***Unit..1***

1.1..defination of Communication,components,necessary.

Communication is the process by which information is exchanged between individuals. It requires a shared understanding of symbol systems, such as language and mathematics.

**Description**

Communication is much more than words going from one person's mouth to another's ear. In addition to the words, messages are transferred by the tone and quality of voice, eye contact, physical closeness, visual cues, and overall body language.

Experts in child development agree that all babies develop skills for spoken and written language according to a specific developmental schedule, regardless of which language the child is exposed to. Although the milestones follow one another in roughly the same sequence, there is significant variability from child to child on when the first word is spoken and the first sentence is composed.

Language employs symbols—words, gestures, or spoken sounds—to represent objects and ideas. Communication of language begins with spoken sounds combined with gestures, relying on two different types of skills. Children first learn to receive communications by listening to and understanding what they hear (supported by accompanying gestures); next, they experiment with expressing themselves through speaking and gesturing. Speech begins as repetitive syllables, followed by words, phrases, and sentences. Later, children learn to read and write. Many children begin speaking significantly earlier or later than the milestone dates. Parents should avoid attaching too much significance to deviations from the average. When a child's deviation from the average milestones of development causes the parents concern, a pediatrician or other professional may be contacted for advice.

Part of communication

We know that **communication is a process of transmitting and receiving messages (verbal and non-verbal)**. Communication is a dialogue not a monologue. So, a communication is said to be effective only if it brings the desired response from the receiver.

Communication consists of six components or elements.

## Components of Communication

1. Context
2. Sender/Encoder
3. Message
4. Medium
5. Receiver/Decoder
6. Feedback

## Context

Every message (Oral or written), begins with context. **Context is a very broad field that consists different aspects**. One aspect is country, culture and organization. Every organization, culture and country communicate information in their own way.

Another aspect of context is external stimulus. The sources of external stimulus includes; meeting, letter, memo, telephone call, fax, note, email and even a casual conversation. This external stimuli motivates you to respond and this response may be oral or written.

Internal stimuli is another aspect of communication. Internal Stimuli includes; You opinion, attitude, likes, dis-likes, emotions, experience, education and confidence. These all have multifaceted influence on the way you communicate you ideas.

A sender can communicate his ideas effectively by considering all aspects of context mentioned above.

## Sender/Encoder

**Encoder is the person who sends message**. In oral communication the encoder is speaker, and in written communication writer is the encoder. An encoder uses combination of symbols, words, graphs and pictures understandable by the receiver, to best convey his message in order to achieve his desired response.

## Message

**Message is the information that is exchanged between sender and receiver**. The first task is to decide what you want to communicate and what would be the content of your message; what are the main points of your message and what other information to include. The central idea of the message must be clear. While writing the message, encoder should keep in mind all aspects of context and the receiver (How he will interpret the message).  
Messages can be intentional and unintentional.

## Medium

**Medium is the channel through which encoder will communicate his message**. How the message gets there. Your medium to send a message, may be print, electronic, or sound. Medium may be a person as postman. The choice of medium totally depends on the nature of you message and contextual factors discussed above. Choice of medium is also influence by the relationship between the sender and receiver.

The oral medium, to convey your message, is effective when your message is urgent, personal or when immediate feedback is desired. While, when your message is ling, technical and needs to be documented, then written medium should be preferred that is formal in nature. These guidelines may change while communicating internationally where complex situations are dealt orally and communicated in writing later on.

## Receiver/Decoder

The person to whom the message is being sent is called ‘receiver’/’decoder’. Receiver may be a listener or a reader depending on the choice of medium by sender to transmit the message. **Receiver is also influenced by the context, internal and external stimuli**.

**Receiver is the person who interprets the message**, so higher the chances are of mis-communication because of receivers perception, opinion, attitude and personality. There will be minor deviation in transmitting the exact idea only if your receiver is educated and have communication skills.

## Feedback

Response or reaction of the receiver, to a message, is called ‘feedback’. Feedback may be written or oral message, an action or simply, silence may also be a feedback to a message.

**Feedback is the most important component of communication in business**. Communication is said to be effective only when it receives some feedback. Feedback, actually, completes the loop of communication.

**Necessary of communication.**

1.The communication is need for informations input and output. Between distribution.

2.The communication need for make relation thick between two way.

3.The communication need for give to self opinion and vote.

4.The communication need for avoid controversialist circumstances

5.The communication need for relation tohold on co-student.

6.He rely self thought, information, instruction , gases, to other person so need communication

7.He is filling and sensing to other person so need communication.

8.He know self like dislike and attitude so need communication.

9.He give to guidance and inspiration so need communication.

10.He understanding meaning of other persons gestures, sign, and graphic so need communication.

11.He know the person physically and spycology review by communication.

So communication is produce of thought input and output .and help us understanding manners.

**1.2.Teacher and student between communication.**

The way you communicate with your students, and facilitate their communication with you is likely to be the largest factor in determining whether or not students are able to achieve the intended learning outcomes (ILOs) of your unit. Having a clear plan for communication between teachers and students in your unit, and sharing it with students at the start of semester, is likely to reduce administrative workloads during semester, and can lead to better learning outcomes for students.

Units whose high impact learning experiences occur on campus provide opportunities for communication with students during classes, however any essential information must also be provided for students in the unit's MyLO site. There are a number of University rules and policies which stipulate written communication of certain information to students in the first week of study in a unit, and this has traditionally been done through a unit outline document. Therefore, there are two tools which every unit at UTAS must use to communicate with their students: [MyLO](http://www.teaching-learning.utas.edu.au/communication/facilitating-communication-between-teachers-and-students/Communicating-through-MyLO) and the [Unit Outline](http://www.teaching-learning.utas.edu.au/communication/facilitating-communication-between-teachers-and-students/unit-outline).

**1.3.Teacher and principal between communication**.

-The communication is master key of successful aim.

-The organization is successful depends of their members between really understanding.

-The really understanding is depends of quality of communication.

-The school program is successful in importance of communication.

-The Principal’s work is successful depends of communication.

The good communication is main stones of management in school.

\_every works is depends of communication.

-The communication make positive work of principal.

-The principal and teacher are does some work for arrange, group, paining, control, act work.,

--every work of successful because of communication.

-The principal give some information about school for teacher by communication.

-The communication is more importance is arrangement in school programs.

-The communication is in depends between principal and teacher so every school programs is very successfully.

-The communication’s activity is make good relation between principal and teacher. And their aim is help in school management .

-The communication is increased relation of between principal and teacher.

- The principal and teacher need is communication.

**1.4.Teacher and officers between communication**

-The education and the school is society.

- there are many work of man in society. So between their communication.

Exa.

1.Teacher has communication for teaching staff.

2.Teacher has communication for student.

3.Teacher has communication for principal

4.Teacher has communication for officers.

5.Teacher has communication for non teaching staff.

All the work is depends on communication.

-Teacher and officers between are two parson in-put and output information for the communication

**-Character**.

1.This communication has between two parsons.

2.there are two parsons rely their idea ,communication,behaviours, act take care.

3.There are input-output for their thought between teacher and officers according is communication.

4.The communication are writing and wording between teacher and officers are possible.

5.There debat between Teacher and officers. So his relation make thick because of communication.

**1.5.Teacher and guardian/parents between communication.**

Two-way communication occurs when teachers and parents dialogue together.

Effective dialogue “develops out of a growing trust, a mutuality of

concern, and an appreciation of contrasting perspectives” (Lawrence-Lightfoot,

2004). A teacher may contact parents to celebrate a child’s successful school experience.

However, more frequently, the contact is to share a concern about

the child, which can be a source of significant tension for both teachers and

parents alike. Teachers should strive to make these interactions as productive

as possible.

One popular communication strategy is a phone call home. As the teacher

of a multi-age class, Gustafson (1998) called the parents of each child in her

class monthly to discuss concerns or to answer questions. She noted that these

contacts provided her with valuable information about the lives of her students,

including extracurricular activities, bullying experiences, and a death in

the family. Gustafson concluded that the solid academic performance of her

students came, at least in part, from positive communication with parents by

phone. Love (1996) advocates the use of “good news calls” to recognize the

child for progress or a job well done as a way of promoting positive relations

with parents. By keeping calls brief and leaving messages as needed, Ramirez

(2002) developed an efficient way, during school hours, to contact all of his

160 high school students’ parents. He notes that these initial positive phone

calls set the stage for more collaborative interactions later if needed, because

parents were already an “ally.”

Another traditional occasion for dialogue is the parent-teacher conference.

Effective parent-teacher conferences are an opportunity to create a successful

partnership, but they may be anxiety provoking for both teachers and parents

alike (Minke & Anderson, 2003). Indeed, Metcalf (2001) suggests that

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“instead of viewing the conference as a reporting session for what is not working

in school, teachers can construct an opportunity to discuss what is working

with the student” (p. 18). Metcalf advocates a solution-focused approach based

on past student successes in order to alleviate blame and move forward with an

individualized intervention plan. Indeed, putting the child at the center of the

parent-teacher conversation will allow for a focused discussion on the “whole

child,” including both strengths and weaknesses (Lawrence-Lightfoot, 2004).

To be effective, parent-teacher conferences require thoughtful and welldeveloped

planning. Price and Marsh (1985) developed a series of practical

suggestions to address all aspects of the still traditional parent-teacher conference.

In planning for the conference, Price and Marsh encourage teachers to

select an appropriate meeting time and location, advise participants in advance,

review the student file in advance, develop a clear purpose for the meeting, and

identify information to be discussed including positive aspects of the child’s

performance. Teachers are advised to begin the conference with a friendly

comment and brief, informal conversation and then to explain the student’s

progress in a straightforward way, carefully listening to parent input and ensuring

time to summarize the discussion and plan recommendations. Establishing

a specific time frame at the outset of the conference, followed by close adherence

to the agenda, allows for more comfortable termination of the meeting.

Lastly, teachers are encouraged to follow-up the meeting by preparing a written

conference summary in line with school board policies. Additional follow-up

activities might involve making appropriate referrals, discussions with relevant

teachers, or planning specific instructions or strategies.

Effective parent-teacher conferences also require important interpersonal

skills on the part of the teacher (Evans, 2004; Perl,1995; Studer,1994). Communicating

a genuine caring for people, building rapport, conveying interest

and empathy, reflecting affect, and using clarifying statements to ensure an

accurate understanding of parental views are all highlighted. Use of everyday

language and a non-threatening tone encourages conversation. Appropriate

open- and closed-ended questions also help gather information and seek parental

input. Use of the S-O-L-E-R technique (Square posture, Open position,

Lean toward the other, Eye contact, and Relaxed position; Egan, 1990) can

help teachers ensure good listening skills. Perhaps most importantly, Lindle

(1989) reports that surveyed parents wanted to be treated with respect and

as equals when communicating with educators. Parents are not looking for a

cold, professional approach from school staff. Rather, teachers who develop

a “personal touch” in their communication style achieve enhanced school relationships.

Similarly, teachers need to convey a value for the “authority and

wisdom” of parents (Lawrence-Lightfoot, 2004).

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Parent-teacher conferences can also be a “prime situation for cross-cultural

miscommunication” to occur (Quiroz, Greenfeld & Altchech, 1999, p. 68).

Child-led conferences with Latino immigrant parents, for example, appeared

to be culturally incompatible and ineffective. Rather, a group conference model

was far better attended and more positively received by the participants.

us, teachers need to consider whether the traditional conference approach

will meet the communication needs of the parent community served.

Communication 

Unit.2.educational communication’s use

2.1.attendence report.

Any canidete is seleted in the interview and after candete give appointed letter. the canidete attend in organization and he give to letter in organization so.called attendance report.

Exa.

Pate kandrap.j

Ram nivash, Radhekrishna society,

Near hanuman Temple.

Rajkot-360002

Date.25/05/2016

Respted sir

Shri Nutan vidhyalay

Surat.

Subject :- Attendence report

I receved your appointment letter. I Read The rule and regulation.so I accepted appointment letter.This no.st/12/2016.date is 20/05/2016.i request you.i join in your organization. Please sir attend me on this time. So I give to my attendance report. And I join my duty.

Your faithful

===================================================================

**2.live Report**

Any candidates any risen he did not attend in his organization and some day previous he give to report his head.it called live report

Exa.

Pate kandrap.j

Ram nivash, Radhekrishna society,

Near hanuman Temple.

Rajkot-360002

Date.25/05/2016

Respted sir

Shri Nutan vidhyalay

Surat.

Subject :- live report

Dear sir

I am go to my Friend marriage on date 20/05/2016 from date 22/05/2016 still

.so give me three day live. Please sir give me permission for live.

Mr.kandrap j.patel your three days live is granted.

Managine trusty.

===================================================================

3.**office letter.**

The government office give to some instruction for the school.the office give a letter to school is called office letter.this office letter has no.and date with out word numer and othorize stamp with sign. And address.

Exa.

St/sc/1245/2016

Officer shri

District officer office

6/1,bahumalibhavan

Rajkot.360005

Recepted sir

Masum vidhyalay

Rajkot

The Gujarat government decleded three day holidays for janmashtmi .

So. You obey to this letter and holidays for your school.

Thank you

Kamani j.m.

Destrict officers.

===================================================================

**4.teacher recurrent**

The candidate search to service in the news paper. so candidate apply to job.

He write a letter in their information.with document .so called teacher application for recurrent.

Exa. Sanjanaben r. ramoliya

13/A,Alka society,

Mavdi main road

Rajkot-360002

To,

The Principa

Kanya vidhyalay

Dhebar road,Rajkot.

Sub:- An application for the post of science teacher,

Respected sir,

With reference to your advertisement dated 27/12/2015 in divyabhaskar.i would like to apply for the above mentioned post

My personal details and testimonials are attached with the application.

Hoping for your Favourable reply.

Yours faithfully.

Sanjanaben r.ramoliya

My education qualification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | degree | pass | year | Uni. |  |
| 1 | H.sc | 60% | 2009 | Gseb |  |
| 2 | B.sc | 70% | 2012 | Sau.uni |  |
| 3 | B.ed | 80% | 2013 | Sau.uni |  |
| 4 | M.sc | 65% | 2015 | Bhav.uni |  |

Computer Knowledge :-

I passed ccc with 65% in BAOU uni.

**Personal details**

Date of birth 29/01/1990

Sex: Female

Nationality: Indian

Marital status : single

Languages Known: Gujarati,Hindi, English

**References:**

**Pro.j.p.patel**

**Satyaprakash college Rajkot.**

**===================================================================**

**5.resignation letter**

Any Teacher did not like this organization.and his head behavior.so teacher did not like this service .so he give write in letter .with mention this details. So called resignation letter .

Exa.

Sanjanaben r. ramoliya

13/A,Alka society,

Mavdi main road

Rajkot-360002

To,

The Principa

Kanya vidhyalay

Dhebar road,

Rajkot

Sub:- resignation letter,

Respected sir,

I get service in my native for gopalgam. I like to the school and staff.but

I live my jobs after office hours,plase sir accept my resignation letter and live

My duty.

Thank you.

Yours faithfully

Sanjanaben.

===================================================================

**6.bonafite certificate**

This letter has student Birth date, birth place,G.R.number,cast,sub cast, mention this letter.it called bonafite certificate.

**Exa.**

This student is Patel Ramkumar Maganbhai is studing in class 9.he is hindu leva patel. His birth date is 12/06/1998 and his G.R.numer is 456. His birth place is Rajkot.He/She bears a good moral character..

Principal

Shrada vidhysankul.

Rajkot.

2.2 school programmed according communication .

-The high light of school program

-Investion Card

-Report writing .

2.2.1.The high light of school program

There is programs high light in this letter is called to school programs high light.

There is start to and programs main point. with time.

Annual function High light.

Date.22/03/2015 Time.3 to 6

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Particular | Part | Time |
| 1 | Prayer | All staff | 3.05 |
| 2 | opening | Guest/trusti | 3.15 |
| 3 | Welcome to guest | All staff | 3.30 |
| 4 | Guest speech | p.s.ramani | 3.50 |
| 5 | Annual reporting | Kajal patel | 4.10 |
| 6 | National song | B.ed girls | 4.15 |
| 7 | Ras garba | P.T.C | 4.25 |
| 8 | Play for Tree | Std.12 | 4.35 |
| 9 | Flock dance | B.ed | 4.50 |
| 10 | Certificate distribute | B.ed,P.T.C | 5.10 |
| 11 | Trust speech | Maganbhai | 5.30 |
| 12 | Thank sarymany | R.d.Patel | 5.50 |
| 13 | National song | All staff | 6.00 |

**Invitation card**

**Shri……………………………………………………………………………………………………………**

**This is our school arrange annual function in hemugadhvi hall.**

**Please so wel-come In this occasion and student zealous. Please wel-come on the time.**

**Opener (chief gust)is j.m. maheta sir**

**Time is 10 .00 to 4.00**

**Invistioner .**

**Kamalni Ketan vidhyalay.Rajkot**

**Ramjibhai R. Patel. And staff.**

Annual Report 2013-14

Good evening to one and all,

          Esteemed guest of the day , Rev.  Dr. Davis Thekkekara, Managing Editor,         ‘ Catholica Sabha’, Beloved  Sr. Ritty CMC, Provincial Councillor, NirmalaProvince Thrissur, Sri. C.C Sreekumar, District Panchayath President, Sri. Anil Pulikkal, Nattika Panchayath President, Smt. Manjula Arunan, District Panchayath member,  Rev. Fr. Jose Edakallathur, Vicar St. Sebastian Church, Valapad, Sr. Siddhi, Manager   of Carmel Central School, Mr. A.A Antony, PTA President,  Special invitees, Anjali V.D and Tina Blessy, Master Sachinmayan, Headboy of School, Sisters, Parents, well wishers, teaching and non teaching staff and dear children.

          Today Carmel is celebrating its 19th Annual Day and I take great pleasure welcoming all of you on this special occasion of our Annual Day.  I’m privileged to undertake the pleasant duty of presenting the report of all the activities undertaken during the academic session 2013-14

**Academic Excellence**

‘Success is dependent on effort and success is the sum of small efforts.”

          Yet another academic year of success and achievement unfolded with an    honour conferred on AISSE students who are the 9th successive batch with 100%   pass percentage & AISSCE students, the 7th batch in the CBSE Board Examination.

The AISSE Toppers are:

Adithya Krishna, Arun Paul, Dheeraj K.D, Merin Devis, Jumana C.H, Divya Sudeesh,Nandini T.K, and Nelsa  Rose

The toppers in AISSCE are

1.    Reeba Victor in English

2.    Aysha Sulaiman in Physics, Chemistry, and Maths

3.    Asna in  Malayalam

4.    Anjana Manikandan in Malayalam

5.    Snigdha in Biology

6.    Navya V.B in Biology  and

7.    Naufila in Computer Science

The School topper of AISSCE is Aysha Sulaiman.

**Award Day**

The toppers were honoured by Smt. Chandan Chowdary IPS, the guest of honour  on the Award day function.  She also shared her views with respect to how a dream becomes a goal when action is taken towards its achievement.

**Teachers**

The success is also the combined effort of the teachers whose supreme art is to awaken joy in creative expression and knowledge.

We are fortunate to have a cadre of nearly 60 teachers, well trained, well experienced, dedicated and capable of fulfilling the demands of the growing modern generation of students.  Apart from the various core subject teachers,  we have an enthusiastic team of co-curricular activity teachers for Physical Education, Music,Dance, Yoga Karate, Arts & Crafts.  This helps in exploring and nurturing the innate talents and skills of our promising students,

          We also have 20 supporting staff which includes clerical staff, LGS,  security personnel, bus drivers and bus assistants.

**Staff Enrichment program**

Teachers are also learners”

Staying updated is the key to success in any field, especially in the field of education.  Our teachers constantly strive to stay updated, by attending workshops and various training programmes.  Few of them are as follows.

\*  A two day workshop for senior secondary teachers in IES school Chittappily.

\*  CCE Training  programme  at coimbatore.

\*  Open test training  in Paremekavu Vidhya Mandir Pookunnam

\*  CCE orientation program, in St. Joseph school Andapuram and in   Good      
     Sheperd School Mullassery.

\*   ASL training programme, in   Devamatha CMI School Paturaikkal.

\*  Subject wise training programme, in  Devamatha CMI School Paturaikkal.   
\* PET training programme, in Paremekavu Vidhya Mandir Pookunnam.  
\* And the KG  teachers Training Programme, at  Paremekavu   
      Vidhya Mandir Pookunnam.

**Parents Teachers Association (PTA)**

‘Every child’s  one voice’  Our PTA members are closely and actively involved in all the activities of the school.  In the General Body Meeting, the new executive members were elected with Mr. A.A Antony  as the PTA  President.

          Sri. Joy V.S, councellor & Psychologist who was the chief guest for the day enlightened us on how our love ,care and a small touch, play a vital role in our children’s  lives.

          Teachers were    enlightened by Sr. Grace Thomas CMC who made them aware of the various psychological aspects of our children going through, in this modern era.

          The school program kicked off with the observance of Environmental Day    with charts & posters made by children to commemorate the occasion.

**READING WEEK**

‘Reading is dreaming with open eyes.’

          To instill the habit of extensive reading, reading week was organized and   various competitions like poster making,  preparing charts and speeches were organised in connection    with  reading week. Dr. Shiny from Ahalia hospital inaugurated  the reading week and also gave some precautionary measures to be taken during ‘ Rainy Season’

**SCHOOL PARLIAMENT**

          In the school Parliament election,  Master Sachinmayan was    elected as the Prime Minister.  All the Parliament members took the oath in the oath taking  ceremony, presided over by the Principal Sr. Pavithra.

**HOUSES & VARIOUS CLUBS**

          The inaugural ceremony of the four house groups, Amal, Carmel, Nirmal and Vimal  took place with Shri. Salil Kumar, C.I of Valapad, inaugurating the Ceremony.  Various club activities were also inaugurated by him, with students presenting their charts and programs in each subjects.  He also addressed the gathering covering the values and morals of today’s generation children.

**DCL**

          The  DCL was inaugurated by Rev.  Fr. Roy Kannanchira CMI.  He informed and motivated the students about the 3 major competitions programmed by the DCL in collaboration with   other branded companies for the students with attractive prizes for the winners.

**INDEPENDENCE  DAY**

          Independence day was celebrated with great honour and patriotism, with Sr. Pavithra, the principal hoisting the flag.  Patriotic speech and songs were conducted on that day.  Quiz was also held in connection with the freedom    struggle of India.

**Principal’s and Teacher’s Day.**

          Principal’s Day and Teacher’s Day were featured with students organizing   cultural activities.  All the teachers were felicitated by the students with special quotes on them.

**Children’s Day**

          The 124th birth anniversary, of our first prime minister was celebrated in a   grand way with variety of programmes, orgainised by the children, thereby commemorating love and affection for  their Chachaji.

**CELEBRATIONS**

          “Life is a celebration of awakenings of new beginnings and wonderful surprises that enlighten the soul’

**CARMEL DAY**

          On the Carmel day, Rev. Fr. Jinto, asst., Vicar of St. Mary’s Church, Kandassankadavu has delivered an inspiring talk.  On the same day, the prayer room and the statue of Blessed Chavara Kuriakose were blessed.  Then the ‘Carmel buds’ took the oath to remain close  to our Lady of Mt. Carmel as guiding star in their childhood days.

**Onam Celebration**

Onam, the harvest festival was celebrated with great joy and enthusiasm.  XII   students decorated the school portico, with a beautiful pookalam.  Payasam was distributed among the students on the occasion.  District Panchayath member       Smt. Manjula Arunan, the honoured  guest of the day presented Onam Pudava to   the less privilegedstudents and parents.  She also alerted the students on the various misuse of mobiles, internet etc in her onam message.

**Christmas Celebration**

          Prayers and offerings were organized for chistmas.  Bible  quiz, chart making, based on word of God and tableau competition  were conducted in connection with Christmas celebration.  The Christmas message  was delivered by Fr. Varghese Kariperi, director of ‘Sarathy’.  The drivers and assistants of our school bus, along   with the other drivers of private vehicles, who bring our children to school were felicitated on that day and Christmas gifts were presented to them, by Fr. Varghese Kariperi.  He also talked about the vital role of ‘Sarathy’ in our lives.  Father is also associated with  Global Children Association and as  a token of chirstmas gift a sum  of Rs. 10000was presented to him by  the principal

          Chirstmas gifts were also distributed among the Anganvadi children and the people of  ‘ Swanthanam’ which is a special school for mentally and  physically disabled people. Various equipments required by the institution for the treatment      of these special children was also presented to the institution as a Christmas gift.

          On the Christmas day celebration, in the  afternoon session the tebleaue competition on Bible themes was inaugurated by Rev. Fr. Jose Edakalathur, vicar St. Sebastian Church Valapad .  In his inspiring speech, he instilled in the minds of children that Jesus Christ is the true   light of the world.

**Competition Exams, Quiz and Scholarship**

          In the Thrissur Sahodaya MTSE Scholarship Examination our children Aysha K.H of STD II and Kanishka of std I A  bagged the 1st and 3rd prize respectively.

In connection with vigilance awareness week competition, Greeshma Girish and Lisiux France from STD X won the prize in essay writing.

          In the online quiz programme, in students category, Ananda Krishnan from STD IV B and Mruthul .R from III C  secured first prize in level 1.  Saranya Haneeshkumar & Fidha Fathima from VII got first    prize in level 2.  In the teachers category, Mrs Teena Davis& Mrs. Roopa K.R got   the first prize

**Co-Scholastic activities**

**Youth festival**

                   School youth festival was held with students of 4 different houses competing with great excitement in  a variety of  events, like arts, literature, music    and dance. The 3 day fest included various art forms like group dance, margamkali,Parichamuttu, Group song etc.  In the Thrissur Sahodaya Kalosav held at    Ansar Public school and Gurukulam Public School many students participated and secured A grade. Bharath Prasad of Plus One secured first prize in Karnatic Music and Fathima Aboobacker  STD X in Mono Act bagged Third Prize.

**Kids Fest**

Our tiny tots also participated  in the sahodaya kidsfest.  Rose Tenny of STD I A  bagged 3rd prize in Malayalam recitation. And a few secured A grade.

**Sports and Games**

          The annual athletic meet which was  inaugurated by PTA President Mr. A.A Antony observed a spectacular march fast by four different houses.  The day witnessed an outstanding performance by our students participating in various events.  The   winners were awarded.  The individual champions of different events are Sachinmayan K.Suresh, Viswas K.A Ashin K. Shaji , Aswin V. Venu, and Adithya Chandrasekaran.  In the district level athletic meet                          Ms.  Aashminath K.M from 9th STD won the second and 3rd prizes in triple jump and long jump respectively.

          Our school football team also participated in the Sahodaya football match.

**SPG**

          School Protection Group activities  was inaugurated by Senior  Adv. Niveditha who presided over the function.  Jackets and Badges were presented to the SPG members after their oath taking.

**Social awareness and cleanliness**

          The commitment of this institution to society is evident through the Charity Support and comfort extended by the staff and students to the poor sick and needy.  As a part of Nalla Padam Programme.  All students contributed generously to the Uttarakhand Relief fund.  Students of Class Xth  and IXth  along with their teachers distributed lunch packets to the patients of Valapad Government hospital.

                   One day was spend with the inmates of ‘Gagultha’ at Kurumal, a home    for the less privileged, deserted and mentally upset people.  We also donated      Rs. 10000 to them.

          Students also vistited ‘Peace Home’ and ‘Mercy home’ at Peringandiyoor.  We celebrated Christmas with those inmates, contributing Rs. 10000 as well as things of their daily needs, soap, powder, tooth paste, tooth brush etc.  Shramdan day was observed and the students participated in cleaning in and around the school campus.

**Tour and One Day Trip**

          One day trip was arranged for the students as a part of the school tour, from KG  to STD VIII to Flora Fantacia, Valanchery.  IX th STD   students  to Malampuzha Palakkad.  Xth STD  two day tour to Kodaikanal and XI &XII to Wonderla.

**Guidance and counseling**

Special interest is taken to diagnose the academic backwardness of children in    various areas.  Every Thursday we have made arrangements for counseling students along with their parents if needed, helping them out with proper counseling and remedial education.

          Our School gives importance to the moral and spiritual development of the students.  Regularly we arrange for confession and Holy mass and spiritual empowerment  for Catholic students.

**Student Enrichment Program**

          Fr. Jackson Chalakal gave an awakening programme for all the students.  An interactive session on cyber cell was conducted by Senior  Adv. Niveditha from legal service committee, Chavakkad.

**School Alumini Association**

          The Alumini Association meeting was held on 26th December 2013 as usual   where most of the former students participated and experienced the nostalgia of their school time.  They have also decided to present an endowment award of Rs. 500/-     in the loving memory of Late Ms. Lakshmi, daughter of our Latha teacher.

**Scholastic Program**

We follow the CCE system devised by CBSE.  This evaluation is based on a   scholastic performance, leading to the all round development of the child.  Under    this scheme, the scholastic part is evaluated by the formative and summative  assessment of their performance in core subjects.

          In the first semester, we had conducted two formative assessments FA1 & FA2 administering variety of  tools namely class tests, quiz, projects, Powerpoint  Presentation, seminars etc and on Summative Assessment SA1 in the month of September.

    In the second semester, 2nd round tests and other assessment is being conducted as a part of  two formative assessment FA3 & FA4.  Summative assessment SA2 will be conducted    in the month of March.  Remedial coaching is undertaken for the students on need basis.  The Kids of Kinder garden enjoy the play way, fun filled activity based learning.  Assessments are also carried out periodically to evaluate their learning skills.

          PTA meetings are arranged periodically.  We cherish parent’s co-operation and their constructive suggestions in our endeavour of  imparting quality education.

          Before concluding this report, I bow my head in reverence to the Almighty God for the blessings, He showered upon this institution.

          I take this opportunity to express my deep sense of gratitude to our  management for the steady on going support.  I also extend my heartfelt thanks to  all the parents for their continuous support and co-operation that enable us to    move forward with confidence.

          Last , but not the least, I thank all the staff, teaching and non teaching for    their dedicated service which is a key to all our success and achievements.

          Let me conclude this report by entrusting our school to the divine hands of Mother of Carmel our patroness and by invoking her prayers for the journey ahead.

Thank You.  God Bless You

**Unit.3.information communication and technquie facility. And information device**

3.1.informetion of communication relation of education technology and present time its necessary .

3.1..**informetion of communication and education technology presses between with relation.**

**There is a present time science and technology’s development take in class room is more necessary . because the knowledge is spread quickly. the give to knowledge this trainers change his behavior. the trainers necessary is change. the educations technology’s instrument change the classrooms atmosphere .and make to fully facility the classroom. the technology instrument experiment the student make content learning to early.**

**1.educational aims is very clearly make to use technology instrument.**

**2.the technology instrument make new new teaching method, approach make interesting.**

**3. the instrument and method choice make meaningful education.**

**4.technologys instrument make hard syllabus make to easy.**

**5.The technology instrument type of chart, models, T.V, computer make education very interesting.**

**6.edcation technology role is more importance in education management.**

**3.2.Information of communication and technology’s instrument.**

**Computer Teleconference**: Uses telephone lines to connect two or more computers and modems. Anything that can be done on a computer can be sent over the lines. It can be synchronous or asynchronous. An example of an asychronous mode is electronic mail. Using electronic mail (E-Mail), memos, reports, updates, newsletters can be sent to anyone on the local area network (LAN) or wide area network (WAN). Items generated on computer which are normally printed and then sent by facsimile can be sent by E-Mail.

Computer conferencing is an emerging area for distance education. Some institutions offer credit programs completely by computer. Students receive texts and workbooks via mail. Through common files assigned to a class which each student can assess, teachers upload syllabi, lectures, grades and remarks. Students download these files, compose their assignment and remarks off-line, then upload them to the common files.

Students and instructors are usually required to log on for a prescribed number of days during the week. Interaction is a large component of the students' grades.

Through computers, faculty, students and administrators have easy access to one another as well as access to database resources provided through libraries. The academic resources of libraries and special resources can be accessed such as OCLC, ERIC, and Internet.

Administrators can access student files, retrieve institutional information from central repositories such as district or system offices, government agencies, or communicate with one another. Other resources can be created such as updates on state or federal legislation.

T.V.

There is no doubting the impact and appeal of television for children. According to [Young Media Australia](http://www.youngmedia.org.au) an Australian child 'watches an average of two hours of television each day. This means that by the time they finish secondary school, those children will have spent 11,000 hours in school, but more than 15,000 hours watching television' ([Media effects - general](http://www.youngmedia.org.au/mediachildren/01_general.htm)).  
  
The potential of television as an educational tool has been widely recognised in terms of early childhood education, since the launch of Sesame Street and Play School more than 30 years ago. Television offers the same potential in primary and secondary education, particularly within the classroom setting. [Middle School Online](http://education.nsula.edu/msol/home.asp), a project of Northwestern University in the United States, argues that students are much more likely to retain the knowledge gained from television programs and videos than from lectures alone ([Why use television in the classroom?](http://education.nsula.edu/msol/tv/module1.asp)). While teachers now make frequent use use of other popular technologies such as the Internet and multimedia, it is important to note that television has had a longer and more wide reaching effect on the lives of school students.   
  
When teachers use TV in the classroom, students have a better understanding of the topic, 'and enter into more discussion on the content and ideas presented,' according to Idaho Public Television's [Technology Tips for Teachers](http://www.idahoptv.org/learn/technology.cfm).

Educators use TV in the classroom to satisfy a variety of objectives:

* To reinforce and expand on content being taught
* To respond to a variety of learning styles
* To increase student motivation to learn
* To stimulate other learning activities.

Television caters to the different learning styles of students, by offering a unique combination of sight, sound, motion and emotion, which can give students a greater understanding of the world around them. They can see historical events enacted, the solar system explored and novels come to life.   
  
In a summary of literature on mass media use in the classroom, [Nola Kortner Aiex](http://www.indiana.edu/%7Eeric_rec/ieo/digests/d147.html) notes that film and television 'can also be related to students' personal experiences, act as a focus for teacher-student interaction, and can be used to promote awareness of the interrelationship between modes (picture, movement, language, sound, captions).' This last point refers to an aspect of television that is under-utilised in education. Television is an excellent tool for illustrating the differences between literary genres, for example comparing a novel to its movie adaptation, or comparing a newspaper story to a television news story.   
  
Television and video play a vital role in distance education, and can be utilised in everything from narrowcast broadcasting to face-to-face videoconferencing. Ron Oliver, from Edith Cowan University, [argues](http://elrond.scam.ecu.edu.au/oliver/docs/98/curtin.pdf) that Live Interactive Television (a one-way video link between the teacher and student through conventional television delivery, and two-way audio between teacher and students brought about through standard telephone communications) provides 'a relatively inexpensive delivery medium and uses technologies that are widely available in rural areas.' Oliver suggests that videoconferencing provides the greatest possible interaction between teacher and student. The use of television in distance education can also incorporate emerging web and multimedia teaching technologies.   
  
Television is both accessible and user-friendly, allowing a program to be recorded for later use. Teachers can use the functions of the video player to tailor the recorded program to their lesson plan. Idaho Public Television notes the importance of using video functions such as: Pause - 'to keep viewers actively involved in the viewing'; Stop - 'have students record information, examine a chart or draw a diagram'; and Rewind and Fast Forward - 'make use of the video which is directly relevant to the lesson's objectives' ([Technology Tips for Teachers](http://www.idahoptv.org/learn/technology.cfm)).  
  
Television has been shown to be an exceptionally important educational tool during the pre-school years. Researchers, from the Department of Human Ecology at the University of Texas, have found that very young children 'who spent a few hours a week watching educational programs... had higher academic test scores... than those who didn't watch educational programs' ([*Science Daily*](http://www.curriculum.edu.au/leader/www.sciencedaily.com/releases/2001/09/010924061623.htm)). The study's lead author, Aletha C. Huston, also claims that good educational programs 'can provide lasting benefits to children at many ages.' In a similar vein, Roger Martin, of the University of Kansas, has [reported](http://www.ur.ku.edu/News/00N/MayNews/May19/martin.html) on a study undertaken by Deborah Linebarger, who found that children 'who, as preschoolers, watched educational TV engaged in more leisure-time book reading as teenagers.'  
  
Popular television programs, on topics such as sex, can be educational for young people, who might otherwise be too uncomfortable discuss the issue. A report from The National Women's Health Information Centre in the United States noted 'a study appearing in the November issue of *Paediatrics*, in which researchers found that 65% of teens who watched an episode of the program *Friends*, that dealt with the values of condoms in preventing pregnancy, later remembered that information' ([post-gazette.com](http://www.post-gazette.com/tv/20031105tvnote1105fnp7.asp)). The report also stated that teens who watched the program with an adult were twice as likely to recall the information. This is very relevant to the classroom. Rather than listen to a static talk about contraception, students can watch their favourite show and then be relaxed enough to ask questions of their teacher about the issues raised during the program.  
  
The non-profit agency, [*Screenrights*](http://www.screen.org), licenses educational institutions to copy material from television, and plays an essential role in the use of television in the classroom. *Screenrights* also licenses all Government and most independent schools, as well as TAFEs and universities, to 'communicate' copied programs for educational purposes. This is particularly relevant to the use of television in distance education. The communication of audio-visual material includes video reticulation, email, broadcast, and online delivery.   
  
Perhaps one of the main factors that contributes to the reluctance of some teachers to use television and video in the classroom is the challenge of finding the time to locate and obtain copies of appropriate classroom material. [*enhanceTV*](http://www.enhanceTV.com.au) is a web portal developed by *Screenrights* that meets these needs. It provides a fast, user-friendly service, allowing educators to search an immense database of audio-visual material, radio material, study guides and web links in order to find material relevant to their teaching area. *enhanceTV* also offers teachers an online educational TV guide and free email [subscription service](http://www.enhanceTV.com.au/newsletter/subscribe.lasso), which keeps them abreast of educational content coming up on television. Teachers can subscribe to the *enhanceTV* subscription service free of charge.   
  
Teachers are fully aware of the enormous influence of television, all that is required now is for them to harness its potential.

Radio

Radio Education

Radio had been used in education for a period of more than 80 years. It has in that time been used in many various ways. Its uses comprise school broadcasting, informal general education, social action programming and adult basic education and literacy.

In Australia, radio has been used for direct teaching, whereby radio schools are used to connect children in secluded farmsteads in the outback together with a teacher sited many hundred miles away. There are two examples of radio direct teaching 1. In the farmsteads having short wave receive and transmit radio, enabling the learners to partake directly in the lesson. 2. Parent offer the back up support, in this way a teacher operates in the same way to a classroom and the teacher except that the learners are at a distance (Bates, 2005)

Distance teaching universities frequently employ radio for its advertising and enrolment value, as well as for teaching. The Open University in Britain uses this system more often for discussion of course materials, alternative viewpoints to those contained in the printed materials, source material for analysis and for performance e.g. dramatization literature, etc.

Radio has been used lengthily as an educational medium in developing countries. The radio has supported educational programs in a wide range of subjects area and in many different countries. Below will follow some examples of how radio is been utilised in developing countries:

v India, for rural development. v Swaziland, for public health purposes. v Nigeria, for management courses for agriculture sector. v Kenya, in support for correspondence courses. v The Dominion Republic, in support pf primary education. v Philippines, for nutrition education. v Paraguay, to offer primary schools instruction. <http://cade.icaap.org/vol2.2/7_Nwaerondu_and_Thompson.html> v Namibia, in the Oshakati area of northern Namibia, local radio is part of non- formal education project entitled “cattle is our livelihood” to improve cattle keeping practice among local farmers. <http://www.col.org/knowledge/ks_radio.htm>

Radio like other available instruments and channels of communication and social action could be used to assist put across essential knowledge and enlighten and educate people on social issues. In addition radio can be mobilised to comprehend the potential towards meeting basic education for all. <http://www.col.org/events/0006commradio.htm>

Radio is an effectual system for delivery of education to larger numbers of people. In facilitates information exchange at the community level, acting as a “community telephone”. Radio plays a vital educational role as the sole medium for formal and non-formal education.

## How have radio and TV broadcasting been used in education?

Radio and television have been used widely as educational tools since the 1920s and the 1950s, respectively. There are three general approaches to the use of radio and TV broadcasting in education: [[21](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#21)]

* *direct class teaching*, where broadcast programming substitutes for teachers on a temporary basis;
* *school broadcasting*, where broadcast programming provides complementary teaching and learning resources not otherwise available; and
* *general educational programming over community*, national and international stations which provide general and informal educational opportunities.

The notable and best documented example of the direct class teaching approach is Interactive Radio Instruction (IRI).This consists of “ready-made 20-30 minute direct teaching and learning exercises to the classroom on a daily basis. The radio lessons, developed around specific learning objectives at particular levels of mathematics, science, health and languages in national curricula, are intended to improve the quality of classroom teaching and to act as a regular, structured aid to poorly trained classroom teachers in under-resourced schools.” [[22](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#22)] IRI projects have been implemented in Latin America and Africa. In Asia, IRI was first implemented in Thailand in 1980; Indonesia, Pakistan, Bangladesh and Nepal rolled out their own IRI projects in the 1990s. [[23](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#23)] What differentiates IRI from most other distance education programs is that its primary objective is to raise the quality of learning—and not merely to expand educational access—and it has had much success in both formal and non-formal settings. [[24](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#24)] Extensive research around the world has shown that many IRI projects have had a positive impact on learning outcomes and on educational equity. And with its economies of scale, it has proven to be a cost-effective strategy relative to other interventions. [[25](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#25)]

Mexico’s Telesecundaria is another notable example of direct class teaching, this time using broadcast television. The programme was launched in Mexico in 1968 as a cost-effective strategy for expanding lower secondary schooling in small and remote communities. Perraton describes the programme thus:

*Centrally produced television programs are beamed via satellite throughout the country on a scheduled basis (8 am to 2 pm and 2 pm to 8 pm) to Telesecundaria schools, covering the same secondary curriculum as that offered in ordinary schools. Each hour focuses on a different subject area and typically follows the same routine—15 minutes of television, then book-led and teacher-led activities. Students are exposed to a variety of teachers on television but have one home teacher at the school for all disciplines in each grade. [*[*26*](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#26)*]*

The design of the programme has undergone many changes through the years, shifting from a “talking heads”approach to more interactive and dynamic programming that “link[s] the community to the programme around the teaching method. The strategy meant combining community issues into the programs, offering children an integrated education, involving the community at large in the organization and management of the school and stimulating students to carry out community activities.” [[27](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#27)]

Assessments of Telesecundaria have been encouraging: drop out rates are slightly better than those of general secondary schools and significantly better than in technical schools. [[28](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#28)]

In Asia, the 44 radio and TV universities in China (including the China Central Radio and Television University), Universitas Terbuka in Indonesia, and Indira Ghandi National Open University have made extensive use of radio and television, both for direct class teaching and for school broadcasting, to reach more of their respective large populations. For these institutions, broadcasts are often accompanied by printed materials and audio cassettes.

Japan’s University of the Air was broadcasting 160 television and 160 radio courses in 2000. Each course consists of 15 45-minute lectures broadcast nationwide once a week for 15 weeks. Courses are aired over University-owned stations from 6 am to 12 noon. Students are also given supplemental print materials, face-to-face instruction, and online tutorials.. [[29](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#29)]

Often deployed with print materials, cassettes and CD-ROMS, school broadcasting, like direct class teaching,is geared to national curricula and developed for a range of subject areas. But unlike direct class instruction, school broadcasting is not intended to substitute for the teacher but merely as an enrichment of traditional classroom instruction. School broadcasting is more flexible than IRI since teachers decide how they will integrate the broadcast materials into their classes. Large broadcasting corporations that provide school broadcasts include the British Broadcasting Corporation Education Radio TV in the United Kingdom and the NHK Japanese Broadcasting Station. In developing countries, school broadcasts are often a result of a partnership between the Ministry of Education and the Ministry of Information.

educational programming consists of a broad range of programme types—news programs, documentary programs, quiz shows, educational cartoons, etc.—that afford non-formal educational opportunities for all types of learners.In a sense,any radio or TV programming with informational and educational value can be considered under this type. Some notable examples that have a global reach are the United States-based television show Sesame Street,the all-information television channels National Geographic and Discovery,and the radio programme Voice of America.The Farm Radio Forum, which began in Canada in the 1940s and which has since served as a model for radio discussion programs worldwide, is another example of non-formal educational programming. [[30](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#30)]

Newspapars.

-The Newspaper is more importance for the education technology in present time.

-there is latest information in newspaper today present time.

-we know different subject related different case related ,different investigations related and research about information in news papers.

-there is different day newspaper has supplementary.

-There is give any subject related information in the newspapers supplementary. example. Monday business, Monday Nary, Wednesday half weekly, Thursday nakshratra, Friday cinesandesh,Saturday kids world.

-There is interesting material in supplymentary,

There is reading different country’s news and information in newspaper.

-The newspaper is more importance present time.

**Mobile.:-**

-The 21 century is science and technology period.

- The science investigation is use carefully is first condition.

-Teacher use teaching science technology in education.

-We get results use for education technology in education.

-There are use in science technology in T.V, Computer, Mobile, E-mail, Internet, act in the classroom.

-The mobile is more useful device in this time.

-We play prayer on mobile in the classroom.

-The mobile is more useful in education at teacher and student.

-We are recording the grest man lecture in mobile. And we play our times.

-We are suiting education programs and rely in education studio and student give to knowledge.

-We give information by SMS for student and parents.

===================================================================

**Unit.4.information communication and technique’s fecilities**

4.1.Information communication and technique sourse.

**Teleconferencing**Teleconferencing means meeting through a telecommunications medium. It is a generic term for linking people between two or more locations by electronics. There are at least six types of teleconferencing: audio, audiographic, computer, video, business television (BTV), and distance education. The methods used differ in the technology, but common factors contribute to the shared definition of teleconferencing:

  Use a telecommunications channel

Link people at multiple locations

* + Interactive to provide two-way communications
  + Dynamic to require users' active participation

**Interactive Technologies**

The new systems have varying degrees of interactivity - the capability to talk back to the user. They are enabling and satellites, computers, teletext, viewdata, cassettes, cable, and videodiscs all fit the same emerging pattern. They provide ways for individuals to step out of the mass audiences and take an active role in the process by which information is transmitted. The new technologies are de-massified so that a special message can be exchanged with each individual in a large audience. They are the opposite o mass media and shift control to the user.

Many are asynchronous and can send or receive a message at a time convenient for individuals without being in communication at the same time. This overcomes time as a variable affecting communication. A video, data and voice delivery system reduces travel costs. When the material is retrieved and saved to a video tape or disc, the material can be used at anytime or anyplace.

As more interactive technologies emerge, the value of being an independent learner will increase. Research shows that learning from new technologies is as effective as traditional methods. Large groups are cost-effective and everyone gets the same information.

**Types of Teleconferences**

**Audio Teleconference:** Voice-only; sometimes called conference calling. Interactively links people in remote locations via telephone lines. Audio bridges tie all lines together. Meetings can be conducted via audio conference. Preplanning is necessary which includes naming a chair, setting an agenda, and providing printed materials to participants ahead of time so that they can be reviewed.

Distance learning can be conducted by audio conference. In fact, it is one of the most underutilized, yet cost effective methods available to education. Instructors should receive training on how to best utilize audio conferences to augment other forms of distance learning.

**Audiographics Teleconference**: Uses narrowband telecommunications channels to transmit visual information such as graphics, alpha-numerics, documents, and video pictures as an adjunct to voice communication. Other terms are desk-top computer conferencing and enhanced audio. Devices include electronic tablets/boards, freeze-frame video terminals, integrated graphics systems (as part of personal computers), Fax, remote-access microfiche and slide projectors, optical graphic scanners, and voice/data terminals.

Audiographics can be used for meetings and distance learning.

**Computer Teleconference**: Uses telephone lines to connect two or more computers and modems. Anything that can be done on a computer can be sent over the lines. It can be synchronous or asynchronous. An example of an asychronous mode is electronic mail. Using electronic mail (E-Mail), memos, reports, updates, newsletters can be sent to anyone on the local area network (LAN) or wide area network (WAN). Items generated on computer which are normally printed and then sent by facsimile can be sent by E-Mail.

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Administrators can access student files, retrieve institutional information from central repositories such as district or system offices, government agencies, or communicate with one another. Other resources can be created such as updates on state or federal legislation.

**Video Teleconference**: Combines audio and video to provide voice communications and video images. Can be one-way video/two-way audio, or two-way video/two-way audio. It can display anything that can be captured by a TV camera. The advantage is the capability to display moving images. In two-way audio/video systems, a common application is to show people which creates a social presence that resembles face-to-face meetings and classes and enables participants to see the facial expressions and physical demeanor of participants at remote sites. Graphics are used to enhance understanding. There are three basic systems: freeze frame, compressed, and full-motion video.

Video conferencing is an effective way to use one teacher who teaches to a number of sites. It is very cost effective for classes which may have a small number of students enrolled at each site. In many cases, video conferencing enables the institution or a group of institutions to provide courses which would be canceled due to low enrollment or which could not be supported otherwise because of the cost of providing an instructor in an unusual subject area. Rural areas benefit particularly from classes provided through video conferencing when they work with a larger metropolitan institution that has full-time faculty.Through teleconferencing, institutions are able to serve all students equitably.

**Why Use a Teleconference?**

Videoconferencing increases efficiency and results in a more profitable use of limited resources. It is a very personal medium for human issues where face-to-face communications are necessary. When you can see and hear the person you are talking to on a television monitor, they respond as though you were in the same room together. It is an effective alternative to travel which can easily add up to weeks of non-productive time each year. With videoconferencing, you never have to leave the office. Documents are available, and experts can be on hand. A crisis that might take on major proportions if you are out of town, can be handled because you're on the job. Videoconferencing maximizes efficiency because it provides a way to meet with several groups in different locations, at the same time.

As the limited resource of funding has decreased, limited resources now include instructors, parking spaces and buildings. Students now include time as a limited resources. Teleconferencing enables institutions to share facilities and instructors which will increase our ability to serve students.

**Move Information - Not People**

Electronic delivery is more efficient than physically moving people to a site, whether it is a faculty member or administrator.

**Save Time**: Content presented by one or many sources is received in many places simultaneously and instantly. Travel is reduced resulting in more productive time. Communication is improved and meetings are more efficient. It adds a competitive edge that face-to-face meetings do not.

**Lower Costs**: Costs (travel, meals, lodging) are reduced by keeping employees in the office, speeding up product development cycles, improving performance through frequent meetings with timely information.

**Accessible**: Through any origination site in the world. Larger Audiences: More people can attend. The larger the audience, the lower the cost per person.

**Larger Audiences**: More people can attend. The larger the audience, the lower cost per person.

**Adaptable**: Useful for business, associations, hospitals, and institutions to discuss, inform, train, educate or present.

**Flexible**: With a remote receive or transmit truck, a transmit or receive site can be located anywhere.

**Security**: Signals can be encrypted (scrambled) when it is necessary. Encryption prevents outside viewers.

**Unity**: Provides a shared sense of identity. People feel more a part of the group...more often. Individuals or groups at multiple locations can be linked frequently.

**Timely**: For time-critical information, sites can be linked quickly. An audio or point-to-point teleconference can be convened in three minutes.

**Interactive**: Dynamic; requires the user's active participation. It enhances personal communication. When used well for learning, the interactivity will enhance the learning and the teaching experience.

## DEFINITION of 'Video Conferencing'

A technology that allows users in different locations to hold face-to-face meetings without having to move to a single location. This technology is particularly convenient for business users in different cities or even different countries because it saves the time, expense and hassle associated with business travel. Uses for video conferencing include holding routine meetings, negotiating business deals and interviewing job candidates.

Read more: [Video Conferencing Definition | Investopedia](http://www.investopedia.com/terms/v/video-conferencing.asp#ixzz4Fh4morfY) <http://www.investopedia.com/terms/v/video-conferencing.asp#ixzz4Fh4morfY>   
Follow us: [Investopedia on Facebook](http://ec.tynt.com/b/rf?id=arwjQmCEqr4l6Cadbi-bnq&u=Investopedia)

**Advantages of video conferencing**

**1. No time constraint:** Video conferencing can be conducted at any time of the day. Time differences between countries do not matter when people use this method of communication because they do not actually need to travel to attend meetings.

**2. Dramatic travel saving:** Not only is video conferencing a direct replacement for many in-person business trip, but also there is virtually no cost for people to be involved in a virtual meeting, you can easily bring the right them together.

**3. Easy communication:** People can use video conferencing to communicate with anyone with HD video and other collaboration tools such as whiteboard, text exchange, file sharing, media sharing, screen sharing, remote control, electronic voting, conference recording etc.

**4. Increased productivity:** By eliminating time and district barriers, meetings can be hold anytime, anywhere with anyone. In this way, meetings are shorter and more effective. And also with the rich collaboration tools, decisions can be made faster.

**Disadvantages of video conferencing**

**1. Lack of personal interaction:** Some meetings require a personal touch to be successful. Video conferencing can be less personal than meeting face to face, and it can be possible to miss out on vital body language when you’re struggling with a pixelated image or stuttering video.

**2.Technical problems:** The major disadvantages are the technical difficulties associated with smooth transmissions that could result from software, hardware or network failure. Remote connections are sometimes known to be hampered by environmental changes. On some occasions, the absence of technical support personnel creates difficulty for participants who are unfamiliar with the videoconferencing technological concepts.

**3. International time zones:** One of the very real disadvantages of using video conferencing is that if you communicate regularly with people in other countries you will be available at different times to them. Unfortunately without the skills of a time lord there’s not really a practical way to overcome this.

**4. High cost of setup:** Setting up video conferencing in an office can be a bit expensive for small-sized companies. Simple features can fit into the budget, but if advanced features are required, then a substantial amount of expenditure must be done.

In my opinion, [Video conferencing](http://www.cumeeting.com) advantages definitely outweigh its disadvantages. It enables people from different place to communicate with each other in a more convenient way.

# E-mail

Short for **electronic mail**, **e-mail** or **email** is information stored on a computer that is exchanged between two users over [telecommunications](http://www.computerhope.com/jargon/t/telecomm.htm). More plainly, e-mail is a message that may contain [text](http://www.computerhope.com/jargon/t/text.htm), [files](http://www.computerhope.com/jargon/f/file.htm), [images](http://www.computerhope.com/jargon/i/image.htm), or other [attachments](http://www.computerhope.com/jargon/a/attachme.htm) sent through a network to a specified individual or group of individuals. The first e-mail was sent by [Ray Tomlinson](http://www.computerhope.com/people/ray_tomlinson.htm) in [1971](http://www.computerhope.com/history/1971.htm). By [1996](http://www.computerhope.com/history/1996.htm), more electronic mail was being sent than postal mail.

## E-mail address breakdown

support@computerhope.com

* The first portion all e-mail addresses, the part before the **@** symbol, contains the [alias](http://www.computerhope.com/jargon/a/alias.htm), [user](http://www.computerhope.com/jargon/u/user.htm), group, or department of a company. In our above example **support** is the Technical Support department at Computer Hope.
* Next, the **@** ([at sign](http://www.computerhope.com/jargon/a/at.htm)) is used as a divider in the e-mail address; it is required for all [SMTP](http://www.computerhope.com/jargon/s/smtp.htm) e-mail addresses since the first message was sent by [Ray Tomlinson](http://www.computerhope.com/people/ray_tomlinson.htm).
* Finally, **computerhope.com** is the [domain name](http://www.computerhope.com/jargon/d/domain.htm) to which the user belongs.

## How to send and receive e-mail

E-mail Program

To send and receive e-mail messages, you can use an **e-mail program**, also known as an **e-mail client**, such as [Microsoft Outlook](http://www.computerhope.com/jargon/o/outlook.htm) or [Mozilla Thunderbird](http://www.computerhope.com/jargon/t/thunbird.htm). When using an e-mail client, you must have a server that stores and delivers your messages, which is provided by your [ISP](http://www.computerhope.com/jargon/i/isp.htm) or in some cases, another company. An e-mail client needs to connect to a [server](http://www.computerhope.com/jargon/s/server.htm) to download new e-mail, whereas email stored online (see next section) updates automatically when you visit the site.

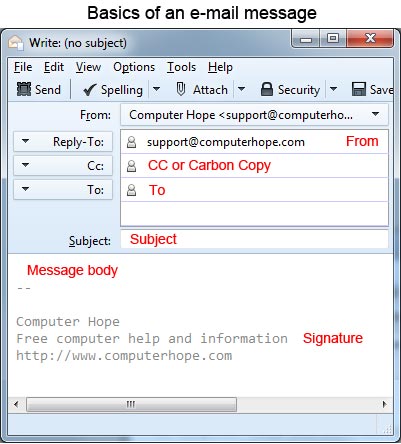
E-mail Online

An alternative way of sending and receiving e-mail (and the more popular solution for most people) is an online e-mail service or [webmail](http://www.computerhope.com/jargon/w/webmail.htm). Examples include [Hotmail](http://www.computerhope.com/jargon/h/hotmail.htm) (now Outlook.com), [Gmail](http://www.computerhope.com/jargon/g/gmail.htm), and [Yahoo Mail](http://mail.yahoo.com/). Many of the online e-mail services, including the ones we just mentioned, are free or have a free account option.

## Writing an e-mail

When writing an e-mail message, it should look something like the example window below. As you can see, several [fields](http://www.computerhope.com/jargon/f/field.htm) are required when sending an e-mail:

* The **To** field is where you type the e-mail address of the person who is the recipient of your message.
* The **From** field should contain your e-mail address.
* If you are replying to a message, the To and From fields are automatically filled out; if it's a new message, you'll need to enter them manually.
* The [CC or Carbon Copy](http://www.computerhope.com/jargon/c/cc.htm) field allows you to send a copy of the message to another e-mail address, but is not mandatory.
* The **Subject Line**, although not required, should consist of a few words describing the e-mail's contents.
* Finally, the **Message Body** is the location you type your main message. It often contains your [signature](http://www.computerhope.com/jargon/s/signatur.htm) at the bottom; similar to a hand-written letter.



## What makes a valid e-mail address?

There are several rules that an e-mail address must follow to be valid:

* As mentioned earlier, an e-mail must have a [username](http://www.computerhope.com/jargon/u/username.htm) followed by an @ ([at sign](http://www.computerhope.com/jargon/a/at.htm)) which is followed by the [domain name](http://www.computerhope.com/jargon/d/domain.htm) with a [domain suffix](http://www.computerhope.com/jargon/num/domains.htm).
* The username cannot be longer than 64 characters long and the domain name cannot be longer than 254 characters.
* There should be only one **@** sign in an e-mail address.
* The space and special characters: ( ) , : ; < > \ [ ] are allowed. Occasionally, a [space](http://www.computerhope.com/jargon/s/spacebar.htm), [backslash](http://www.computerhope.com/jargon/b/backslash.htm), and [quotation mark](http://www.computerhope.com/jargon/q/quote.htm) work but must be preceded with a forward slash. Although valid, some e-mail providers do not allow these characters.
* The username and e-mail addresses as a whole cannot begin or end with a [period](http://www.computerhope.com/jargon/p/period.htm).
* The e-mail must not have two or more consecutive periods.

# What are the uses of email?

A:

### Quick Answer

Email is useful for communication, marketing, promotion, mobility, filtering and follow-up. Email is a tool that delivers messages instantaneously and is accessible from nearly anywhere around the world. Email consists of text, images, documents, links and other attachments useful for communication. Correspondence with friends and internal business communication are both daily uses for email

Email is short for 'electronic mail'. Similar to a letter, it is sent via the internet to a recipient. An email address is required to receive email, and that address is unique to the user. Some people use internet-based applications and some use programs on their computer to access and store emails.

**Key benefits and features of using email**

* It's quick – your recipient receives your email as soon as they go online and collect their mail.
* It's secure.
* It's low cost.
* Photos, documents and other files can be attached to an email, so that more information can be shared.
* One email can be sent to more than one recipient at a time.

***Karen Maxwell is a Digital Unite tutor and assessor/trainer of computer accessibility.***

### **Advantages** of emails

* Emails are easy to use. You can organize your daily **correspondence**, send and receive electronic messages and save them on computers.
* Emails are fast. They are **delivered** at once around the world. No other form of written communication is as fast as an email.
* The language used in emails is simple and **informal**.
* When you **reply** to an email you can **attach** the original message so that when you answer the **recipient** knows what you are talking about. This is important if you get hundreds of emails a day.
* It is possible to send **automated** emails with a certain text. In such a way it is possible to tell the sender that you are on vacation. These emails are called auto responders.
* Emails do not use paper. They are **environment** friendly and save a lot of trees from being cut down.
* Emails can also have pictures in them. You can send birthday cards or newsletters as emails.
* Products can be [**advertised**](http://www.english-online.at/media/advertising/advertising-techniques.htm) with emails. Companies can **reach** a lot of people and inform them in a short time.

**BLOG.**

**Simple Definitions:**

Blog?

Here are a few very simple definitions that can get you started. If you find these to be good enough for you then you’re done reading this post!

* A blog originally came from the word “weblog” or a “web log”.
* You can think of it as an online journal or diary, although blogs are used for much more now, like online journalism.
* A blogger is someone who blogs, or writes content for a blog.
* Blogging is the act of writing a post for a blog.

Got it? That was easy, and that’s all you might need to know to get started.

A [website](http://www.businessdictionary.com/definition/website.html), similar to an [online](http://www.businessdictionary.com/definition/online.html) [journal](http://www.businessdictionary.com/definition/journal.html), that includes chronological [entries](http://www.businessdictionary.com/definition/entry.html) made by [individuals](http://www.businessdictionary.com/definition/individual.html). The word blog was derived from the [combination](http://www.businessdictionary.com/definition/combination.html) of the word [web](http://www.businessdictionary.com/definition/web.html) and [log](http://www.businessdictionary.com/definition/logarithm-log.html). Blogs typically focus on a specific subject ([Economy](http://www.businessdictionary.com/definition/economy.html), entertainment [news](http://www.businessdictionary.com/definition/new.html), etc.) and [provide](http://www.businessdictionary.com/definition/provide.html) [users](http://www.businessdictionary.com/definition/user.html) with [forums](http://www.businessdictionary.com/definition/forum.html) (or a comment area) to talk about each [posting](http://www.businessdictionary.com/definition/posting.html). Many people use blogs as they would a personal journal or

Read more: <http://www.businessdictionary.com/definition/blog.html#ixzz4Fh9fcT82>

**BISAG.**

|  |  |
| --- | --- |
|  | Introduction  Government of Gujarat has established the Bhaskaracharya Institute for Space Applications and Geo-informatics (BISAG) in the year 1997, earlier known as Remote Sensing and Communication Centre (RESECO) as a state level nodal agency, operating under Department of Science and Technology of Govt. of Gujarat. It is persistently making efforts to enhance the growth and development of the state through its multidimensional activities.  Activities  Satellite Communication (SATCOM) is the programme for the promotion and facilitation of the use of broadcasting and teleconferencing networks for distant interactive trainings, education and extension. It consists of subsidiary networks of various educational institutions, state government departments etc.,. This arrangement facilitates easier and faster interaction in the developmental and educational activities of the state. This programme is supported by digital uplink Earth stations, TV Studio and transmission facility at this Institute. This is being used extensively by the education department and developed interschool. The plans to enhance this facility are underway.  Remote Sensing Applications programme are in: (i) Inventory, Mapping, Developmental Planning and Monitoring of natural and man-made resources, (ii) Characterisation, Planning and Prioritization of watersheds for ground water prospecting, (iii) recharge zoning, mapping and monitoring of water bodies, (iv) land cover mapping, cadastral level planning for resource utilization and management, (v) Crop acreage and production estimation, crop condition assessment, spatial DSS for Agriculture planning and Management, support for precision Farming, (v) Thematic mapping for Coastal areas, coastal zone information system and related studies, (vi) Disaster Management, decision support system for flood, (vii) Geo-spatial services for disaster management, (vii) GIS mapping for earthquake affected areas, (viii) cyclone mapping and mitigation measures, (ix) development of customized software for decision making and web based solution for disaster management.  Geographic Information system (GIS) Applications programme are in (i) conceptualization, creation and organization of multipurpose common digital database for sectoral/integrated decision support systems, (ii) Urban and regional planning, (iii) Municipal GIS, (iv) valuation zone information system, (v) land fill site identification for solid waste Management, (vi) Urban footprint mapping, and (vii) Regional planning and urban growth monitoring. Global Navigation Satellite System is used for Location Based Services, Geo-referencing, Engineering applications and Research.  Photogrammetry programmme are in (i) Generation of Digital Elevation Model, (ii) Terrain characterization, (iii) Resources planning, (iv) Road GIS, (v) Rural Connectivity Analysis, (vi) Mineral Information system, and (v) Geo-spatial based DSS for irrigation management and planning.  Cartography applications are for thematic mapping and generating value added maps. Software Development is for wider usage of Geo-spatial applications, decision support systems (desktop as well as web based).  Awards  Desktop GIS : PRAGATI plus allows Display of various geospatial layers, visualisation, comparison of datasets in form of maps and charts, WEB GIS allows access of various Geo-spatial applications and solutions through net. The Academy of Geo-informatics conducts (i) various certificate courses, (iii) programmes in geo informatics, for providing Education, Training and Technology Transfer to large number of students, end users and collaborators. The BISAG is following International standards by opting Quality Policy ISO 9001: 2008 along with Information Security Policy ISMS 27001: 2005. Educational Technology Innovation and Impact/Edutainment/Radio Education < [Educational Technology Innovation and Impact](https://en.wikibooks.org/wiki/Educational_Technology_Innovation_and_Impact)‎ | [Edutainment](https://en.wikibooks.org/wiki/Educational_Technology_Innovation_and_Impact/Edutainment)  Radio Education  Radio had been used in education for a period of more than 80 years. It has in that time been used in many various ways. Its uses comprise school broadcasting, informal general education, social action programming and adult basic education and literacy.  In Australia, radio has been used for direct teaching, whereby radio schools are used to connect children in secluded farmsteads in the outback together with a teacher sited many hundred miles away. There are two examples of radio direct teaching 1. In the farmsteads having short wave receive and transmit radio, enabling the learners to partake directly in the lesson. 2. Parent offer the back up support, in this way a teacher operates in the same way to a classroom and the teacher except that the learners are at a distance (Bates, 2005)  Distance teaching universities frequently employ radio for its advertising and enrolment value, as well as for teaching. The Open University in Britain uses this system more often for discussion of course materials, alternative viewpoints to those contained in the printed materials, source material for analysis and for performance e.g. dramatization literature, etc.  Radio has been used lengthily as an educational medium in developing countries. The radio has supported educational programs in a wide range of subjects area and in many different countries. Below will follow some examples of how radio is been utilised in developing countries:  v India, for rural development. v Swaziland, for public health purposes. v Nigeria, for management courses for agriculture sector. v Kenya, in support for correspondence courses. v The Dominion Republic, in support pf primary education. v Philippines, for nutrition education. v Paraguay, to offer primary schools instruction. <http://cade.icaap.org/vol2.2/7_Nwaerondu_and_Thompson.html> v Namibia, in the Oshakati area of northern Namibia, local radio is part of non- formal education project entitled “cattle is our livelihood” to improve cattle keeping practice among local farmers. <http://www.col.org/knowledge/ks_radio.htm>  Radio like other available instruments and channels of communication and social action could be used to assist put across essential knowledge and enlighten and educate people on social issues. In addition radio can be mobilised to comprehend the potential towards meeting basic education for all. <http://www.col.org/events/0006commradio.htm>  Radio is an effectual system for delivery of education to larger numbers of people. In facilitates information exchange at the community level, acting as a “community telephone”. Radio plays a vital educational role as the sole medium for formal and non-formal education. What is teleconferencing and what have been its educational uses? Teleconferencing refers to “interactive electronic communication among people located at two or more different places.” [[31](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#31)] There are four types of teleconferencing based on the nature and extent of interactivity and the sophistication of the technology: 1) audioconferencing; 2) audio-graphic conferencing, 3) videoconferencing; and 4) Web-based conferencing.  Audioconferencing involves the live (real-time) exchange of voice messages over a telephone network. When low-bandwidth text and still images such as graphs, diagrams or pictures can also be exchanged along with voice messages, then this type of conferencing is called audiographic. Non-moving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard.  Videoconferencing allows the exchange not just of voice and graphics but also of moving images. Videoconferencing technology does not use telephone lines but either a satellite link or television network (broadcast/cable). Web-based conferencing, as the name implies, involves the transmission of text, and graphic, audio and visual media via the Internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.  Teleconferencing is used in both formal and non-formal learning contexts to facilitate teacher-learner and learner-learner discussions, as well as to access experts and other resource persons remotely. In open and distance learning, teleconferencing is a useful tool for providing direct instruction and learner support, minimizing learner isolation. For instance, an audiographic teleconferencing network between Tianjin Medical University in China and four outlying Tianjin municipalities was piloted in 1999 as part of a multi-year collaboration between Tianjin Medical University and the University of Ottawa School of Nursing funded by the Canadian International Development Agency. The audio-graphic teleconferencing network aims to provide continuing education and academic upgrading to nurses in parts of Tianjin municipality where access to nursing education has been extremely limited. [[32](https://en.wikibooks.org/wiki/ICT_in_Education/Notes#32)] Other higher education institutions using teleconferencing in their online learning programs include the Open University of the United Kingdom, Unitar (Universiti Tun Abdul Ruzak) in Malaysia, Open University of Hong Kong, and Indira Gandhi National Open University.  **4.2.There is a picnic planning in school about teacher role.**  The teacher arrange a picnic in the school. a teacher announce picnic place. Teacher announce picnic date and fees..teacher put picnic plan on the notice board. A teacher prepare student name list. The teacher go to D.E.O office for the picnic permission. he give to letter district education officer. there are mention student name with age and std. and he mention date and time with picnic place. The Officer read this letter and after give to permission with a letter. the teacher collect aid box, some medicine ,some tap, torch, little brake fast, with his schools staff by bus. Teacher care the student like his children. SCHOOL PICNIC REPORT **DATED:11th JUNE 2010. BY: TENYIN YIGA.    Like last year, this year also students were taken for a school picnic. but this year kids were taken for picnic near the sacred mountain called the gonporangjung which the locals believed that there on the mountain they can see an image of the future buddha.**  we started our picnic on 2nd june, early morning we collected all the things that we need for the picnic and loaded them on three horses and start our long walk. it was about three to four hour walk from the village. some teachers went ahead and some much behind to check if all the kids are on the right track or not. with the big kids, they have no problem with walking while some small kids do have little problem. somehow, we reached our spot at around noon. for undertaking such kind of picnic we have some objectives. 1: since, most of the kids didn,t went out of the village for many years, it will be a nice experience for them to visit some new places. 2: since there was a big religious ceremony going on at the sacred mountain, it will be a nice experience for the kids to see and learn how the monks perform such rituals. 3: since, the school run for whole twelve months, it will be a great rest for the kids where they can be completely free to do what they wished. 4: lastly about awareness, which is not that related since they are at the same landscape. So, with these objective we went to the school picnic. when we reached the spot we put our school tents there, kids were let to play their games. they danced and played a lot. foods were prepared by a teacher and i hope kids like it. after serving them their dinner they were made to sleep. next morning after breakfast as always kids were busy with their games, and after lunch we started our walk towards village. when we asked about picnic to the kids, they inform us that they liked it very much and they are asking for one more extra day, but what to do, they got to attend the classes next day.  **WONDERFUL TRIP TO JAPAN**  Japan- The country of dreams. Japan is known in the world for its astounding technology but it has a nice coordination with the culture as well. Their traditions like Sumo Wrestling, Calligraphy, Tea Ceremony or it be Kendo, are still continuing in the same way. The country which was almost finished during the Hiroshima-Nagasaki attack, but then also didn’t lose any hope is the world’s top country in the field of technology, human resource and many many more factors. I went to Japan under the JENESYS PROGRAM (5th Batch India) and the biggest batch ever taken to Japan. I was the fortunate one from my school who got this lifetime opportunity. As we left for Japan, excitement bounced up in the heart as my biggest dream was coming true. We reached Japan at 07:00 am (Japan Time) and from there and then, our program started. We had to be very punctual as the Japanese are. On the way from Narita Airport to Tokyo, we were given the program booklets, event materials, and other useful material. We met our coordinators Kato San and Mikami San, who were the best coordinators anyone can ever get. We arrived to the hotel, and the program for the day was announced. We had to go about that program, and we started managing our time in Seconds, or Micro-seconds. After the 3 day stay at Tokyo, all the respective groups had to leave for their respective destinations. My destination was Kyoto, the primitive capital of Japan, famous for Cherry Blossom Flowers and the Kyoto Protocol for Climate Change. We were taken to Kyoto through Shinkan-Sen (Bullet Train) which covered a distance of 550km from Tokyo to Kyoto in an inconsequential time of 2.5 hours. Kyoto lies in the Shiga Prefecture and is surrounded by hills making it hot and humid. We show Nijo Castle, Gion. In Kyoto, we even visited the Murasakino High School, TEPIA, and KYOCERA and saw nuclear fission and fusion machines at KYOTO UNIVERSITY. After 2 days in Kyoto, we packed up our bags for HINO TOWN. It’s a small town where we had to have a Home Stay with the Japanese Family. We were looking forward for this day as it was a new experience. At home stay the main problem I faced was the Language, but our family was so kind and generous that they didn’t let us have any problem. The following day we had a farewell party from Hino Town. Again we reached Kyoto and in the morning we left for Tokyo as it was the 9th day. It was on that day that we had a workshop presentation at Indian Embassy in Japan. The next morning we had to leave for New Delhi and the end of the trip. No one wanted this trip to end, neither did I, but what starts always comes to an end. With a heavy heart and tears in the eyes we all left for our destinations. I guess I meet them soon! |