NCTE has to say about ICT. You will have to search for the site on your own. Use the guidance given in other modules. Save the relevant pages in your folder. You can also find out from the web what educationists in general think of

ICT.Consolidate all your references and prepare your own write up on ICT in Education and send the same to the online facilitators.

# H

aving a good

grasp of mathematics is essential throughout life. The presentation of mathematics in a variety of contexts to explore, reinforce and extend the child's understanding of mathematics is a challenge. ICT can provide immense opportunities, as a teaching and learning tool, to support and create learning environments whereby meaningful and exciting approaches can be undertaken to explore the mathematics curriculum.

## **Shape**

Digital photography offers teachers the possibility of creating real-world situations in their classrooms for the teaching of different mathematical concepts. It supports and extends the key methodologies underpinning the curriculum which include talk and discussion, active learning, collaborative/cooperative learning, problem solving and the use of the local environment as a context. The use of the digital camera in maths can create very personal and meaningful contexts for learning.

## **Mathematical Trails**

Mathematical Trails are recommended in the curriculum and the digital camera is a must for this approach! As it states in the curriculum "the topic and venue will have to be selected and decisions made about how the task will be presented".

*The Shape Trail in the school grounds (Figure 1)*

In brief:

- Divide the children into groups.
- Assign each group with a task to explore areas of the school and take photos of specific shapes on their Trail eg, Group A might be assigned

the task of capturing squares.

- Upload the pictures to the computer.
- Discuss the findings with each group and ask each group to present their pictures to the class.
- The children in the senior section of the school might be interested in presenting their findings to children in the younger classes based on what they have discovered on their trail.
- They might like to run a poll with other classes to find out the most common shape in the school. This could then be posted on their school website or indeed the poll could be run through the school website!

The local environment presents us with many shapes eg, churches, windows, cars etc. The digital camera is an essential tool in recording these shapes and the results can then be of great use in the classroom for further exploration and discussion.

There is a change in emphasis in the maths curriculum with less reliance on workbooks and textbooks.

Essentially, using tools such as the digital camera assists the children and the teachers in creating their own resources and textbooks and builds on the constructivist approach to learning. In many of the word processing packages there are tools for creating shapes which might be useful if you or the children are developing tasks/activities on shapes.

### **Shapes in art**

There are plenty of examples of shapes in art and it is worthwhile accessing the

Construction slide show of 'I am an Artist' for examples.  
[www.iamanartist.ie/construction/index.html](http://www.iamanartist.ie/construction/index.html)

### **Data handling**

Data handling is now a separate strand in the primary curriculum. There are a number of different software packages and online resources which can assist and support this strand but there are some key questions to be asked and discussions to take place as well. Children might gather

data on fruits the children eat from third – sixth class in their school. In gathering the data children need to think about:

*Collecting the data:*

- Will they design a questionnaire/survey? If so, they may use a word processing and a graphics package to do so eg, *Textease, Star Office, MS Publisher.*

- What questions should they ask in the questionnaire?

*Organising the data:*

- What headings will they use? How will they categorise the data?

- Representation of data – Will they use a bar chart/pie chart?

The children need to enter the data in a spreadsheet such as *Junior ViewPoint* or *Excel* as in Figure 2.

*Remember* that they need to check that the data they have

**InTouch** January 2007 **53**

**TIPS**

## Practical uses for ICT in mathematics

**Figure 1**

**In preparation for my Shape Trail, I have taken the lid off the recycling paper bin and bluetacked it to the door to add a new shape and throw in a bit of a surprise for the children! So, you can create some interesting twists on the trail. It is not about the quality of the image, it's about the content.**

**Figure 2**

**Apples Pears Grapes Oranges Bananas**

Third class 10 2 3 5 10

Fourth class 8 5 8 5 4

Fifth class 5 9 5 7 4

Sixth class 2 6 10 8 4

**InTouch** January 2007 **55**

**TIPS**

gathered is entered correctly. From the above data, the children can represent the data in a number of visual formats. In this case, we have chosen to use a pie chart, figure 3, and are choosing only to present the data on apples.

The use of ICT in data-handling allows children to present the information in a powerful graphical manner but the skills in the collection, analysis and interpretation of the data are central to the whole process. Children in sixth class could present the pie chart in Figure 3 to the children in third class as part of a topic on healthy eating and they could use the information they have gathered to ask some questions like:

- Which class do you think prefers apples the most?
- Why should we eat apples?
- Where do apples grow?

They may even wish to put together a slide show with other images and they could do this using *Photostory, PowerPoint* or *Star Office*.

*Some other ideas for Data Handling*

- Fun votes in class on your favourite football team, TV programme, colours etc.
- Recording children's height.
- Recycling trends – Track the improvement in your Green School performance.
- Recording and graphing daily weather temperatures.

**Other resources of interest for mathematics**

- Simulation software can also be very useful in mathematics eg, *The Logical Journey of the Zoombinis*
- Use software to experiment with shapes eg, paint.
- *Maths Circus* software is good for problem solving.

[www.daisymaths.com](http://www.daisymaths.com)

- Particularly suitable for children who need to improve their basic math skills.
- Thirteen different levels and provides an unlimited supply of varied exercises.
- It can be downloaded free from the internet but requires Java.

[www.wartoft.nu/software/sebran/](http://www.wartoft.nu/software/sebran/)

- *Sebran* is a set of games

particularly relevant to infant classes or for children who are having difficulties. There are a number of different levels to choose from providing activities on addition, subtraction and multiplication.

- It can be downloaded free from the internet.

[www.homeschoolmath.net/worksheets/](http://www.homeschoolmath.net/worksheets/)

- Teacher resource.
- Printable worksheets eg, analog clock .

[www.senteacher.org/main/print.php](http://www.senteacher.org/main/print.php)

- Printable work sheets.
- Creates colourful custom made certificates.

[www.schoolhousetech.com](http://www.schoolhousetech.com)

- *Basic Facts Worksheet Factory* is freely downloadable.

[www.empoweringminds.spd.dcu.ie/](http://www.empoweringminds.spd.dcu.ie/)

- Control technology using the *Lego Mindstorms*

[www.scispy.ie/Index.aspx](http://www.scispy.ie/Index.aspx)

- *Hydraulics* – Access the Teacher’s notes which can be printed and the other resources on this topic.



**Anne White, National**

**Centre for Technology in Education**

**T**he NCTE’s Spring schedule of ICT courses is

now available ([www.ncte.ie/courseschedule](http://www.ncte.ie/courseschedule)).

Courses include:

- The internet: A teaching and learning resource.
- ICT and special needs (various).
- Introduction to digital media.
- Using ICT as a teaching and learning resource.
- Digital video for learning.
- Empowering minds – using programmable bricks.
- Internet and email for learning.
- Website design and development for learning.
- Advanced web authoring for learning.
- Solving basic computer and software problems.
- Computer networking – Basic and clientserver.

For more information log on to

[www.ncte.ie/courseschedule](http://www.ncte.ie/courseschedule) or contact your local ICT advisory service ([www.ncte.ie/advisornetwork](http://www.ncte.ie/advisornetwork)).

## Visual Arts and Science DVDs

The NCTE produced two multimedia DVDs supporting visual arts and science in primary schools in 2004.

Additional copies of these resources have been produced and were distributed to all schools in December 2006.

### **I Am An Artist**

Bringing the visual arts to life.

#### **Contents**

- 29 short videos (6 mins).
- 1 teacher video.
- 22 teachers' notes.
- Glossary.

[www.iamanartist.ie](http://www.iamanartist.ie)

### **Sci-Spy**

Exploring the world of science.

#### **Contents**

- 29 short videos (6 mins).
- 1 teacher video.
- 30 teachers' notes.
- 2 interactive games.
- Glossary.

[www.scispy.ie](http://www.scispy.ie)

**Safer**  
**internet day**

## **NCTE - ICT Professional Development Spring 2007 – ICT Course Schedule**

Figure 3

What can we do to encourage ICT integration?  
Evidence from the Irish school system.

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**Abstract:** While most countries have invested heavily in ICT in education in recent years, the progress in integration of ICT into the teaching of other subjects has often been disappointing. How to encourage integration remains a serious question for policy makers and for teacher-educators. This paper proposes some answers to that question, based on examination of data from the Irish school system. It suggests that integration is associated with teacher participation in higher level courses in ICT and with courses specifically focused on specific integrated uses of ICT. The data reveals a strong association between the use of ICT in the school and the ICT usage of the school principal. Finally, it calls into question the use of pilot projects as the agents of change.

**Acknowledgment:** This research was supported by the National Centre for Technology in Education (NCTE).

In most developed countries the use of Information and Communications Technology (ICT) in education has become a significant part of education policy and has resulted in substantial expenditure. In 1999 OECD countries invested \$16 billion in ICT in education, representing



1-2% of total education spending (OECD 2001, p19). By the same year in the US, expenditure on ICT in education had exceeded that on textbooks (OECD 1999, p49). Although many national ICT strategies aim to encourage the use of ICT in support of teaching and learning of other subjects, the impact of ICT on teaching has often been disappointing. Much of the use of ICT has been in computer skills classes (Becker 2000) and ICT remains an "expanding but marginal activity in schools" (Cuban 1993, p2). In an early IEA study, Pelgrum and Plomp (1993, p239) suggested that part of the reason for the disappointing progress in integration of ICT may lie in simplistic policies. This raises a challenge for researchers to identify the policy interventions that are associated with the use of ICT within other subjects. This paper is an attempt to address that challenge, using evidence from the experience of Irish schools between 1998 and 2000.

## **Background**

In late 1997 the Irish government launched a major initiative to develop ICT in schools. This programme, known as Schools IT 2000, involved public expenditure of £40 million over 3 years with additional funding from private enterprises (DES 1997). The first two years of this programme (1998-2000) saw significant developments in three areas; increased equipment and connectivity in schools, a large scale programme of teacher training and a range of pilot ICT projects known as Schools Integration

Projects (SIPs). The key developments in each of these areas can be summarised as follows: Equipment and connectivity: The Schools IT2000 programme distributed equipment grants to schools and Telecom Eireann had donated one multimedia computer to each school. As a result of these initiatives the pupil:computer ratio in primary schools fell from 37 to 18, and the student:computer ratio in second-level schools fell from 16 to 13. In addition all schools were offered a free dial-up connection to the Internet, including line installation, ISP costs, and one hour per day of call costs.

Teacher training: Under the programme the National Centre for Technology in Education (NCTE) developed basic ICT training courses for teachers, which were delivered throughout the country. The basic skills were delivered through two 20 hour courses called Phase 1 and Phase 2. In addition to these, a series of other short courses were developed by NCTE. Between 1998 and 2000, 70% of the teaching force attended at least one of these short courses. During this period there was a marked increase in the percentage of teachers reported to have “some computer skill”, and the proportion with “some Internet skill” doubled.

TABLE I: ICT COURSES AND TEACHER SKILL

| 2000 data<br>(1998 figures in<br>brackets) | % of teachers who<br>attended some course | % of schools that had<br>training in the school | % of teachers with<br>some computer skill | % of teacher with<br>some Internet skill |
|--|---|---|---|--|
| Primary<br>schools                         | 84  | 22  | 92 (76)                                   | 74 (30)                                  |
| Second-level<br>schools                    | 65  | 67  | 77 (58)                                   | 64 (34)                                  |

Pilot Projects (SIPs): As part of the Schools IT2000 strategy, the NCTE organised a series of pilot projects known as SIP projects. By 2000 these involved 248 schools in 48 projects. In addition many schools were involved in other funded projects, supported by the EU or commercial funders.

## Methodology

Just prior to the start of this programme in Spring of 1998, a survey of ICT in all Irish schools was conducted, providing valuable base line data (Mulkeen 1998). The following year, case studies were made of the changes in the first year of Schools IT 2000 in a small number of schools. Finally, in Spring of 2000 a second national survey of ICT in schools was conducted.

These surveys provide a rare opportunity to explore the impact of ICT policy on schools. The national statistical surveys were conducted before and after a significant change in policy. They surveys included all schools and achieved high response rates. The 1998 survey had a response rate of 97%, and the 2000 survey achieved 86%. In addition, the schools were identified by a unique “roll number” in both surveys, thus allowing the progress of individual schools to be tracked over time.

## Findings

The case study schools revealed a wide variety of ways in which primary schools had responded to ICT. Some schools had developed a computer room where all students were brought by their teacher for scheduled time each week. Others had hired outsiders (non-teachers) to deal with ICT, and pupils were withdrawn from class for ICT skills lessons. Others had computers distributed among the classrooms, but even within these there was considerable variation. In one school all pupils used the computers in turn, doing word processing tasks related to their other schoolwork. In another the use of the computer was entirely devoted to one “drill and practice” package, and entirely outside of school hours, as the principal had decided that there was no space in the curriculum for computer work. The second-level case study schools were more homogenous in that they had all developed a computer room, with scheduled access and specialist ICT teachers. However there was considerable variation in the classes that were scheduled for access to these facilities. In some schools this was available only to senior classes (transition year and upwards), while in others it was only available to junior classes. In one of the best-equipped case study schools all of the computer room time was used for PLC (third level) courses and there was no access at all for students in the school years.

This variety of different arrangements of ICT may be explained by the absence of clear guidelines or regulations about how ICT was to be used, as a result of which the way in which ICT was used was decided locally within each school. In the absence of such guidance, ICT may be seen as a construct. That is, the way that ICT was used was decided, or constructed, within each school, presumably reflecting attitudes and beliefs about ICT in the school. Some of the constructions of ICT focused more on the use of ICT within subject areas than others, thus providing an opportunity to examine the characteristics associated with the greatest subject use of ICT.

To facilitate this analysis a Subject Use Score was developed. This is a measure of the number of subjects in which ICT was used, excluding use in computer studies classes, and weighted by frequency of use in each subject.

TABLE II: CALCULATION OF THE SUBJECT USE SCORE

Subject Use Score = Sum of individual subject scores, coded as follows:

| Response   | Defined in the survey as | Score |
|------------|--------------------------|-------|
| Never      | No access in class time  | 0     |
| Occasional | A few times a year       | 1     |
| Frequent   | Approximately monthly    | 2     |
| Regular    | Weekly or more           | 3     |

Hence a school with weekly use in one subject, and monthly use in two others would have a subject use score of  $3+2+2=7$ .

# Integration and ICT equipment

A central pillar of ICT policy in many countries has been improving the level of ICT equipment. Some have suggested that the presence of equipment may have a catalytic effect, acting as a driver of change in teaching and learning. Such an effect was anticipated in the Schools IT 2000 strategy (DES 1997, p15). There is some existing evidence to support this suggestion. In the US, for example, Becker has found that long term access to technology was associated with teacher use in the classroom (Becker 1999, p15). Other studies have questioned whether high levels of equipment can change educational practice. Scrimshaw, for example has reported that teachers for the most part incorporate ICT by adopting those elements that serve their existing teaching style, rather than entirely changing to match the opportunities the technology may offer (Scrimshaw 1997).

In this study the question of the long term catalytic effect of equipment was examined through tracking the progress of the schools that were best-equipped at the start of the period. The top 10% of schools in terms of student:computer ratio in 1998 were designated “early investors”. These early investors were then identified in the 2000 survey, and their subject use scores compared with those of other schools.

At second-level there was little to suggest that the presence of equipment was having an impact on subject use. By 2000 the “early investor” schools retained their advantage in terms of equipment, and provided significantly greater access to ICT to their students. However they did not have significantly higher subject use scores. Similarly the “early investor” schools did not make greater use of the Internet, either for student research, or for student publication, despite greater connectivity.

TABLE III: SECOND-LEVEL: THE POSITION OF THE “EARLY INVESTORS” BY 2000

| Not early investors<br>N=466                  | Early investors<br>N=51 | Significance of difference, t-test |
|---|-------------------------|------------------------------------|
| Average students per computer 2000.           | 14.0    3.6             | .000                               |
| Average students per networked computer 2000. | 86.1    30.7            | .000                               |
| Average access score 2000                     | 9.6    11.9             | .010                               |
| Average subject use score 2000.               | 8.4    7.5              | NS                                 |

TABLE IV: USE OF THE INTERNET IN 2000 BY THE “EARLY INVESTOR” SCHOOLS, SECOND-LEVEL

| Not early investors<br>N=466                         | Early investors<br>N=51 | Significance of difference, chi square |
|--|-------------------------|--|
| % where students use the Internet for research 2000. | 82.8    92.2            | NS                                     |
| % with a student maintained website 2000             | 15.9    5.9             | NS                                     |
| % with a website carrying student work 2000          | 11.4    7.8             | NS                                     |

At primary level the picture was quite different. The “early investor” primary schools had significantly higher subject use scores in 2000, more of them used the Internet as a resource and more of them had a website carrying pupil work.

TABLE V: PRIMARY SCHOOLS: THE POSITION OF THE EARLY INVESTORS BY 2000

| Not early investors<br>N=1393               | Early investors<br>N=162 | Significance of difference, t-test |
|---|--------------------------|------------------------------------|
| Average pupils per computer 2000.           | 19.2    8.6              | .000                               |
| Average pupils per networked computer 2000. | 106.4    46.0            | .000                               |
| Average access score 2000                   | 18.9    20.4             | .037                               |
| Average subject use score 2000.             | 12.4    13.7             | .013                               |

TABLE VI: USE OF THE INTERNET IN 2000 BY THE EARLY INVESTOR SCHOOLS, PRIMARY

| Not early investors<br>N=1393                      | Early investors<br>N=162 | Significance of difference, chi square. |
|--|--------------------------|---|
| % where pupils use the Internet for research 2000. | 62.4    70.4             | .046                                    |
| % with a pupil maintained website 2000             | 4.2    9.9               | .001                                    |
| % with a website carrying student work 2000        | 9.0    21.0              | .000                                    |

## Teacher ICT skill and training

A second major strand of ICT policy was the provision of basic skills courses for teachers. As noted earlier, these courses were attended by very large numbers of teachers, and were associated with increases in the reported levels of ICT skill among teachers. To examine the relationship between participation in training and the subject use of ICT, schools were classified into groups based on the percentage of teaching staff who attended a course. This analysis provided little evidence that participation in basic ICT skills courses had an impact on subject use. In both primary and second-level schools, the proportion of teachers in a school that had attended the courses was not significantly associated with subject use score. This suggests that the short courses may not have been sufficient to bring teachers to a level of skill where they were confident enough to use ICT in the classroom. This finding is consistent with reports from other studies, where the value of short skill-based courses has been called into question (OECD 2001, p54, Drury 1995 chapter 2, Fullan 1992 p34). Studies from the US have suggested that quite a high level of technical skill is required to encourage classroom use of ICT, and even teachers who are confident enough to use ICT in their lesson preparation do not use it in their teaching (NCES 2000).

## Integration focused training

Some of the NCTE courses were specifically focused on the integration of ICT in the classroom. One course aimed at primary teachers was specifically targeted at the integration of ICT into the primary curriculum. Schools where one or more teachers had attended this course showed significantly higher scores for subject use than other schools.

TABLE VII: PARTICIPATION IN THE NCTE "INTEGRATION OF ICT IN THE PRIMARY CURRICULUM" COURSE AND USE OF ICT.

| Number of teachers having done the NCTE "Integration of ICT" course. | No teachers, n=2401 | One teacher, n=211 | More than one teacher, n=143 | Significance of difference between no teacher and those with more than 1 teacher, t test |
|--|---------------------|--------------------|------------------------------|--|
| Average Subject use score  | 11.9                | 13.7               | 13.6                         | .000   |

At second-level, NCTE offered a specific course focused on the integration of ICT into Mathematics. Schools where more than one teacher attended this course had significantly higher subject use scores than other schools. These findings are consistent with the data from the IEA study, which concluded that the "content of training is apparently an important reference for what is actually taught in the lessons" (Janssen Reinen and Plomp 1993, p133). The data from this survey further suggest that the impact of such specialised courses may be greater when more than one teacher in a school attends the course.

TABLE VIII: PARTICIPATION IN THE NCTE "ICT IN THE TEACHING OF MATHEMATICS" COURSE AND USE OF ICT, SECOND-LEVEL SCHOOLS.

| Number of teachers in the school having done the NCTE "ICT in the teaching of mathematics" course. | No teachers, n=523 | One teacher, n=44 | More than one teacher, n=43 | Significance of difference between no teacher and those with more than 1 teacher, t test |
|--|--------------------|-------------------|-----------------------------|--|
| Average Subject use score  | 7.9                | 7.2               | 11.0                        | .000   |

## Post graduate degrees in ICT in Education

During the period 1998 to 2000 a number of universities offered postgraduate courses at higher diploma or masters degree level in the application of ICT in education. At both primary and second levels, schools where any one teacher had done, or was in

7

the process of doing, one of these courses had significantly higher subject use scores than other schools.

TABLE IX: TEACHERS WITH POSTGRADUATE DEGREES IN ICT IN EDUCATION

| Number of teachers with or doing a Postgraduate Degree in ICT in education. | No teacher | One or more teachers | Significance of difference, t test |
|---|------------|----------------------|------------------------------------|
|---|------------|----------------------|------------------------------------|

|   |         |      |       |
|---|---------|------|-------|
| Primary: N of schools                   | N=2,451 |      | N=304 |
| Primary: Average Subject use score      | 11.95   | 13.4 | .000  |
| Second-level: N of schools              | N=364   |      | N=256 |
| Second-level: Average Subject use score | 7.6     | 8.7  | .011  |

## In-school ICT courses

Although participation in the basic ICT courses was not associated with higher subject use scores, the schools where the courses were run in the school had higher than average scores. This was true for both primary and second-level schools and suggests that running the course in the school was different from participation in courses outside of the school. One explanation of this pattern may lie in the potential for teacher-teacher collaboration in helping each other to learn about ICT and to develop appropriate classroom uses for the technology (Fullan 1992, p36; Shayo et al 2000).

TABLE X: IN-SCHOOLS ICT COURSES

| ICT courses organised in the school     | No   | Yes  | Significance of difference,<br>t test |
|---|------|------|---------------------------------------|
| Primary: Average Subject use score      | 11.8 | 13.1 | .000                                  |
| Second-level: Average Subject use score | 7.3  | 8.4  | .014                                  |

## School level variables, the principal, ICT co-ordinator and ICT plan

### School principals

Earlier studies have pointed to the key role of the principal in the development of ICT in the school (Pelgrum 1993). In the 2000 survey there was no direct measure of principals' ICT skill or interest. Instead, the level of ICT usage of the school principal was measured by a single question, which asked whether the principal used email. Responses were on a 3-point scale where the three categories were labelled "Never", "Occasionally" and "Frequently". At both primary and second levels the schools where the principal used email frequently had significantly higher subject use scores.

8

TABLE XI: ICT USE BY SCHOOL PRINCIPAL.

| School principal uses email | Never | Occasionally | Frequently | Significance of difference between Never<br>and Frequently,<br>t test |
|-----------------------------|-------|--------------|------------|---|
| Primary: N of schools       | N=711 | N=1325.      |            | N=538   |

|   |       |       |      |       |
|---|-------|-------|------|-------|
| Primary: Average Subject use score      | 11.3  | 12.1  | 13.7 | .000  |
| Second-level: N of schools              | N=157 | N=277 |      | N=143 |
| Second-level: Average Subject use score | 7.3   | 8.1   | 9.21 | .005  |

## ICT plans

It is likely that adapting to the potential of ICT in schools will require adjustment in time-tabling, classroom layout, subject boundaries and teacher duties. Managing these changes is widely recognised to require a clear vision of the direction and a holistic view of ICT in the school plan (NCREL 2000). In the 2000 survey most schools had an ICT plan, but as these were a requirement of the funding many of these plans may have been token plans with little real meaning for the school. The survey attempted to distinguish those plans that had done more than satisfy the funding requirement by asking schools to indicate whether the plan was updated regularly.

Over one third of schools, both primary and second-level had ICT plans that were updated regularly. These schools had significantly higher subject use scores than other schools.

TABLE XII: REGULARLY UPDATED SCHOOL ICT PLAN.

| School ICT plan                         | The school ICT plan was updated regularly. | The school ICT plan was not updated regularly. | Significance of difference t test |
|---|--|--|-----------------------------------|
| Primary: N of schools                   |  | N=1024   | N=1731                            |
| Primary: Average Subject use score      | 13.5                                       | 11.3   | .000                              |
| Second-level: N of schools              |  | N=213  | N=407                             |
| Second-level: Average Subject use score | 9.4  | 7.3  | .000                              |

9

## ICT co-ordinators

Some writers have suggested that the ICT co-ordinator plays an important role in the adoption of ICT in the school (Drury 1995, Chapter 7). The majority of schools, 70% of primary and 83% of second-level schools, had a designated co-ordinator in 2000. However the designation of co-ordinator may mean different things in different schools, ranging from an active change agent to a token responsibility. In the 2000 survey a series of questions examined the role of the ICT co-ordinator in the school. The schools indicated the presence of a co-ordinator, whether the co-ordinator was allocated a post of responsibility (attracting additional salary), and whether the co-ordinator was released from some teaching duties to allow time for ICT work. These may be considered as a hierarchy of indicators of the commitment to the ICT co-ordinator in the school.

In primary schools the status of the ICT co-ordinator was significantly associated with the subject use score. Having a co-ordinator, having a designated post for the co-ordinator and



having release time for the co-ordinator were all significantly related to increases in the subject use score.

TABLE XIII: ICT CO-ORDINATOR AND SUBJECT USE SCORE PRIMARY.

| Average Subject use score                      | The school has an ICT co-ordinator<br>N=1922 | The co-ordinator is a designated position of responsibility<br>N=780 | The co-ordinator is released from some teaching duties<br>N=122 |
|--|--|--|---|
| Score in schools where this statement is true. | 12.7   | 12.8   | 13.8  |
| Score in other schools.                        | 10.8   | 11.9   | 12.0  |
| Significance of difference                     | .000   | .000   | .000  |

The same was true in second-level schools. All three steps in the hierarchy of ICT co-ordinator status were associated with higher subject use scores.

TABLE XIV: ICT CO-ORDINATOR AND SUBJECT USE SCORE, SECOND-LEVEL.

| Average Subject use score                      | The school has an ICT co-ordinator<br>N=513 | The co-ordinator is a designated position of responsibility<br>N=286 | The co-ordinator is released from some teaching duties<br>N=103 |
|--|---|--|---|
| Score in schools where this statement is true. | 8.3   | 8.6  | 9.1   |
| Score in other schools.                        | 7.1   | 7.6  | 7.9   |
| Significance of difference                     | .043  | .015   | .039  |

10

## School provision of ICT resources for teacher use

One third of second-level schools provided computers in a staff room for teacher use. These schools reported significantly higher subject use scores than other schools. Provision of computers in staff areas was not used as an indicator in primary schools because of the large number of primary schools without a staff room.

TABLE XV: COMPUTERS IN STAFF ROOM AND ICT USE, SECOND-LEVEL.

| Computers in staff room   | The schools does not provide computers in a staff room<br>N=205 | The school provides computers in a staff room.<br>N=415. | Significance of difference t test |
|---------------------------|---|--|-----------------------------------|
| Average Subject use score | 7.4   | 8.4  | .018                              |

## Location of computers in the school

Nearly half of the primary schools reported having a computer in each classroom. The presence of classroom computers was also positively related to the subject use scores. By contrast the presence of a computer room in primary schools was not significantly related to subject use scores.

TABLE XVI: PROPORTION OF CLASSROOMS WITH COMPUTERS AND ICT USE, PRIMARY.

| Quartiles of proportion of classrooms with computers | Q1    | Q2     | Q3+4    | Significance of difference between 1 and 3, t test |
|--|-------|--------|---------|--|
|  | 0-66% | 67-99% | 100%    |  |
|  | N=567 | N=319  | N=1,370 |  |
| Average Subject use score                            | 11.9  | 12.0   | 12.6    | .017   |

In the second-level schools only a small proportion of classrooms had computers. Those schools where more of the classrooms had computers had higher subject use scores. However the number of computers in computer rooms was not significantly related to subject use. Thus for both primary and second-level schools, the presence of computers in the classroom was positively associated with the subject use scores. The presence of a computer room was not associated with access of subject use scores at either level.

11

TABLE XVII: PROPORTION OF CLASSROOMS WITH COMPUTERS, SECOND-LEVEL.

| Quartiles of proportion of classrooms with computers | Quartile 1 | Quartile 2 | Quartile 3 | Quartile 4 | Significance of difference between Quartile 1 and Quartile 4, t test |
|--|------------|------------|------------|------------|--|
|  | 0-7%       | 8-12%      | 13-18%     | 19%+       |  |
| Average Subject use score                            | 7.2        | 8.8        | 8.6        | 8.8        | .020   |

## Pilot projects

In many countries the strategy for diffusion of ICT into schools has included the use of pilot projects. Such approaches are argued to have many advantages, including sharing of control (Rogers 1983, p333-5) and allowing new ideas to develop at school level (Fullan 1992, p47). In Ireland a scheme of pilot projects comprising the Schools Integration Project (SIP) aimed to develop good practice in ICT use in schools:

The Schools Integration Project (SIP) is one the major initiatives of Schools IT 2000. Its intention is to foster whole school development in relation to information and communication technology (ICT) integration. In order to achieve this, pilot projects will be established in a number of 'lead' schools working in partnership with the education centres, the community, industry, businesses, and appropriate third level institutions. The outcomes of these pilot projects will help to determine models of best practice for the use of ICTs across the Irish education system (NCTE website 1998, [www.ncte.ie/sip](http://www.ncte.ie/sip)).

Even before the start of IT2000, some schools were engaged in ICT projects supported from various public and private sources. If the SIPs and other ICT projects were successful in their aim of integrating ICT into teaching, then it might be expected that the participating schools would have higher subject scores.

At both primary and second levels, schools engaged in pilot projects had significantly higher subject use scores than schools not engaged in a project. However, schools that were involved in non-ICT projects also had higher than average subject use scores, and in the case of primary schools, had higher scores than schools involved in SIP projects.

This pattern may be explained by reference to Fullan's suggestion that a key determinant of change is in the dynamics of the school (Fullan 1993, p63) and Rosenholtz' (1989) classification of 'stuck' and 'moving' schools. It is possible to imagine that some schools would have the capability to adapt to change quickly regardless of the focus of the change. If this were the case, it might be envisaged that schools which had successfully undertaken any major innovative project in recent years would display a similar capacity to adopt ICT, and would have higher ICT usage than schools not involved in any innovation. By contrast, it is probable that the 'stuck' schools are unlikely to become involved in a project or to adopt ICT in more than a superficial way.

12

The survey data calls into question the notion of pilot projects as the drivers of change, and raises the alternative possibility that pilot projects are undertaken by innovative or "moving" schools, which were likely to adopt ICT successfully in any case.

TABLE XVIII: PARTICIPATION IN PROJECTS.

| Figures with an * are significantly different from those of schools involved in no project. | The school is not involved in any project | The school is involved in an innovative project, not related to ICT | The school is involved in an ICT project, but not a SIP. | The school is involved in a SIP project. |
|---|---|---|--|--|
| Primary Schools Average Subject use score   | 11.8                                      | 14.1*   | 14.8*  | 13.6*                                    |
| Second-level schools. Average Subject use score   | 7.5                                       | 8.5   | 8.7  | 9.8*                                     |

## Longitudinal analysis: Participation in Projects

The existence of data from both 1998 and 2000 allowed a longitudinal analysis of the impact of project participation. However, because the data was collected in a different way in 1998, this comparison is based only on subject counts, that is the number of subjects in which ICT was used, irrespective of the frequency of use of ICT in that subject. Analysis based on this more limited indicator demonstrates a number of interesting patterns.

Firstly the schools that became involved in SIP or other ICT projects between 1998 and 2000 (termed "late schools") had higher subject counts than average before the projects began. This suggests that the higher subject use of ICT in schools involved in pilot projects may be partly a result of the pattern of selection of schools into the projects.

Secondly there was little evidence that the growth in the number of subject where ICT was used was faster in schools involved in projects. During the period in question the greatest increase in subject count in primary schools was in the those schools not involved in any project. In second-level schools the “Late” schools increased their subject count by more than the schools not involved in any project, but only marginally so.

Thirdly, there was little evidence that participation in projects resulted in continued growth in the number of subjects where ICT was used. For both primary and second-level schools, the “Early schools”, those involved in projects before the start of the period, showed smaller increases in subject count than either “Late” school or schools that were not involved in a project.

13

Fourthly, the data did not suggest that the increases in subject use of ICT were sustained after the end of projects. The schools that ceased to be involved in a project during the period, named the “Drop” schools, showed the smallest increases in subject count, and in the case of the second-level schools were overtaken by the schools not involved in any project.

TABLE XIX: LONGITUDINAL ANALYSIS OF PARTICIPATION IN PROJECTS.

| Primary: Subject Count 1998                       | Primary: Subject Count 2000 | Second-level: Subject Count 1998 | Second-level: Subject Count 2000 |     |
|---|-----------------------------|----------------------------------|----------------------------------|-----|
| None  | 2.1                         | 4.1                              | 1.5                              | 2.3 |
| Early: In an ICT project in both 1998 and 2000.   | 4.3                         | 4.8                              | 2.6                              | 3.4 |
| Late: In an ICT project in 2000, but not in 1998. | 3.0                         | 4.5                              | 2.0                              | 3.0 |
| Drop: In an ICT project in 1998, but not in 2000. | 3.9                         | 4.4                              | 2.0                              | 2.0 |

## Conclusions: Lessons for Policy

This has revealed a series of interesting associations between subject use of ICT and other factors in the school. The scale of the research and the high response rates give some confidence that these associations are valid. Some of the patterns were further supported by the consistency between primary and second-level schools. However the findings deserve to be treated with some care, as there is a risk of confusion of cause and effect. Many of the associations could be interpreted in a variety of ways. For example, participation in training might be a cause of subject use of ICT, or be a result of it. Despite this caution, the study provides some indications for policymakers.

Firstly, it suggests that the presence of ICT equipment is not enough to ensure its use within subject areas. For both primary and second-levels, the level of equipment was not associated with the level of subject use in 2000. In primary schools there was an association between long term high levels of equipment (as indicated by the 1998 early investors) and high subject use, but this was not the case for second-level schools.

Secondly, the data suggests that the short basic skills courses were not successful in causing greater use of ICT within subject areas, although they seem to have raised the levels of teacher ICT skills. This may have occurred because the courses were at too basic a level to provide sufficient ICT skill to stimulate subject use, or because the courses did not provide sufficient vision of the educational relevance of ICT. Both of these suggestions could be supported by the finding that postgraduate courses, and courses specifically focused on integration, were associated with higher subject use scores.

Thirdly the study found that schools engaged in ICT projects, at both primary and second levels, had higher subject use scores than average. However there was some

14

evidence indicating that this increase may not have been attributable to participation in projects, but rather may have been a result of the selection of schools into projects. There were also indications that the gains made during projects may not have been sustained after the end of the projects, especially in second-level schools.

Analysis of these three central pillars of ICT policy has suggested that, despite their impact, none are clearly and reliably linked with greater use of ICT within subject areas. This finding is consistent with the view that meaningful adoption of ICT in a school is more likely to be determined by factors related to the individual school and is most likely to take place in the context of an encouraging and collaborative environment within the school. A series of school related factors were significantly associated with higher ICT use scores in both primary and second-level schools these included:

- The school principal's use of email
- The presence of a frequently updated ICT plan
- The presence and status of an ICT co-ordinator
- The holding of ICT training in the school

These patterns offer some clear suggestions for policy makers anxious to encourage further use of ICT within subject areas. The first is that an emphasis on courses that build a vision for the use of ICT is more likely to bear fruit than a focus on short and purely technical courses. While this may appear self-evident, there has been in some cases an assumption that teachers as professionals will automatically know how to apply technology once they are taught how to operate it. While this may be true for some innovative teachers, this study suggests that courses with a pedagogical focus are more strongly associated with later use of ICT in subject teaching.

The second implication for policymakers is that the process of integration of ICT may depend on factors related to the thinking and beliefs within each individual school. This suggests that interventions aimed at developing school thinking with relation to ICT may be of value. In particular, policies focused on the thinking of school principals, and the process of collaborative planning for ICT within the school are likely to prove important.

Finally, the findings suggest that the integration of ICT into subject teaching is less problematic in primary schools. In this study primary schools had less equipment, yet made more use of ICT within subject teaching, had higher levels of teacher skill, and retained more of their subject use when after participation in projects. While a detailed exploration of these differences is beyond the scope of this paper, the patterns support Cuban's (1986, p49)

suggestion that the characteristics of second-level schools, such as separation of subjects, rigid timetables and a focus on examinations, make the integration of ICT more difficult.

## WEL\_COME

- Write the missing letters
- P\_wer
- App\_e
- Gr\_p\_s
- Ba\_a\_a
- Or\_nge

## Antyakshari

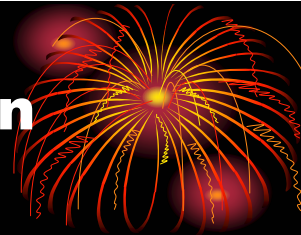
- Apple
- Eat
- Time
- Energy
- Young
- Green
- Nine

## From Jumbled words to correct ones

- ◆ Neergy-Energy
- ◆ deatuion \_ Education
- ◆ Pree\_ Peer
- ◆ Rifndes- Friends
- ◆ Oundr-Round
- ◆ Mersum\_Summer

## By giving Dictation

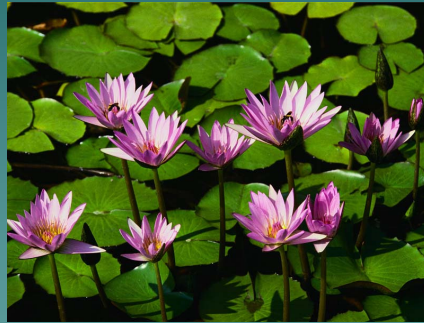
- **Simultaneous**
- **Rhythmic**
- **Sound**
- **Calm**
- **Calf**
- **Cloud**
- **Surrounding**





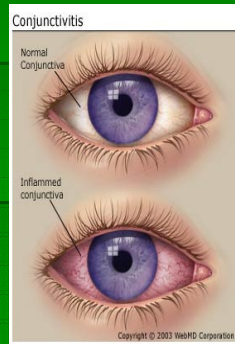
## Framing words from the given picture

- ◆ They will identify the
- ◆ Flower
- ◆ Leaves
- ◆ Water



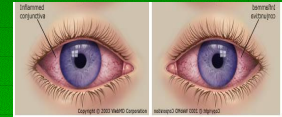
**Wel-come**

To the world of eyes



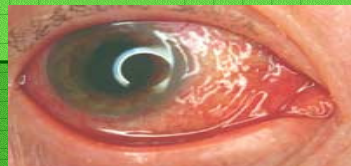
## PINK EYE(MADRAS EYE)

- Project Prepared by
- REKHA C NAIK



## IMPORTANCE

- At present many people are suffering from pink eye. As it is a current issue this topic was chosen for our project



## OBJECTIVES OF THE PROJECT

- 1) Creating awareness among community people
- 2) Prepare the people to take the precautionary & Preventive measures incase if affected with pink e



## Our Role

- Here we played the role of health worker



## OBSERVATIONS DURING THE SURVEY

- While conducting public survey we noticed that people did not take any precaution to prevent spreading of the disease.

## Interviewing the Doctor

Name of the Doctor: Dr// G G hegde.

Place: kumta

Time: 9.30 a.m

Date: 24-9-08

Day: Wednesday.



## Interview Findings



- We met Doctor G G hegde & with His help We collected information about pink eye
- Pink eye--Pink Eye is the inflammation of the conjunctiva membrane. The conjunctiva membrane is the thin, clear membrane over the white part of the eye and lining of the eyelids.
- Pink eye is also called conjunctivitis

## CAUSES FOR PINK EYE

- **What Causes Pink Eye?**
- There are many causes of pink eye. It may be triggered by a virus, bacteria, an allergic reaction, or a foreign body on the eye, typically a contact lens. Bacterial and viral systemic infections may also cause pink eye.

## SYMPTOMS OF PINK EYE

- **Symptoms of Pink Eye?**
- There are many symptoms. The most common symptoms are:
  - a pink or red eye
  - itchy eye
  - painful eye

## TYPES OF PINK EYE

- **Types of Pink Eye**
- There are several different types of pink eye:
- **Viral pink eye**
  - Viral pink eye usually affects only one eye
- **Bacterial pink eye**
  - Bacterial affects both eyes and causes a heavy discharge.
- **Allergic pink eye**
  - sometimes itching and redness in the nose occurs.
- **Giant papillary pink eye**
- **Giant papillary pink eye usually affects both eyes and causes contact lens intolerance**

## Treatment



- **Treatment and prevention of PINK EYE / CONJUNCTIVITIS-** Treatment depends on what is causing the pink eye / conjunctivitis and must be determined by a doctor.
- 1) To prevent spreading the infection to the good eye or to others, the infected eye should not be touched with the hands.
- 2) It is important to wash hands thoroughly and frequently to prevent spreading.
- 3) Make-up and handkerchiefs should not be shared with an infected person.
- 4) Contact lenses and eye make-up should not be worn until the problem has been resolved.
- 5) Clothes, towels, pillow cases and anything else which may have come in contact with an infected person should be washed.

## Public Survey

Place:kumta

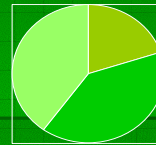
Time: -9.30 a.m to 5.pm

Date: 26-9-08 to 29-9-08

We prepared a Questionnaire about the madras eye &collected public opinion of 50 members of kumta.



## Survey findings



- Of the 50 members 20 people did not have any knowledge of the madras eye.
- 10 people know that the disease is contagious
- 20 members had moderate knowledge.
- 40 people self medicated.
- 10 people consulted doctor for the disease.

## Suggestions

- Government has to take responsibility of creating awareness among the people
- Medical camps can be conducted to help the people who are unaware of the disease.
- Self medication is notadvisable
- Whenever infected must consult doctor as there are many types of pink eye

## Implementation of plans

- Organising Health camps
- Distribution of Pamphlets
- By playing dramas

## Bibliography

- [http://www.rxinsider.com/monographs/pink\\_eye.htm](http://www.rxinsider.com/monographs/pink_eye.htm)
- <http://www.mamashealth.com/eye/pink.asp>
- [http://www.emedicinehealth.com/pinkeye/page3\\_em.htm](http://www.emedicinehealth.com/pinkeye/page3_em.htm)

## Thanks to

- Dr//VD Bhat
- Kumaraswamy
- Doctor G G hegde canara health care centre
- Public of kumta