

**COMPUTERIZATION OF CONTINUOUS ASSESSMENT  
RECORDS IN UNITY SCHOOLS.  
A CASE STUDY OF UNITY  
SCHOOLS IN NIGER-STATE.**

**BY**

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**A PROJECT IN THE DEPARTMENT OF MATHEMATICS  
AND COMPUTER SCIENCE SUBMITTED TO THE  
POSTGRADUATE SCHOOL IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF THE POST  
GRADUATE DIPLOMA IN COMPUTER SCIENCE OF THE  
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA,  
NIGER STATE.**

**APRIL, 1996**

## CERTIFICATION

This is to certify that this work was carried out by Moses Nurhie in the Department of Mathematics/Computer Science, Federal University of Technology, Minna.

This work has not been done or submitted elsewhere for another or similar purpose and all references are fully acknowledged.

Signature 26/2/97

EXTERNAL EXAMINER

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HEAD OF DEPARTMENT  
(DR. K. R. ADEBOYE)

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SUPERVISOR

**DEDICATION**

**TO MY WIFE**

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It is the pleasure of the writer to acknowledge those persons who have helped to bring this project to fruition.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The National Policy on Education approved (1977) by the Federal Government of Nigeria, laid strong emphasis on the use of continuous assessment at all levels of education in preference to the old practice of single external examination at the end of each level of education.

Continuous assessment may be viewed as a method of finding out what the pupil has gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. Continuous assessment is defined as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes account in a systematic way, of all his performances during a given period of schooling.

Prior to the institution of the continuous assessment, the secondary schools in the country based their assessment and promotion of learners on the results of the promotion examinations that usually came up at the end

of each academic session. Through the result of such one-shot examinations, summary judgements were passed on the child's learning and achievement.

While teachers taught almost exclusively for the purpose of passing these examinations and students started with cheating of diverse sorts to pass the examinations, more daring learners, usually the more insecure students went all out for live papers. According to MKPA, this was the genesis of the large-scale examination malpractice which characterised the years between 1970 and 1978 in the history of Nigerian education.<sup>1</sup>

Prior to this time, the idea of continuous assessment had been muted at the curriculum conference of 1969. It would seem, however, that the alarming rate at which examination leakages and malpractice gathered momentum during the decade, 1970 -1980 inspired the recommendation in the national Policy on Education first published in 1977 and revised in 1981 that continuous assessment should be started for the educational programme at all levels.

It is expected that if the continuous assessment is adopted, not only will much of the current examination malpractice be largely eliminated but in addition more meaningful learning will result. The overall portrait of a

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<sup>1</sup> M. A. MKPA, 'Problems of Implementing Continuous Assessment in Schools' in E. T. Ehiemetabor(ed) Implementation of National Policy on Education (Benin: NERA, 1989)p. 173

pupil's performance can be presented more reliably, more comprehensively, and more systematically.

An important aspect of continuous assessment is the process as well as the practice of keeping records of children's achievements as they are scored and graded and according to the weighing given to each component area that has been assessed.

There are a number of problems with operating continuous assessment. The following are the major problems.

.Since the performance of each student over a long period need to be combined to get final assessment, accurate records must be kept for continuous assessment to be meaningful, there has to be meticulous keeping of accurate records on each pupil. The system therefore demands extra effort on the part of the teacher not only to use a larger number of assessments but also to keep more copious records.

.Since teachers assess their own students, it is difficult to know if the standards of all assessments are the same. Besides purely technical problems of differences in the difficulty levels of the assessment instruments and in the grading procedure, there may be personal biases entering into the grades produced.

.Combining scores from different assessments poses technical problems

in the sense that the scales used in the different assessments are inevitably not the same.

These problems can be overcome to a large extent through a number of measures. One of them is through the use of computers. The attempt made in this project is to examine how this can be achieved.

## **1.2 Purpose of the study**

An important aspect of continuous assessment is the process as well as the practice of keeping the records of children's achievement as they are scored and graded, and according to the weighing given to each component area that has been assessed. This project concentrates on that process/practice. The main aim or objective of this project is to examine how computers can be used for record keeping and reporting. The main types of records for continuous assessment which are

.Teacher's class/school record

.Pupils Cumulative record

.the transcript

are described and examples of each given.

The project shall examine how computers can be used for record-keeping and the continuity of records. for continuous assessment to be

meaningful, there has to be meticulous keeping of accurate records on each pupil. Second, since these records are expected to be cumulative from class to class and from school to school, there is need for uniformity in the kinds of records kept and the format for keeping such records. There is therefore the problem that the educational system must expect several thousands, perhaps millions, of teachers to keep accurate records with a more or less uniform format. Third, the fact that a child even within the same level of education may move from one school to another, for example, if the parents are transferred to another town, demands that a mechanism must be evolved to ensure that the records of the child from one school can be transferred to another without removing those records from the first school. The project shall examine how this can be done.

Finally, the project examines the methods of scoring, grading and weighing. A lot of schools in Nigeria report only the raw score. For instance, a pupil's permanent record or the report card sent to his parents might contain the entry elementary mathematics: 60'. The collateral information that gives 60 its full meaning is not reported and in such a case, a parent can only make the assumption that 60 in mathematics is the same as 60 in History.

Some schools in addition to the pupils' mark, report the class average

or the pupils place in the order of merit. Even so, it will not be an easy task for the parent to decide how much better or worse is 60 in mathematics than 60 in History. Attempt will be made to examine types of scales(percentile ranks, standard scores etc) and computing guides. Computers can be used to ease this work for the teacher.

The project addresses itself to how computers can be used to implement continuous assessment policy in secondary schools with particular reference to Unity School in Nigeria.

### 1.3 Scope of Study.

The micro-computer has invaded the classroom in many parts of the world and has recorded a positive impact upon the learners. In the advanced countries of the world, the computer has become an indispensable weapon of development.

In Nigeria, the new 6-3-3-4- system of education is designed to produce junior and senior secondary school graduates who will be equipped with adequate skills that will make them employable in both the private and public sectors of the nation's economy. Since the future of Nigeria, and indeed of the world, depends on modern technology we have to join the rest of the world in the use of computer technology.

It is in consideration of the need to improve the teaching and learning process of our youths that the Federal Government decided to introduce computer education into our secondary school system.

It should be noted, that until recently, there was no official policy on computer education in this country. In December 1987 the Honorable Minister of Education inaugurated a committee to prepare the National Policy on Computer Education as well as provide guidelines and strategies for introducing Computer education on a pilot scale in selected secondary schools where the needed facilities can be provided. since people, hardware, software and other accessories are needed for computer based information system, the Federal Government spent about ₦ 1million in the training of the programme's supervisors and acquired the materials needed in fifty selected schools.

Sixty schools were selected to try out computer studies. The schools to try this new curriculum are the 45 Unity Schools and 15 armed Forces secondary schools across the country.

This study is restricted to the Unity schools with particular reference to the Unity schools in Niger State. Each of the Unity Schools in the country has a computer centre that is well equipped. The federal ministry of education has been training some of the mathematics teachers to manage the

computer centres. Such teachers are given study leave with full pay. Every unity school now has a computer expert. However the emphasis is still one theoretical work. The computers are idle most of the time. There are so many aspects of the school system that the computers can be applied to. One of such is the area of continuous assessment.

The study shall be restricted to Unity Secondary Schools in Niger State. And the aspects of continuous assessments that shall be examined include the following:

- . Use of computers for record-keeping
- . The methods of scoring, grading and weighing.

#### 1.4 Methodology

The method adopted in this research began with a review of relevant tests and journals on continuous assessment. The records reviewed were:

written policy manuals  
rules and regulations  
standard procedures  
organisational chart and  
other relevant records

These records were examined at the beginning of the system study.

The actual investigation was carried out by the use of both primary and secondary sources of data. The primary sources from where data was collected include: information gathered from the unstructured personal interviews conducted with the principals and teachers of computer science in the Unity Schools

Secondary sources of data utilized for this project includes among others, the review of related literature of various authors, Encyclopedia, Dictionaries, Journals, Magazines, coupled with the information obtained in the operational Handbook on continuous assessment compiled by the Federal Ministry of Education.

### 1.5 Definition of Terms

.Unity Schools. Federal Government owned secondary schools

. Computer. An electronic machine for making calculations, storing and an electronic machine for making calculations, storing and analysing information fed into it and controlling machinery automatically.

. Procedures. These are the steps which unit the whole process and link everything together to produce the desired output.

. Continuous assessment. Is a method of evaluating the progress and achievement of students in educational institutions.

## CHAPTER TWO

### LITERATURE REVIEW

#### REVIEW OF PRESENT SYSTEM

This chapter dwells on the description of the present system. It examines the various procedures used in implementing the system. The purpose of doing this is to highlight the problems involved in the present procedure. In a later chapter we shall examine how the computer can be used to overcome such problems and to develop a new system.

According to Ezewu and Okoye continuous assessment can be defined as a systematic and objective process of determining the extent of student performances in all the expected changes in his behaviors, from the day he enters upon a course of study in a continuous and progressive manner to the end of such course of study and a judicious accumulation of all pieces of information derived from this purpose with a view to using them to guide and shape the student in his learning from time to time and to serve as bases for important decisions about the child.<sup>2</sup>

The following are the important aspects of continuous assessment that shall be considered in this review.

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<sup>2</sup>Ezewu, E. and Okoye, N. Principles and Practice of continuous Assessment (Ibadan: Evans Brothers Ltd. 1982) p. 135.

- . Record keeping and reporting.
- . Scoring, grading and weighing.

The practice of keeping the records of children's achievements as they are scored and graded is an important part of continuous assessment. At the secondary school level in Nigeria, the following three records are usually kept in each school to show the way each child's progress is assessed:

- (a) Teacher's class/school Record books;
  - (b) Pupils cumulative Record card; and
  - (c) The Transcript.
- (a) Teacher's class/school record book.

Every teacher has to keep this for his class. It is a permanent school record book. It contains: detailed scheme of work; diary of daily record of work; and progress reports. The progress reports from the point of view of continuous assessment is the most vital it is designed in such a way that provision is made for

- . weekly, monthly or periodic record of the class pupils achievement;
- . broad summaries of the pupils' progress at least two times in a term;
- . terminal progress reports incorporating, in addition to the academic grades/scores, scores and grades on social development, using a rating

scale.

(b) Pupils Cumulative record card.

It contains most available information on the child year by year throughout the six year stay in the secondary school. Essentially, the cumulative record card should give information on the following:

- . personal information about the student
- . weekly/periodic report of academic achievement.
- . report of terminal examination.
- . report of social and physical development/activities.
- . yearly summary of progress, including the weighing.

The card is called cumulative records card because the child is expected to use the same card throughout the secondary school period and, with the type of recording in it, parents will be adequately informed about the child's progress and they can, at a glance, compare the child's progress at different periods, since these have been accumulated in the card.

(c) Relative performance of the student.

Schools normally keep a record of raw scores obtained by the child in each subject area. At the secondary school level, the report sheet issued at the end of the term provides for

. the two termly summaries. For this purpose each form master keeps a mark book into which is recorded the scores of the periodic tests. The average of these scores form the termly summaries for respective halves of the term.

- . the end of term examination scores
- . the overall average
- . scores on the social and physical development/activities (i.e. affective and psychomotor scores).

## **HISTORY OF COMPUTER IN EDUCATION**

### **2.1 CUMULATIVE RECORD CARD (CRC)**

Name of School

School's Badge

School's Motto

Etc.

**FOR**

Name:.....

Registration Number

Year	State School	Pupil
------	--------------	-------

## Personal Information

1. Name:.....
2. Age:.....Date of Birth:..... Aver. Age in class:.....
3. Place of Birth:..... Nationality:.....
4. Sex:.....Height:.....Weight:.....
5.
  - a. Father's Name:.....
  - b. Father's Address:.....
  - c. Father's Occupation:.....
6.
  - a. Mother's Name:.....
  - b. Occupation:.....
  - c. Address:.....
7.
  - a. Guardian's Name:.....
  - b. Occupation:.....
  - c. Address:.....

## 2.2 ACADEMIC PROGRESS REPORT SUMMARIES AND TEST

	1st Summary					2nd Summ	Exams	Overall
Subjects								
English								
Maths								
Int. Science								
Fine-Arts								
Religions								
Instructions.								

## 2.3 AFFECTIVE REPORT.....TERM

	Ratings				
Behaviors and Activities.	5	4	3	2	1
Punctuality					
Attendance at class					
Carrying out assignments					
Participation in School activities					
Neatness					
Politeness					

Honesty					
Self Control					
Relationship					
Helping Others					
Sense of responsibility					
Obedience					
Initiative					

**KEY**

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = Very Poor

**2.4 PSYCHOMOTOR REPORT.....TERM**

ACTIVITIES	RATING				
	5	4	3	2	1
Handwriting					
Public Speaking					
Games					

Sports	1 2 3					
Gymnastics	1 2 3					
Painting						
Musical Performance						
Wood work						
Drawing						
Cycling Swimming						

**KEY**

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = V. Poor

The second aspect of Continuous assessment that is vital to this research work is scoring, grading and weighing.

A raw score is the direct numerical report of a person's test performance, e.g. number of questions answered, time required, count of right answers. Raw score can easily be misinterpreted. An examination mark by itself has practically no meaning. The traditional belief that it has an absolute value, so may percentage of a possible 'perfect' performance, is without foundation. All that a mark of 60 percent conveys is that it is one



of a reference group. The mean and standard deviation of the group are usually assigned arbitrary scale value and other scores provided by the test are then placed on the scale. For example, on the T-Score scale, the mean is 50 and the standard deviation is 10

For example, two groups of students were given the same test but their scripts were marked by different teachers. Teacher 1 who marked the scripts of group 1 gave a wide range of marks 5 to 95 while Teacher 2 who marked the scripts of Group 2 awarded marks on a restricted range so that the students were bunched together. The marks awarded by the teacher ranged from 20 to 50. This is illustrated below.

Teacher 1	5	95	Group 1
Teacher 2	20	50	Group 2

When an independent marker, Teacher 3 graded the scripts of both groups the distribution of scores in the two groups demonstrated that the groups were of comparable ability. The marks awarded ranged from 15 to 75 and the situation for the groups is as follows.

Teacher	15	75	Group 1
	15	75	Group 2

If we project the above case to the University situation, we would

discover that using the marks awarded by Teacher 1 and 2 above to put students into classes(i.e. 1st and 2nd, and Pass) There will, for instance, be first class degree holders in group 1 whereas these would be name in Group 2. this we know, of course, is not as a result of differences in ability of the groups but because we have subjected the two groups to different standards(scales) of grading. If the third teacher's standard (scale) were used, the distribution of students into classes would be the score in both groups. That is, expressing the marks of the students on a common scale has enabled us to make a fair comparison of test scored between the two groups. In essence, therefore, interpretation and comparison of test scores obtained from different tests within the same group become easy to make when all scores are referred to a common scale. Scores expressed on a common scale are called scaled score.

Three types of scaled scores are considered; Percentile ranks, standard scores and stanines.

#### 2.4.2.

#### Percentile Ranks.

Ranking scores from highest to lowest is the easiest way to make comparisons. reporting that a person stands 3rd aut 40 conveniently states his position relative to others. However, ranks depend on the number of

persons in the group, so if we wish to examine change in standing from one occasion to another we have difficulty because the size of the group changes. To avoid difficulties, ranks are changed to percentile scores. A person's percentile rank tells what proportion of the group falls below him. For example, suppose there are 40 persons, 2 superior to A and 37 poorer. Then we arbitrarily divide case A between the two groups, saying that  $2\frac{1}{2}$  cases are above him and  $37\frac{1}{2}$  below. Since  $37\frac{1}{2}$  is 94 percent of 40, A's percentile score is 94. By this method of computation the person exactly in the middle of the group is at the 50th percentile also called the median. The median can be thought of as the performance of a typical person in the group.

### 2.4.3 Standard Scores.

It is often difficult to compare scores from tests of unequal lengths (here, different tests on the same subject matter) unless we convert the raw scores to a common scale. Instead of percentile ranks, a standard scores scale based on the mean and standard deviation is used. For the continuous assessment system, the t-score scale is used. On this scale, the mean and standard deviation of scaled scores are set equal to 50 and 10 respectively. Thus, if a given raw score is, say 2 standard deviation above (below) the

mean, its equivalent T-score is 70(30).

The scale that gives the number of standard deviations a score away from the mean is the Z-Score scale otherwise known as the Zero one' scale

$$\text{Z-Score} = \frac{\text{Raw Score} - \text{Mean}}{\text{Standard deviation}}$$

$$Z = \frac{X - M}{SD}$$

Suppose mean and standard deviation of a given set of raw scores to be 33 and 3 respectively, then for raw score 40

$$\begin{aligned} Z &= \frac{40 - 33}{3} = \frac{7}{3} \\ &= 2.33 \end{aligned}$$

The formula for converting raw scores to T-scores is stated as

$$\begin{aligned} \text{T - Scores} &= 10Z + 50 \\ \text{Assume Mean (M)} &= 33.2; \text{SD} = 9.80 \\ \text{For raw score 50:} \end{aligned}$$

$$\begin{aligned} Z &= \frac{50 - 33.2}{9.80} = \frac{16.8}{9.80} \\ &= 1.7 \end{aligned}$$

$$T = 5 + 10(1.7) = 67$$

To ease the work of the classroom teacher, computers can be used to carry out such computations.

#### 2.4.4 .STANINES

A stanine scale is an approximately normal transformation with a mean of 5 and standard deviation of 1. Stanines are represented as number grades ranging from 1 to 9. Stanines are obtained by ordering a set of scores from the lowest to the highest, assigning the lowest 4 percent a score of 1, the next lowest a score of 2 and continuing the process until the top 4 percent receives a score of 9

The west African Examinations council uses a reviewed stanine scale for the school certificate and General Certificate of Education Examinations whereby 1 represents the highest subject grade and 9 the poorest.

#### 2.4.5 .WEIGHING

Weighing refers to specifying of the relative contributions of the various sections of a test or various tests in a given record to obtain the total score. The weights are the numbers indicating the relative contributions of the various tests or various sections of a test. The following example demonstrates the need to weight test scores appropriately in the process of combining them to obtain the total score.

For Example, two courses in mathematics offered at a University were assigned four and two units respectively. The tests given at the end of the

term contained the same number of questions and raw scores on each test could range from 0 to 100. Two students obtained scores on the courses as follows:

	Course 1 (4 Units)	Course 2 (2Units)
Student A	40	70
Student B	50	60

By the assignment of units to the course, we note that the 10 by which student B beat student A on Course 1 is superior to the 10 by which student A beat Student B on course 2. Hence, we conclude that student B's overall performance is superior to the performance of student A.

If our task is to obtain an overall score for each student and we take the ordinary average, both students would obtain an average score of 55 each. By the foregoing analysis the ordinary average of 55 does not reflect the superior performance of B to that of A. If the contributions of the courses are assigned in proportion to the units assigned in proportion to the units assigned to the courses, i.e. in the ratio 4:2, then A,s weighted average would be

$$\frac{4(40) + 2(70)}{4 + 2} = \frac{300}{6} = 50$$

Similarly B's weighted average is 53.3. These last result match our expectations that B is superior to A in overall performance and we realised this by assigning appropriate weights to marks obtained in each course.

#### 2.4.6 CALCULATING THE MEAN

The mean is the score which each student will have if all the scores were added together and shared equally among them. The mean is the sum of all the scores divided by the total number of cases.

$$M = \frac{Ex}{N}$$

Many teachers are already familiar with the mean although they probably refer to it as the average.

The mean can be used for describing the performance of a class in a test. Thus, if two classes of five had taken a certain test and one had a mean of 6 while the others had a mean of 8 the impression is that the second class performed better than the first. Suppose five students in a class have the following scores in a test with a maximum of 10 marks.

Student	Score
Femi	9
Chike	8
Bala	4

Boma                    3

Udo                     6

$$\text{Mean} = \frac{9 + 8 + 4 + 3 + 6}{5}$$

$$\frac{30}{5}$$

5

$$= 6$$

While the five pupils in the example have a means score of 6, their actual scores spread out between 9 and 3. supposing another 5 students had scores of 7, 6, 6, 6, 5, (total Score 30, mean score  $30 \div 5 = 6$ ) Both groups have the same mean of 6; but while the first group's scores are spread out the second group scores are all at or close to the mean.

This is a significantly different performance. Thus, to give a good description of the performance of a group, not only must the mean score be given, but also some indication of the 'spread' of scores about the mean. One measure of how spread out a class is from the mean is the standard deviation. One way of expressing how spread out from the mean the scores are is to find the deviation of each score form the mean. The deviation of

each score from the mean is  $X - M$  it is often shown by small  $x$ .

For the example about the deviations would be as follows:

Student	Score(x)	Deviation(d)
Femi	9	$(9 - 6) = 3$
Chike	8	$(8 - 6) = 2$
Bala	4	$(4 - 6) = -2$
Boma	3	$(3 - 6) = -3$
Udo	6	$(6 - 6) = 0$

To get rid of the negative signs, each deviation is squared. To get an estimate of the mean deviation, these squared deviations are added up, divided by the number of cases and the square root of the result is found.

The number so obtained is called the standard deviation.

Student	X	x	$x^2$
Femi	9	3	9
Chike	8	2	4
Bala	4	-2	4
Boma	3	-3	9
Udo	6	0	<u>0</u>
			26

Standard deviation = 26

$$\frac{\dots}{5} = 2.28$$

The formula for standard deviation therefore is:

$$S = \sqrt{\frac{\sum Ex^2}{n}}$$

#### 2.4.7 .THE USE OF PROFILES.

Using the T-score or percentile rank, a pictorial representation of a students performance in various subjects may be produced. Such pictorial or graphical representations are called profiles. suppose a JSS1 Student - Abdul, has the following percentile ranks in 10 subjects

	Subject	Percentile rank
1.	English Language	97
2.	Mathematics	76
3.	Integrated Science	92
4.	Social Studies	59
5.	Fine Art	50

6.	Technical Drawing	86
7.	Music	97
8.	Physical & Health Educ.	83
9.	Hausa	70
10.	Yoruba	69

His profile will be as shown below

100  
90  
80  
70  
60  
50  
40  
30  
20  
10

---

The figure shows that Abdul has a high standing in most subjects. In social

studies and fine Art, he is an average student. His most outstanding performances are in English Language, Integrated Science and Music. For guidance purposes, Abdul can cope with either a scientific an technological career or a literary career. Changes in profile from one year or term to another may also be used for diagnosing problems of the student.

From the foregoing discussions we observed the complex mathematical computations involved in implementing continuous assessment system. Most schools do not treat the various aspects of the continuous assessment because of the complex calculations involved. The computers can be used to overcome this problem. simple programs can be written and complex graphs can be drawn using computers. The aim of this research work is to examine how the various aspects of continuous assessments can be computerized.

## CHAPTER THREE

### DESCRIPTION OF THE PRESENT SYSTEM.

The focus of this chapter is on the description of the present system. It examines the procedures adopted in the conduct of this study. The chapter describes the following:-

- .Population
- .Sample Size
- .Data collection - instrumentation
- .Presentation, analysis and data interpretation.
- .Observation about the existing system.

#### 3.1 POPULATION

The various federal secondary schools - Federal government colleges, Federal government Girls Colleges, Queens college, Kings college - which are wholly owned by the federal Government of Nigeria constitute the population. This population was taken because it was at this level that Computer education was first introduced at the secondary level in Nigeria. there was no official policy on Computer Education in Nigeria until December 1987 when the Honorable Minister of education inaugurated a Committee to prepare the National Policy on Computer education as well

as provide guidelines and strategies for introducing computer education on a pilot scale in selected schools where the needed facilities can be provided. The federal government later spent about ₦1 million in the training of the programme's supervisors and also acquired the materials needed in fifty selected schools. The selected schools were the Federal Government Colleges in the country. The federal schools also known as the Unity Schools therefore constitute the population of this study.

### 3.2 SAMPLE SIZE

For purpose of convenience, the Unity or Federal Schools in Niger-State were taken as sample. It will be unrealistic to cover all the Federal Government Colleges in Nigeria. Financial constraints and limited time made the researcher to limit his research work to Unity Schools in Niger State.

The Unity schools in Niger State include the following:-

- .Federal Government College, Minna
- .Federal Government Girls College, Bida
- .Suleja Academy, Suleja
- .Federal Government Girls college, New Bussa.

The above Unity Schools in Niger State add up to make it (sample) a suitable representative sample.

### 3.3 Data collection.

The method adopted in this research began with a review of relevant texts and journals on continuous assessment and computers in education. Statistical data available in the various schools were also used. These served as a background to the study, thus making it to be largely exploratory and at the same time descriptive

The actual investigation was carried out by the use of both primary and secondary sources of data.

The primary sources from where data was collected include information gathered from the structured personal interviews conducted with key officers like the principals, vice principals, and also from the examination officers who are largely responsible for the handling of continuous assessment records.

Personal observation was also employed in conjunction with the interview method.

Secondary sources of data utilized for this report includes among others, the review of related literature of various authors, Encyclopedia, dictionaries, Journals, Magazines, coupled with the information obtained at the Unity Schools and the operational handbook on Continuous assessment by the Federal Ministry of Education. Some of the flaws associated with gathering

data and information from Secondary sources include:

- . The objectives of the various authors might differ from that of the researcher
- . The personal biases of the authors might affect the accuracy of the researcher's report.

However, the researcher would like to state that references were made to secondary sources of data in order to either substantiate or disprove an argument being put forward in this project.

### 3.4 PRESENTATION, ANALYSIS AND DATA INTERPRETATION.

The main instrument used in carrying out this research was the interview method as earlier mentioned. Based on this instrumentation, the following presentations and analysis were made.

- . It was observed by the researcher that the important records relating to continuous assessment were kept by the schools. Records like first summary assessment, second summary scores, examination scores were annually carried out by the various form teachers at the end of each term. Summary for each test were collected from the various subject teachers by the form masters of each class. The scores are then compiled in a master

sheet which are handed over to the examination officers or the vice principal(academics) at the end of each term. The various form masters interviewed complained of the tedious nature of the work.

- . The procedure for modifying students records, modifying 1st assessment scores, and modifying examination scores are very tedious and time consuming. any manual modification of the master result sheet will affect the whole procedure.
  
- . There was no arrangements of keeping separate files for each students. You can only extract any information pertaining to any student from the master sheet compiled by the form master. The master sheet do not in most cases carry all the information needed concerning a student. It does not contain personal details about each student. It is not comprehensive enough. To view a students overall result, you have to refer to the master file before you can generate any report concerning a student. it is time consuming and it used to be a problem for the principals when parents come asking for the results of their children/wards. It takes time before such records are usually

sorted out.

### 3.5 OBSERVATION ON THE EXISTING SYSTEM

From the above presentation and analysis, the following observations on the existing system were made.

- . Since the performance of each student over a long period need to be combined to get a final assessment, accurate records must be kept. The system therefore demands extra effort on the part of the teacher not only to use a larger number of assessments but also to keep more copious records.
- . Some aspects of the continuous records mentioned in the review of literature were not documented in the schools visited. aspects of the CA records like standard deviation, standard scores, weighted scores, percentile rank etc were not documented.
- . Enquiring for students records could be time-consuming. If there is a request for a students record all the master sheets are brought out for massive sorting. There was a case of fire outbreak in a particular school. All CA records were lost in that mishap that year. This would have been avoided if such

records were computerized and stored in diskettes.

- . It is not all students records that can be computerized. There are some aspects of the CA records that cannot be computerized.
- . The method of entering records involves too much paper work.

## CHAPTER FOUR

### 4.0 DESIGN OF THE PROPOSED SYSTEM.

Information gathered at this stage is used for designing a new and improved system with the use of electronic data processing system. The new physical design is based on the information gathered on the existing system.

The chapter begins with the description of the proposed system and its hardware requirements.

### 4.1 THE PROPOSED SYSTEM.

The proposed system is made up of a main menu as shown in figure 1 below.

The main menu consists of 6 options.

These are:- subject registration, examination menu, first assessment menu, second assessment menu, report generation menu, and quit menu. At this main menu the system will prompt you to enter the first letter of any of the available options to pick choice. The screen format of this main menu is shown in figure 1.

The attempt made here is to discuss the six main menu in functions

FEDERAL GOVERNMENT COLLEGE  
COMPUTERISED SSS RESULT - MENU

SUBJECT REGISTRATION MENU

- A--Registering New Student
- B--Modifying Student Record
- C--Removing Student Record

EXAMINATION MENU

- D--Entering EXAM Scores
- E--Modifying EXAM Scores
- F--Viewing Results

FIRST ASSESSMENT MENU

- G--Entering 1ST Assessment Scores
- H--Modifying 1ST Assessment Scores

SECOND ASSESSMENT MENU

- I--Entering 2ND Assessment Scores
- J--Modifying 2ND Assessment Scores

REPORT GENERATION MENU

- K--Student Report Sheet
- L--Change Semester/Session

QUITTING

- M--Exiting System

Press LETTER (A-M) to select choice:

1. Subject Registration Menu.

This option enables the users to update the master files containing the records of all the students.

At this menu, another level of options appears on the screen as shown in figure 2 in which the user of the system is expected to pick a choice. Press letters A - M to select a choice. Each of the submenu is discussed briefly below.

A. Registering new students

This submenu will enable the users an opportunity to add new students data in to the system it is made up of two different screens which comes one after the other. The two screens are represented by figure 2 and 3. Figure 2 gives the personal details of each new student into the system. It includes students number, students name, sex age, state of origin, nationality, class code and the school code. This takes as to subject registration of each student. Press any key for subject registration. The second screen (figure 3) shows the student number, student name and the subjects entered for. It has a serial number, subject code and description.

B. Modifying Students Record.

This command makes for changes to be carried out on the personal details of a student. It is also made up of two screens which come one after

FEDERAL GOVERNMENT COLLEGE

New Student Registration Screen

PERSONAL DETAILS

STUDENT NUMBER (Enter "999999" to quit): 765432

STUDENT NAME: MOHAMMED JALINGO

SEX      AGE      STATE OF ORIGIN      NATIONALITY  
M      14      ADAMAWA      GERIAN

GLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for SS3) 2

ENTER THE STUDENT SCHOOL CODE 1

Press any Key for Subject Registration

2

FEDERAL GOVERNMENT COLLEGE

NEW STUDENT REGISTRATION SCREEN

STUDENT NUMBER  
765432

STUDENT NAME  
MOHAMMED JALINGO

S/NO	SUBJECT CODE	DESCRIPTION	S/NO	SUBJECT CODE	DESCRIPTION
1	SUB01	MATHEMATICS	6	SUB14	FRENCH
2	SUB02	ENGLISH LANG.	7	SUB12	GEOGRAPHY
3	SUB04	PHYSICS	8	SUB11	HISTORY
4	SUB06	CHEMISTRY	9	SUB08	FURTHER MATHS
5	SUB09	ECONOMICS			

Press "S" to Save or "A" to Abort

3

the other. The two screens are represented by figures 4 and 5. The student's number is entered in order to locate the record to be modified. The personal details of each student is displayed on the screen for necessary changes to be effected. The same procedure goes for modifying subject registration.

### C. Removing Student Record

This is another option to enable the users remove or delete a particular record from the system. The students number is entered to locate the students record. The user simply presses 'Y' which stands for yes if the student record is to be removed. The user presses 'N' for no if the record is not to be removed. With the operations any information can be removed and a new one can be added. This screen is shown in figure 6 below.

## 2. Examination Menu.

This menu consist of three submenu.

### d. Entering examination scores.

This option is used to carry out entering of marks or scores into the proposed system. The students number is entered to locate the record of the student on the screen. This is shown in figure 7 below. In the screen shown in figure 7, the students number, name and class appeared on the screen. In this example, Mohammed Jalingo of SS2 scored 45 in mathematics So in English, 30 in physics 35 in Chemistry,27 in Economics down to 35 in

NIGER STATE UNITY SCHOOLS

MODIFYING OF STUDENT RECORD SCREEN

PERSONAL DETAILS

STUDENT NUMBER (Enter "999999" to quit): 765432

STUDENT NAME: MOHAMMED JALINGO

SEX      AGE      STATE OF ORIGIN      NATIONALITY  
M      14      ADAMAWA      NIGERIAN

CLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for SS3) 2

ENTER THE STUDENT SCHOOL CODE 1

Press any Key for Subject Registration

NIGER STATE UNITY SCHOOLS

MODIFYING OF STUDENT RECORD SCREEN

STUDENT NUMBER

765432

STUDENT NAME

MOHAMMED JALINGO

S/NO	SUBJECT CODE	DESCRIPTION	S/NO	SUBJECT CODE	DESCRIPTION
1	SUB01	MATHEMATICS	6	SUB14	FRENCH
2	SUB02	ENGLISH LANG.	7	SUB12	GEOGRAPHY
3	SUB04	PHYSICS	8	SUB11	HISTORY
4	SUB06	CHEMISTRY	9	SUB08	FURTHER MATHS
5	SUB09	ECONOMICS			

further Mathematics.

#### E. Modifying examination scores.

This can be used to modify examination scores. The user may discover some mistakes in the entering of examination scores. It is also possible that the class has performed below average and the user may want to upgrade all scores or marks. In such a situation the user can use, this screen to modify such scores as shown in figure 8.

#### F. Viewing Results.

This option is used to view the overall result of each student. The student number is entered to locate the record of the student.

### 3. First Assessment Menu

This option consists of two submenus.

This option offers an opportunity to the users enter the first assessment scores. The submenus are as follows:-

#### G. Entering 1st Assessment scores.

This submenu enables the user to enter the first assessment scores. As usual the student's number is entered to retrieve the records, The scores are then entered. This is shown by figure 10

H. Modifying 1st assessment scores. This submenu enables the user to modify scores already entered into the system if the need arises. It can be

NIGER STATE UNITY SCHOOLS

REMOVAL OF STUDENT RECORD SCREEN

PERSONAL DETAILS

STUDENT NUMBER (Enter "999999" to quit): 765432

STUDENT NAME: MOHAMMED JALINGO

SEX	AGE	STATE OF ORIGIN	NATIONALITY
M	14	ADAMAWA	NIGERIAN

CLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for SS3) 2

ENTER THE STUDENT SCHOOL CODE 1

Removing this student record - To continue (Y/N)

NIGER STATE UNITY SCHOOLS

ENTERING EXAMINATION SCORES SCREEN

STUDENT NUMBER                      STUDENT NAME                      CLASS  
765432                      MOHAMMED JALINGO                      SS2

S/NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
1	MATHEMATICS	45.0	6	FRENCH	46.0
2	ENGLISH LANG.	50.0	7	GEOGRAPHY	51.0
3	PHYSICS	30.0	8	HISTORY	30.0
4	CHEMISTRY	35.0	9	FURTHER MATHS	35.0
5	ECONOMICS	27.0			

Press "S" to Save or "A" to Abort

7

NIGER STATE UNITY SCHOOLS

MODIFYING OF EXAMINATION SCORES SCREEN

STUDENT NUMBER                      STUDENT NAME                      CLASS  
765432                      MOHAMMED JALINGO                      SS2

NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
	MATHEMATICS	45.0	6	FRENCH	46.0
	ENGLISH LANG.	50.0	7	GEOGRAPHY	51.0
	PHYSICS	30.0	8	HISTORY	30.0
	CHEMISTRY	35.0	9	FURTHER MATHS	35.0
	ECONOMICS	27.0			

Press "S" to Save or "A" to Abort

8

used if mistakes were made in the first entry. This is shown by figure 11.

#### 4. Second Assessment Menu.

This option consists of two submenu; entering second assessment scores and modifying second assessment scores.

These are shown by figure 12 and figure 13 respectively.

#### 5. Report Generation Menu.

The user is offered an opportunity to print out any of the reports that is to be generated by this system. Figure 14 below shows the overall report generated for the student Mohammed Jalingo. It shows some aspects of the personal details of the students, the subject registration, the 1st assessment summary, the second assessment summary, the examination scores, the total, and the grade. The moment the student's number is entered, the overall record appears on the screen. The user is then free to pick a choice which represents the type of report to be generated at any particular times.

#### 4.2 FILE DESIGN.

File design pertains to the description of all the file that were used in the system. It includes the file contents and the structure. The new system consists of three main file; one is a master file and the other two are reference files. The three are student dbf, sub dft and school dbf. Briefly, the description of the database files are as follows:

NIGER STATE UNITY SCHOOLS

VIEWING OVERALL RESULT SCREEN

STUDENT NUMBER  
765432

STUDENT NAME  
MOHAMMED JALINGO

CLASS  
SS2

S/NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
1	MATHEMATICS	64.0	6	FRENCH	79.0
2	ENGLISH LANG.	74.0	7	GEOGRAPHY	79.0
3	PHYSICS	53.0	8	HISTORY	53.0
4	CHEMISTRY	61.0	9	FURTHER MATHS	60.0
5	ECONOMICS	47.0			

Viewing overall result - Press any key

9

NIGER STATE UNITY SCHOOLS

ENTERING FIRST ASSESSMENT SCORES SCREEN

STUDENT NUMBER: 785432      STUDENT NAME: MOHAMMED JALINGO      CLASS: SS2

S/NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
1	MATHEMATICS	10.0	6	FRENCH	18.0
2	ENGLISH LANG.	16.0	7	GEOGRAPHY	14.0
3	PHYSICS	12.0	8	HISTORY	12.0
4	CHEMISTRY	13.0	9	FURTHER MATHS	15.0
5	ECONOMICS	9.0			

Press "S" to Save or "A" to Abort

NIGER STATE UNITY SCHOOLS

MODIFYING OF FIRST ASSESSMENT SCORES SCREEN

STUDENT NUMBER: 785432      STUDENT NAME: MOHAMMED JALINGO      CLASS: SS2

NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
	MATHEMATICS	10.0	6	FRENCH	18.0
	ENGLISH LANG.	16.0	7	GEOGRAPHY	14.0
	PHYSICS	12.0	8	HISTORY	12.0
	CHEMISTRY	13.0	9	FURTHER MATHS	15.0
	ECONOMICS	9.0			

Press "S" to Save or "A" to Abort

(a) Student dbf.

This is a master files. It consists of 44 fields. It contains the personal details of each student like the number, name class code, subject code, sex, age, state and nationality. It contains also the subjects registered for by each student. This is shown by SUB1, SUB2 down to SUB9 which are the nine subjects registered for by each student. The next aspect of the database file is recording of scores in first assessment in all the nine subjects. This is shown by FIRST 9. Then we have SECOND 1 down to SECOND 9; that is, scores obtained in the second assessment by each student in the 9 subjects. This is finally followed by EXAM 1 down to EXAM 9. This is shown by figure 15 below.

(b) SUB dbf.

This is a reference file used for updating the master file. It consist of only 2 fields. The structure of this file is shown in figure 16.

(c) School dbf.

This is also a temporary file used for updating the main database file. It consist of 2 fields and its structure is shown by figure 17.

NIGER STATE UNITY SCHOOLS

ENTERING SECOND ASSESSMENT SCORES SCREEN

STUDENT NUMBER                      STUDENT NAME                      CLASS  
765432                      MOHAMMED JALINGO                      SS2

S/NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
1	MATHEMATICS	9.0	6	FRENCH	15.0
2	ENGLISH LANG.	8.0	7	GEOGRAPHY	14.0
3	PHYSICS	11.0	8	HISTORY	11.0
4	CHEMISTRY	13.0	9	FURTHER MATHS	10.0
5	ECONOMICS	11.0			

Press "S" to Save or "A" to Abort

NIGER STATE UNITY SCHOOLS

MODIFYING OF SECOND ASSESSMENT SCORES SCREEN

STUDENT NUMBER                      STUDENT NAME                      CLASS  
765432                      MOHAMMED JALINGO                      SS2

S/NO	DESCRIPTION	MARKS SCORED	S/NO	DESCRIPTION	MARKS SCORED
1	MATHEMATICS	9.0	6	FRENCH	15.0
2	ENGLISH LANG.	8.0	7	GEOGRAPHY	14.0
3	PHYSICS	11.0	8	HISTORY	11.0
4	CHEMISTRY	13.0	9	FURTHER MATHS	10.0
5	ECONOMICS	11.0			

Press "S" to Save or "A" to Abort

FEDERAL GOVERNMENT COLLEGE, MINNA  
 =====

STUDENT REPORT SHEET  
 -----

CANDIDATE NUMBER: 765432

CANDIDATE NAME: MOHAMMED JALINGO

CLASS: SS2

SESSION: 1994/95

SEMESTER: SECOND

SUBJECT	1ST SUMMARY	2ND SUMMARY	EXAMINATION	TOTAL	GRADE
CHEMISTRY	10.0	9.0	45.0	64.0	C4
ENGLISH LANG.	16.0	8.0	50.0	74.0	A2
PHYSICS	12.0	11.0	30.0	53.0	C6
CHEMISTRY	13.0	13.0	35.0	61.0	C4
ECONOMICS	9.0	11.0	27.0	47.0	P7
TECHNICAL DRAWING	18.0	15.0	46.0	79.0	A1
GEOGRAPHY	14.0	14.0	51.0	79.0	A1
RELIGIOUS STUDY	12.0	11.0	30.0	53.0	C6
ADDITIONAL MATHS	15.0	10.0	35.0	60.0	C4

CLASS MASTER

DATE

PRINCIPAL

DATE

### **4.3 SYSTEM REQUIREMENT**

System requirement relates to the type or nature of computer needed for the new system since the new system involves storing a large number of data and information a computer with higher speed and larger storage is required.

### **4.4 SYSTEM TESTING**

It is important to be sure that the new system is working accurately before actually using the system. This can be done by using some test data on the new system. This was carried out by the researcher. The new system was tested using some test data on all the modules of the system.

The various programs produced in the appendix are the results of this testing.

### **4.5 SYSTEM CONVERSION.**

There are various methods of changing over to a new system. The researcher recommend the parallel change over method. Here, the old and new system are run concurrently using the same inputs. The outputs are compared and reasons for differences resolved. Outputs from the old system continue to be distributed until the new system has proved satisfactory. At this point, the old system is discontinued and the new ones takes its place.

Structure for database: C:\student.dbf.

Number of data records: 1

Date of last update : 01/23/96

Field	Field Name	Type	Width	Dec
1	NUMBER	Character	6	
2	NAME	Character	40	
3	CCODE	Character	1	
4	SCODE	Character	1	
5	SEX	Character	1	
6	AGE	Character	2	
7	STATE	Character	12	
8	NATION	Character	20	
9	SUB1	Character	5	
10	SUB2	Character	5	
11	SUB3	Character	5	
12	SUB4	Character	5	
13	SUB5	Character	5	
14	SUB6	Character	5	
15	SUB7	Character	5	
16	SUB8	Character	5	
17	SUB9	Character	5	
18	FIRST1	Numeric	4	1
19	FIRST2	Numeric	4	1
20	FIRST3	Numeric	4	1
21	FIRST4	Numeric	4	1
22	FIRST5	Numeric	4	1
23	FIRST6	Numeric	4	1
24	FIRST7	Numeric	4	1
25	FIRST8	Numeric	4	1
26	FIRST9	Numeric	4	1
27	SECOND1	Numeric	4	1
28	SECOND2	Numeric	4	1
29	SECOND3	Numeric	4	1
30	SECOND4	Numeric	4	1
31	SECOND5	Numeric	4	1
32	SECOND6	Numeric	4	1
33	SECOND7	Numeric	4	1
34	SECOND8	Numeric	4	1
35	SECOND9	Numeric	4	1
36	EXAM1	Numeric	5	1
37	EXAM2	Numeric	5	1
38	EXAM3	Numeric	5	1
39	EXAM4	Numeric	5	1
40	EXAM5	Numeric	5	1
41	EXAM6	Numeric	5	1
42	EXAM7	Numeric	5	1
43	EXAM8	Numeric	5	1
44	EXAM9	Numeric	5	1
**	Total	**	246	

Structure for database: C:sub.dbf

Number of data records: 15

Date of last update : 01/19/96

Field	Field Name	Type	Width	Dec
1	SUBCODE	Character	5	
2	SUR	Character	16	
** Total **			22	

16

Structure for database: C:school.dbf

Number of data records: 0

Date of last update : 01/24/96

Field	Field Name	Type	Width	Dec
1	SCODE	Character	1	
2	SDESC	Character	40	
** Total **			42	

17

#### **4.6 MAINTENANCE AND REVIEW.**

Provision must be made for a review of the system from time to time. This is an important aspect of the implementation process. Once a system is implemented and in full operation it is examined to see if it has met the objectives set out in the original specification. From time to time the requirement of the organisation will change and the system will have to be examined to see if it can cope with the changes.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

The last chapter of this project dwells on conclusion and recommendation. The conclusion is based on the findings in the project work.

#### 5.1 Conclusion

The Federal Government colleges derive the following benefits from this newly designed system.

- Since the performance of each students over a long period need to be combined to get a final assessment, accurate records must be kept. The system therefore demands extra effort on the part of the teacher not only to use a larger number of assessments but also to keep more copious records. Computers can aid in the storage of such copious records.
- Enquiring for students records would be faster. In the old system enquiring for students records could be time-consuming. If there is a request for a students record, all the master sheets

are brought out for sorting which is time-consuming.

- Changes can be done easily in the new system. The user of the system may want to introduce or make some changes. This can be done easily. The user can delete records, add records or modify records.
- The user is also offered an opportunity to print out any of the reports that is to be generated by this system. The moment the student's number is entered, the overall record of a student appears on the screen. The user is then free to pick a choice which represents the type of report to be generated at any particular time.
- Continuous assessment records involve a lot of calculation. Manual calculation leads to errors. The new system is designed to eliminate this problem. The computer is a calculating machine which can be used to carry out this exercise more efficiently than the manual method.

## 5.2 Recommendation

From the analysis of data in this project, the following are the researcher's recommendations.

- Attention should be directed towards the training of staff to handle the new system. Presently few mathematics teachers are involved in the handling of computers in the selected unity schools. They are not trained and such people cannot handle the new designed system.
- It is also recommended that continuous assessment results should be computerised. Continuous assessment involves the keeping of copies records. Such records should be computerised to make for efficient storage and retrieval of such records.
- Attempt should be made to introduce computer education in state schools also.

In Nigeria, the new 6-3-3-4- system of education is designed to produce junior and senior secondary school graduates who will be equipped with adequate skills that will make them employable in both the private and public sectors of the nations economy. Since the future of Nigeria, and

indeed of the world, depends on modern technology we have to join the rest of the world in the use of computer technology. In practical terms the computer is put into many uses in the learning process. Thus it instructs, evaluate, response, score and access the quality of performance.

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\*\* MOSES.PRG \*\*

```
set talk off
set scor off
set stat off
set safe off
set date brit
do while .t.
  clea
  @ 0,0 to 24,79 doub
  @ 3,1 to 3,78 doub
  @ 4,2 to 9,37
  @ 4,42 to 9,77
  @ 11,2 to 15,37
  @ 11,42 to 15,77
  @ 17,2 to 21,37
  @ 17,42 to 21,77
  @ 22,1 to 22,78 doub
  @ 1,27 say 'FEDERAL GOVERNMENT COLLEGE'
  @ 2,25 say 'COMPUTERISED SSS RESULTS - MENU'
  @ 5,3 say 'SUBJECT REGISTRATION MENU'
  @ 6,3 say 'A--Registering New Student'
  @ 7,3 say 'B--Modifying Student Record'
  @ 8,3 say 'C--Removing Student Record'
  @ 5,48 say 'EXAMINATION MENU'
  @ 6,43 say 'D--Entering EXAM Scores'
  @ 7,43 say 'E--Modifying EXAM Scores'
  @ 8,43 say 'F--Viewing Results'
  @ 12,8 say 'FIRST ASSESSMENT MENU'
  @ 13,3 say 'G--Entering 1ST Assessment Scores'
  @ 14,3 say 'H--Modifying 1ST Assessment Scores'
  @ 12,48 say 'SECOND ASSESSMENT MENU'
  @ 13,43 say 'I--Entering 2ND Assessment Scores'
  @ 14,43 say 'J--Modifying 2ND Assessment Scores'
  @ 18,4 say 'REPORT GENERATION MENU'
  @ 19,3 say 'K--Student Report Sheet'
  @ 20,3 say 'L--Change Semester/Session'
  @ 18,47 say 'Q U I T T I N G'
  @ 20,43 say 'M--Exiting System'
  @ 23,21 say 'Press LETTER (A-M) to select choice:'
  do while .t.
    choice=' '
    @ 23,58 get choice pict '!'
    read
    if choice $ 'ABCDEFGHIJKLM'
      exit
    endi
  endd
  do case
    case choice= 'A'
      do PA
    case choice= 'B'
      do PB
    case choice= 'C'
      do PC
    case choice= 'D'
      do PD
```

```
    case choice= 'E'
      do PE
    case choice= 'F'
      do PF
    case choice= 'G'
      do PG
    case choice= 'H'
      do PH
    case choice= 'I'
      do PI
    case choice= 'J'
      do PJ
    case choice= 'K'
      do PK
    case choice= 'L'
      do PL
    otherwise
      exit
  endcase
endd
clea
retu
```

```
** pa.prg**
```

```
set talk off
sele 1
  use student
sele 2
  use sub
do whil .t.
  clea
  sele 1
  go top
  @ 1,10 to 23,69 doub
  @ 20,11 to 20,68 doub
  @ 2,27 say 'FEDERAL GOVERNMENT COLLEGE'
  @ 3,27 to 3,52 doub
  @ 5,24 say 'New Student Registration Screen'
  @ 6,24 to 6,54 doub
  @ 8,11 say 'PERSONAL DETAILS'
  @ 9,11 to 9,26
  mnumber=spac(6)
  @ 10,14 say 'STUDENT NUMBER (Enter "999999" to quit):' get
  mnumber pict '@!'
  read
  if mnumber= '999999'
    exit
  endi
  loca for number=mnumber
  if found()
    @ 22,16 say 'Student Number Exists - Press any key to
  continue'
  set cons off
  wait
  set cons on
  loop
```

```

endi
mname=spac(40)
mstate=spac(12)
mnation=spac(20)
mage=spac(2)
stor ' ' to mccode,msex,mcode
      s t o r       s p a c   ( 5 )       t o
msub1,msub2,msub3,msub4,msub5,msub6,msub7,msub8,msub9
      s t o r 0 t o
first1,first2,first3,first4,first5,first6,first7,first8,first9
      s t o r 0 t o
second1,second2,second3,second4,second5,second6,second7,second
8,second9
stor 0 to exam1,exam2,exam3,exam4,exam5,exam6,exam7,exam8,exam9
@ 12,14 say 'STUDENT NAME:' get mname pict '@!'
@ 14,14 say 'SEX'
@ 14,21 say 'AGE'
@ 14,28 say 'STATE OF ORIGIN'
@ 14,52 say 'NATIONALITY'
@ 15,15 get msex pict '!'
@ 15,21 get mage
@ 15,29 get mstate pict '@!'
@ 15,48 get mnation pict '@!'
@ 17,14 say 'CLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for
SS3)' get mcode
@ 19,23 say "ENTER THE STUDENT SCHOOL CODE" get mcode
read
@ 22,21 say 'Press any Key for Subject Registration'
set cons off
wait
set cons on
clea
@ 0,0 to 24,79 doub
@ 22,1 to 22,78 doub
@ 1,27 say 'FEDERAL GOVERNMENT COLLEGE'
@ 2,27 to 2,52 doub
@ 4,24 SAY 'NEW STUDENT REGISTRATION SCREEN'
@ 5,24 to 5,54 doub
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 8,9 get mnumber
@ 8,28 get mname
clea gets
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO SUBJECT CODE DESCRIPTION'
@ 11,42 say 'S/NO SUBJECT CODE DESCRIPTION'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
do whil .t.
@ 13,11 get msub1 pict '@!'
read
go top
loca for subcode=msub1
if .not. found()
@ 23,14 say 'Subject Code is Invalid - Press any key to

```

```
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub1=spac(5)
    loop
  endi
  descl=sub
  @ 13,22 get descl
  clea gets
  exit
endd
@ 15,3 say '2'
do while .t.
  @ 15,11 get msub2 pict '@!'
  read
  go top
  loca for subcode=msub2
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub2=spac(5)
    loop
  endi
  descl= sub
  @ 15,22 get descl
  clea gets
  exit
endd
@ 17,3 say '3'
do while .t.
  @ 17,11 get msub3 pict '@!'
  read
  go top
  loca for subcode=msub3
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub3=spac(5)
    loop
  endi
  descl= sub
  @ 17,22 get descl
  clea gets
  exit
endd
@ 19,3 say '4'
do while .t.
```

```

@ 19,11 get msub4 pict '@!'
read
go top
loca for subcode=msub4
if .not. found()
  @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
  set cons off
  wait
  set cons on
  @ 23,5 clea to 23,74
  msub4=spac(5)
  loop
endi
descl= sub
@ 19,22 get descl
clea gets
exit
endd
@ 21,3 say '5'
do while .t.
  @ 21,11 get msub5 pict '@!'
  read
  go top
  loca for subcode=msub5
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub5=spac(5)
    loop
  endi
  descl= sub
  @ 21,22 get descl
  clea gets
  exit
endd
@ 13,43 say '6'
do while .t.
  @ 13,51 get msub6 pict '@!'
  read
  go top
  loca for subcode=msub6
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub6=spac(5)
    loop
  endi
  descl= sub
  @ 13,62 get descl

```

```
    clea gets
    exit
endd
@ 15,43 say '7'
do while .t.
    @ 15,51 get msub7 pict '@!'
    read
    go top
    loca for subcode=msub7
    if .not. found()
        @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
        set cons off
        wait
        set cons on
        @ 23,5 clea to 23,74
        msub7=spac(5)
        loop
    endi
    descl=sub
    @ 15,62 get descl
    clea gets
    exit
endd
@ 17,43 say '8'
do while .t.
    @ 17,51 get msub8 pict '@!'
    read
    go top
    loca for subcode=msub8
    if .not. found()
        @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
        set cons off
        wait
        set cons on
        @ 23,5 clea to 23,74
        msub8=spac(5)
        loop
    endi
    descl=sub
    @ 17,62 get descl
    clea gets
    exit
endd
@ 19,43 say '9'
do while .t.
    @ 19,51 get msub9 pict '@!'
    read
    go top
    loca for subcode=msub9
    if .not. found()
        @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
        set cons off
        wait
        set cons on
        @ 23,5 clea to 23,74
```

```

        msub9=spac(5)
        loop
        endi
        descl=sub
        @ 19,62 get descl
        clea gets
        exit
    endd
    sele 1
    @ 23,22 say 'Press "S" to Save or "A" to Abort'
    do while .t.
        choice= ' '
        @ 23,56 get choice pict '!'
        read
        if choice $ 'SA'
            exit
        endi
    endd
    if choice= 'S'
        append blank
        repl number with mnumber,name with mname
        repl state with mstate,nation with mnation
        repl ccode with mcode,sex with msex
        repl state with mstate,age with mage,scode with mcode
        repl sub1 with msub1,sub2 with msub2,sub3 with msub3,sub4
with msub4
        repl sub5 with msub5,sub6 with msub6,sub7 with msub7,sub8
with msub8
        repl sub9 with msub9
    endi
    endd
    close all
    clea
    retu

```

\*\* PB.PRG \*\*

```

set talk off
sele 1
    use student
sele 2
    use sub
do while .t.
    clea
    sele 1
    go top
    @ 1,10 to 23,69 doub
    @ 20,11 to 20,68 doub
    @ 2,28 say 'NIGER STATE UNITY SCHOOLS'
    @ 3,28 to 3,52 doub
    @ 5,23 say 'MODIFYING OF STUDENT RECORD SCREEN'
    @ 6,23 to 6,56 doub
    @ 8,11 say 'PERSONAL DETAILS'
    @ 9,11 to 9,26
    mnumber=spac(6)
    @ 10,14 say 'STUDENT NUMBER (Enter "999999" to quit):' get

```

```
mnumber pict '@!'
read
if mnumber= '999999'
  exit
endi
loca for number=mnumber
if .not. found()
  @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
  set cons off
  wait
  set cons on
  loop
endi
mname=name
mstate=state
mnation=nation
mage=age
mccode=ccode
msex=sex
mscode=scode
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
@ 12,14 say 'STUDENT NAME:' get mname pict '@!'
@ 14,14 say 'SEX'
@ 14,21 say 'AGE'
@ 14,28 say 'STATE OF ORIGIN'
@ 14,52 say 'NATIONALITY'
@ 15,15 get msex pict '!'
@ 15,21 get mage
@ 15,29 get mstate pict '@!'
@ 15,48 get mnation pict '@!'
@ 17,14 say 'CLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for
SS3)' get mccode
@ 19,23 say "ENTER THE STUDENT SCHOOL CODE" get mscode
read
@ 22,21 say 'Press any Key for Subject Registration'
set cons off
wait
set cons on
clea
@ 0,0 to 24,79 doub
@ 22,1 to 22,78 doub
@ 1,28 say 'NIGER STATE UNITY SCHOOLS'
@ 2,28 to 2,52 doub
@ 4,23 say 'MODIFYING OF STUDENT RECORD SCREEN'
@ 5,24 to 5,56 doub
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 8,9 get mnumber
@ 8,28 get mname
```

```
clea gets
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO SUBJECT CODE DESCRIPTION'
@ 11,42 say 'S/NO SUBJECT CODE DESCRIPTION'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
@ 13,11 get msub1 pict '@!'
go top
loca for subcode=msub1
descl=sub
@ 13,22 get descl
@ 15,3 say '2'
@ 15,11 get msub2 pict '@!'
go top
loca for subcode=msub2
descl= sub
@ 15,22 get descl
@ 17,3 say '3'
@ 17,11 get msub3 pict '@!'
go top
loca for subcode=msub3
descl= sub
@ 17,22 get descl
@ 19,3 say '4'
@ 19,11 get msub4 pict '@!'
go top
loca for subcode=msub4
descl= sub
@ 19,22 get descl
@ 21,3 say '5'
@ 21,11 get msub5 pict '@!'
go top
loca for subcode=msub5
descl= sub
@ 21,22 get descl
@ 13,43 say '6'
@ 13,51 get msub6 pict '@!'
go top
loca for subcode=msub6
descl= sub
@ 13,62 get descl
@ 15,43 say '7'
@ 15,51 get msub7 pict '@!'
go top
loca for subcode=msub7
descl=sub
@ 15,62 get descl

@ 17,43 say '8'
@ 17,51 get msub8 pict '@!'
go top
loca for subcode=msub8
descl=sub
@ 17,62 get descl
@ 19,43 say '9'
```

```

@ 19,51 get msub9 pict '@!'
go top
loca for subcode=msub9
descl=sub
@ 19,62 get descl
clea gets
do while .t.
  @ 13,11 get msub1 pict '@!'
  read
  go top
  loca for subcode=msub1
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub1=spac(5)
    loop
  endi
  descl=sub
  @ 13,22 get descl
  clea gets
  exit
endd
@ 15,3 say '2'
do while .t.
  @ 15,11 get msub2 pict '@!'
  read
  go top
  loca for subcode=msub2
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub2=spac(5)
    loop
  endi
  descl= sub
  @ 15,22 get descl
  clea gets
  exit
endd
@ 17,3 say '3'
do while .t.
  @ 17,11 get msub3 pict '@!'
  read
  go top
  loca for subcode=msub3
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait

```

```

        set cons on
        @ 23,5 clea to 23,74
        msub3=spac(5)
        loop
    endi
    descl= sub
    @ 17,22 get descl
    clea gets
    exit
endd
@ 19,3 say '4'
do while .t.
    @ 19,11 get msub4 pict '@!'
    read
    go top
    loca for subcode=msub4
    if .not. found()
        @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
        set cons off
        wait
        set cons on
        @ 23,5 clea to 23,74
        msub4=spac(5)
        loop
    endi
    descl= sub
    @ 19,22 get descl
    clea gets
    exit
endd
@ 21,3 say '5'
do while .t.
    @ 21,11 get msub5 pict '@!'
    read
    go top
    loca for subcode=msub5
    if .not. found()
        @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
        set cons off
        wait
        set cons on
        @ 23,5 clea to 23,74
        msub5=spac(5)
        loop
    endi
    descl= sub
    @ 21,22 get descl
    clea gets
    exit
endd
@ 13,43 say '6'
do while .t.
    @ 13,51 get msub6 pict '@!'
    read
    go top
    loca for subcode=msub6

```

```
    if .not. found()
      @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
      set cons off
      wait
      set cons on
      @ 23,5 clea to 23,74
      msub6=spac(5)
      loop
    endi
    descl= sub
    @ 13,62 get descl
    clea gets
    exit
  endd
  @ 15,43 say '7'
  do while .t.
    @ 15,51 get msub7 pict '@!'
    read
    go top
    loca for subcode=msub7
    if .not. found()
      @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
      set cons off
      wait
      set cons on
      @ 23,5 clea to 23,74
      msub7=spac(5)
      loop
    endi
    descl=sub
    @ 15,62 get descl
    clea gets
    exit
  endd
  @ 17,43 say '8'
  do while .t.
    @ 17,51 get msub8 pict '@!'
    read
    go top
    loca for subcode=msub8
    if .not. found()
      @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
      set cons off
      wait
      set cons on
      @ 23,5 clea to 23,74
      msub8=spac(5)
      loop
    endi
    descl=sub
    @ 17,62 get descl
    clea gets
    exit
  endd
  @ 19,43 say '9'
```

```

do while .t.
  @ 19,51 get msub9 pict '@!'
  read
  go top
  loca for subcode=msub9
  if .not. found()
    @ 23,14 say 'Subject Code is Invalid - Press any key to
continue'
    set cons off
    wait
    set cons on
    @ 23,5 clea to 23,74
    msub9=spac(5)
    loop
  endi
  descl=sub
  @ 19,62 get descl
  clea gets
  exit
endd
sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl number with mnumber,name with mname
  repl state with mstate,nation with mnation
  repl ccode with mcode,sex with msex
  repl state with mstate,age with mage,scode with mscode
  repl sub1 with msub1,sub2 with msub2,sub3 with msub3,sub4
with msub4
  repl sub5 with msub5,sub6 with msub6,sub7 with msub7,sub8
with msub8
  repl sub9 with msub9
  endi
endd
close all
clea
retu

```

\*\* PC.PRG \*\*

```

set talk off
use student
do while .t.
  clea
  go top
  @ 1,10 to 23,69 doub
  @ 20,11 to 20,68 doub
  @ 2,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 3,28 to 3,52 doub

```

```

@ 5,24 say 'REMOVAL OF STUDENT RECORD SCREEN'
@ 6,24 to 6,55 doub
@ 8,11 say 'PERSONAL DETAILS'
@ 9,11 to 9,26
mnumber=spac(6)
@ 10,14 say 'STUDENT NUMBER (Enter "999999" to quit):' get
mnumber pict '@!'
read
if mnumber= '999999'
    exit
endi
loca for number=mnumber
if .not. found()
    @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
    set cons off
    wait
    set cons on
    loop
endi
mname=name
mstate=state
mnation=nation
mage=age
mccode=ccode
msex=sex
mscode=scode
@ 12,14 say 'STUDENT NAME:' get mname pict '@!'
@ 14,14 say 'SEX'
@ 14,21 say 'AGE'
@ 14,28 say 'STATE OF ORIGIN'
@ 14,52 say 'NATIONALITY'
@ 15,15 get msex pict '!'
@ 15,21 get mage
@ 15,29 get mstate pict '@!'
@ 15,48 get mnation pict '@!'
@ 17,14 say 'CLASS CODE (Enter 1 for SS1, 2 for SS2, 3 for
SS3)' get mccode
@ 19,23 say "ENTER THE STUDENT SCHOOL CODE" get mscode
clea gets
@ 22,15 say 'Removing this student record - To continue (Y/N)'
do whil .t.
    choice= ' '
    @ 22,64 get choice pict '!'
    read
    if choice $ 'YN'
        exit
    endi
endi
endd
if choice= 'Y'
    dele
    pack
endi
endd
close all
clea
retu

```

\*\* PD.PRG \*\*

```
set talk off
sele 1
  use student
sele 2
  use sub
do while .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,23 say 'ENTERING EXAMINATION SCORES SCREEN'
  @ 5,23 to 5,56 doub
  mnumber=spac(6)
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
mnumber pict '@!'
  read
  if mnumber= '999999'
    exit
  endi
  loca for number=mnumber
  if .not. found()
    @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
    set cons off
    wait
    set cons on
    loop
  endi
  mname=name
  mcode=ccode
  if mcode='1'
    class='SS1'
  endi
  if mcode='2'
    class='SS2'
  endi
  if mcode='3'
    class='SS3'
  endi
  @ 7,5 clea to 7,70
  @ 7,5 say 'STUDENT NUMBER'
  @ 7,34 say 'STUDENT NAME'
  @ 7,69 say 'CLASS'
  @ 8,9 get mnumber
  @ 8,24 get mname
  @ 8,70 get class
  clea gets
  msub1=sub1
  msub2=sub2
  msub3=sub3
  msub4=sub4
  msub5=sub5
  msub6=sub6
```

```

msub7=sub7
msub8=sub8
msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 11,42 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
desc1=sub
@ 13,8 get desc1
@ 15,3 say '2'
go top
loca for subcode=msub2
desc1= sub
@ 15,8 get desc1
@ 17,3 say '3'
go top
loca for subcode=msub3
desc1= sub
@ 17,8 get desc1
@ 19,3 say '4'
go top
loca for subcode=msub4
desc1= sub
@ 19,8 get desc1
@ 21,3 say '5'
go top
loca for subcode=msub5
desc1= sub
@ 21,8 get desc1
@ 13,43 say '6'
go top
loca for subcode=msub6
desc1= sub
@ 13,48 get desc1
@ 15,43 say '7'
go top
loca for subcode=msub7
desc1=sub
@ 15,48 get desc1
@ 17,43 say '8'
go top
loca for subcode=msub8
desc1=sub
@ 17,48 get desc1
@ 19,43 say '9'
go top
loca for subcode=msub9
desc1=sub
@ 19,48 get desc1
clea gets
sele 1
mexam1=exam1

```

```

mexam2=exam2
mexam3=exam3
mexam4=exam4
mexam5=exam5
mexam6=exam6
mexam7=exam7
mexam8=exam8
mexam9=exam9
@ 13,29 get mexam1 pict '999.9'
@ 15,29 get mexam2 pict '999.9'
@ 17,29 get mexam3 pict '999.9'
@ 19,29 get mexam4 pict '999.9'
@ 21,29 get mexam5 pict '999.9'
@ 13,69 get mexam6 pict '999.9'
@ 15,69 get mexam7 pict '999.9'
@ 17,69 get mexam8 pict '999.9'
@ 19,69 get mexam9 pict '999.9'
read
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do whil .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl exam1 with mexam1,exam2 with mexam2,exam3 with mexam3
  repl exam4 with mexam4,exam5 with mexam5,exam6 with mexam6
  repl exam7 with mexam7,exam8 with mexam8,exam9 with mexam9
endi
endd
close all
clea
retu

```

\*\* PE.PRG \*\*

```

set talk off
sele 1
  use student
sele 2
  use sub
do whil .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,21 say 'MODIFYING OF EXAMINATION SCORES SCREEN'
  @ 5,21 to 5,58 doub
  mnumber=spac(6)
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
  mnumber pict '@!'

```

```

read
if mnumber= '999999'
  exit
endi
loca for number=mnumber
if .not. found()
  @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
  set cons off
  wait
  set cons on
  loop
endi
mname=name
mccode=ccode
if mccode='1'
  class='SS1'
endi
if mccode='2'
  class='SS2'
endi
if mccode='3'
  class='SS3'
endi
@ 7,5 clea to 7,70
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 7,69 say 'CLASS'
@ 8,9 get mnumber
@ 8,24 get mname
@ 8,70 get class
clea gets
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 11,42 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
descl=sub
@ 13,8 get descl
@ 15,3 say '2'
go top
loca for subcode=msub2
descl= sub
@ 15,8 get descl

```

```
@ 17,3 say '3'
go top
loca for subcode=msub3
desc1= sub
@ 17,8 get desc1
@ 19,3 say '4'
go top
loca for subcode=msub4
desc1= sub
@ 19,8 get desc1
@ 21,3 say '5'
go top
loca for subcode=msub5
desc1= sub
@ 21,8 get desc1
@ 13,43 say '6'
go top
loca for subcode=msub6
desc1= sub
@ 13,48 get desc1
@ 15,43 say '7'
go top
loca for subcode=msub7
desc1=sub
@ 15,48 get desc1
@ 17,43 say '8'
go top
loca for subcode=msub8
desc1=sub
@ 17,48 get desc1
@ 19,43 say '9'
go top
loca for subcode=msub9
desc1=sub
@ 19,48 get desc1
clea gets
sele 1
mexam1=exam1
mexam2=exam2
mexam3=exam3
mexam4=exam4
mexam5=exam5
mexam6=exam6
mexam7=exam7
mexam8=exam8
mexam9=exam9
@ 13,29 get mexam1 pict '999.9'
@ 15,29 get mexam2 pict '999.9'
@ 17,29 get mexam3 pict '999.9'
@ 19,29 get mexam4 pict '999.9'
@ 21,29 get mexam5 pict '999.9'
@ 13,69 get mexam6 pict '999.9'
@ 15,69 get mexam7 pict '999.9'
@ 17,69 get mexam8 pict '999.9'
@ 19,69 get mexam9 pict '999.9'
read
sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
```

```
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl exam1 with mexam1,exam2 with mexam2,exam3 with mexam3
  repl exam4 with mexam4,exam5 with mexam5,exam6 with mexam6
  repl exam7 with mexam7,exam8 with mexam8,exam9 with mexam9
endi
endd
close all
clea
retu
```

```
** PF.PRG **
```

```
set talk off
sele 1
  use student
sele 2
  use sub
do while .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,25 say 'VIEWING OVERALL RESULT SCREEN'
  @ 5,25 to 5,53 doub
  mnumber=spac(6)
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
  mnumber pict '@!'
  read
  if mnumber= '999999'
    exit
  endi
  loca for number=mnumber
  if .not. found()
    @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
    set cons off
    wait
    set cons on
    loop
  endi
  mname=name
  mcode=ccode
  if mcode='1'
    class='SS1'
  endi
  if mcode='2'
    class='SS2'
```

```

endi
if mccode='3'
  class='SS3'
endi
@ 7,5 clea to 7,70
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 7,69 say 'CLASS'
@ 8,9 get mnumber
@ 8,24 get mname
@ 8,70 get class
clea gets
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO'      DESCRIPTION      MARKS SCORED'
@ 11,42 say 'S/NO'    DESCRIPTION    MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
desc1=sub
@ 13,8 get desc1
@ 15,3 say '2'
go top
loca for subcode=msub2
desc1= sub
@ 15,8 get desc1
@ 17,3 say '3'
go top
loca for subcode=msub3
desc1= sub
@ 17,8 get desc1
@ 19,3 say '4'
go top
loca for subcode=msub4
desc1= sub
@ 19,8 get desc1
@ 21,3 say '5'
go top
loca for subcode=msub5
desc1= sub
@ 21,8 get desc1
@ 13,43 say '6'
go top
loca for subcode=msub6
desc1= sub
@ 13,48 get desc1

```

```
@ 15,43 say '7'
go top
loca for subcode=msub7
descl=sub
@ 15,48 get descl
@ 17,43 say '8'
go top
loca for subcode=msub8
descl=sub
@ 17,48 get descl
@ 19,43 say '9'
go top
loca for subcode=msub9
descl=sub
@ 19,48 get descl
clea gets
sele 1
mexam1=exam1
mexam2=exam2
mexam3=exam3
mexam4=exam4
mexam5=exam5
mexam6=exam6
mexam7=exam7
mexam8=exam8
mexam9=exam9
mfirst1=first1
mfirst2=first2
mfirst3=first3
mfirst4=first4
mfirst5=first5
mfirst6=first6
mfirst7=first7
mfirst8=first8
mfirst9=first9
msecond1=second1
msecond2=second2
msecond3=second3
msecond4=second4
msecond5=second5
msecond6=second6
msecond7=second7
msecond8=second8
msecond9=second9
tot1=mfirst1+msecond1+mexam1
tot2=mfirst2+msecond2+mexam2
tot3=mfirst3+msecond3+mexam3
tot4=mfirst4+msecond4+mexam4
tot5=mfirst5+msecond5+mexam5
tot6=mfirst6+msecond6+mexam6
tot7=mfirst7+msecond7+mexam7
tot8=mfirst8+msecond8+mexam8
tot9=mfirst9+msecond9+mexam9
@ 13,29 get tot1 pict '999.9'
@ 15,29 get tot2 pict '999.9'
@ 17,29 get tot3 pict '999.9'
@ 19,29 get tot4 pict '999.9'
@ 21,29 get tot5 pict '999.9'
```

```
@ 13,69 get tot6 pict '999.9'  
@ 15,69 get tot7 pict '999.9'  
@ 17,69 get tot8 pict '999.9'  
@ 19,69 get tot9 pict '999.9'  
clea gets  
@ 23,21 say 'Viewing overall result - Press any key'  
set cons off  
wait  
set cons on  
endd  
close all  
clea  
retu
```

```
** PG.PRG **
```

```
set talk off  
sele 1  
  use student  
sele 2  
  use sub  
do whil .t.  
  clea  
  sele 1  
  go top  
  @ 0,0 to 24,79 doub  
  @ 22,1 to 22,78 doub  
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'  
  @ 2,28 to 2,52 doub  
  @ 4,20 say 'ENTERING FIRST ASSESSMENT SCORES SCREEN'  
  @ 5,20 to 5,58 doub  
  mnumber=spac(6)  
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get  
  mnumber pict '@!'  
  read  
  if mnumber= '999999'  
    exit  
  endi  
  loca for number=mnumber  
  if .not. found()  
    @ 22,11 say 'Student Number Does Not Exists - Press any key  
to continue'  
    set cons off  
    wait  
    set cons on  
    loop  
  endi  
  mname=name  
  mcode=ccode  
  if mcode='1'  
    class='SS1'  
  endi  
  if mcode='2'  
    class='SS2'  
  endi  
  if mcode='3'  
    class='SS3'
```

```
endi
@ 7,5 clea to 7,70
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 7,69 say 'CLASS'
@ 8,9 get mnumber
@ 8,24 get mname
@ 8,70 get class
```

```
clea gets
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
```

```
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO
@ 11,42 say 'S/NO
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
```

```
DESCRIPTION
DESCRIPTION
```

```
MARKS SCORED'
MARKS SCORED'
```

```
sele 2
go top
loca for subcode=msub1
descl=sub
@ 13,8 get descl
@ 15,3 say '2'
go top
loca for subcode=msub2
descl= sub
@ 15,8 get descl
@ 17,3 say '3'
go top
loca for subcode=msub3
descl= sub
@ 17,8 get descl
@ 19,3 say '4'
go top
loca for subcode=msub4
descl= sub
@ 19,8 get descl
@ 21,3 say '5'
go top
loca for subcode=msub5
descl= sub
@ 21,8 get descl
@ 13,43 say '6'
go top
loca for subcode=msub6
descl= sub
@ 13,48 get descl
@ 15,43 say '7'
go top
loca for subcode=msub7
```

```

descl=sub
@ 15,48 get descl
@ 17,43 say '8'
go top
loca for subcode=msub8
descl=sub
@ 17,48 get descl
@ 19,43 say '9'
go top
loca for subcode=msub9
descl=sub
@ 19,48 get descl
clea gets
sele 1
mfirst1=first1
mfirst2=first2
mfirst3=first3
mfirst4=first4
mfirst5=first5
mfirst6=first6
mfirst7=first7
mfirst8=first8
mfirst9=first9
@ 13,29 get mfirst1 pict '99.9'
@ 15,29 get mfirst2 pict '99.9'
@ 17,29 get mfirst3 pict '99.9'
@ 19,29 get mfirst4 pict '99.9'
@ 21,29 get mfirst5 pict '99.9'
@ 13,69 get mfirst6 pict '99.9'
@ 15,69 get mfirst7 pict '99.9'
@ 17,69 get mfirst8 pict '99.9'
@ 19,69 get mfirst9 pict '99.9'
read
sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl first1 with mfirst1,first2 with mfirst2,first3 with
mfirst3
  repl first4 with mfirst4,first5 with mfirst5,first6 with
mfirst6
  repl first7 with mfirst7,first8 with mfirst8,first9 with
mfirst9
  endi
endd
close all
clea
retu

```

\*\* PH.PRG \*\*

```

set talk off
sele 1
  use student
sele 2
  use sub
do while .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,18 say 'MODIFYING OF FIRST ASSESSMENT SCORES SCREEN'
  @ 5,18 to 5,60 doub
  mnumber=spac(6)
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
mnumber pict '@!'
  read
  if mnumber= '999999'
    exit
  endi
  loca for number=mnumber
  if .not. found()
    @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
    set cons off
    wait
    set cons on
    loop
  endi
  mname=name
  mcode=ccode
  if mcode='1'
    class='SS1'
  endi
  if mcode='2'
    class='SS2'
  endi
  if mcode='3'
    class='SS3'
  endi
  @ 7,5 clea to 7,70
  @ 7,5 say 'STUDENT NUMBER'
  @ 7,34 say 'STUDENT NAME'
  @ 7,69 say 'CLASS'
  @ 8,9 get mnumber
  @ 8,24 get mname
  @ 8,70 get class
  clea gets
  msub1=sub1
  msub2=sub2
  msub3=sub3
  msub4=sub4
  msub5=sub5
  msub6=sub6
  msub7=sub7
  msub8=sub8

```

```

msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 11,42 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
descl=sub
@ 13,8 get descl
@ 15,3 say '2'
go top
loca for subcode=msub2
descl= sub
@ 15,8 get descl
@ 17,3 say '3'
go top
loca for subcode=msub3
descl= sub
@ 17,8 get descl
@ 19,3 say '4'
go top
loca for subcode=msub4
descl= sub
@ 19,8 get descl
@ 21,3 say '5'
go top
loca for subcode=msub5
descl= sub
@ 21,8 get descl
@ 13,43 say '6'
go top
loca for subcode=msub6
descl= sub
@ 13,48 get descl
@ 15,43 say '7'
go top
loca for subcode=msub7
descl=sub
@ 15,48 get descl
@ 17,43 say '8'
go top
loca for subcode=msub8
descl=sub
@ 17,48 get descl
@ 19,43 say '9'
go top
loca for subcode=msub9
descl=sub
@ 19,48 get descl
clea gets
sele 1
mfirst1=first1
mfirst2=first2
mfirst3=first3

```

```

mfirst4=first4
mfirst5=first5
mfirst6=first6
mfirst7=first7
mfirst8=first8
mfirst9=first9
@ 13,29 get mfirst1 pict '99.9'
@ 15,29 get mfirst2 pict '99.9'
@ 17,29 get mfirst3 pict '99.9'
@ 19,29 get mfirst4 pict '99.9'
@ 21,29 get mfirst5 pict '99.9'
@ 13,69 get mfirst6 pict '99.9'
@ 15,69 get mfirst7 pict '99.9'
@ 17,69 get mfirst8 pict '99.9'
@ 19,69 get mfirst9 pict '99.9'
read
sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl first1 with mfirst1,first2 with mfirst2,first3 with
mfirst3
  repl first4 with mfirst4,first5 with mfirst5,first6 with
mfirst6
  repl first7 with mfirst7,first8 with mfirst8,first9 with
mfirst9
  endi
endd
close all
clea
retu

```

\*\* PI.PRG \*\*

```

set talk off
sele 1
  use student
sele 2
  use sub
do while .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,20 say 'ENTERING SECOND ASSESSMENT SCORES SCREEN'
  @ 5,20 to 5,59 doub
  mnumber=spac(6)

```

```

@ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
mnumber pict '@!'
read
if mnumber= '999999'
  exit
endi
loca for number=mnumber
if .not. found()
  @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
  set cons off
  wait
  set cons on
  loop
endi
mname=name
mccode=ccode
if mccode='1'
  class='SS1'
endi
if mccode='2'
  class='SS2'
endi
if mccode='3'
  class='SS3'
endi
@ 7,5 clea to 7,70
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 7,69 say 'CLASS'
@ 8,9 get mnumber
@ 8,24 get mname
@ 8,70 get class
clea gets
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO          DESCRIPTION          MARKS SCORED'
@ 11,42 say 'S/NO          DESCRIPTION          MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
descl=sub
@ 13,8 get descl
@ 15,3 say '2'
go top
loca for subcode=msub2

```

```
descl= sub
@ 15,8 get descl
@ 17,3 say '3'
go top
loca for subcode=msub3
descl= sub
@ 17,8 get descl
@ 19,3 say '4'
go top
loca for subcode=msub4
descl= sub
@ 19,8 get descl
@ 21,3 say '5'
go top
loca for subcode=msub5
descl= sub
@ 21,8 get descl
@ 13,43 say '6'
go top
loca for subcode=msub6
descl= sub
@ 13,48 get descl
@ 15,43 say '7'
go top
loca for subcode=msub7
descl=sub
@ 15,48 get descl
@ 17,43 say '8'
go top
loca for subcode=msub8
descl=sub
@ 17,48 get descl
@ 19,43 say '9'
go top
loca for subcode=msub9
descl=sub
@ 19,48 get descl
clea gets
sele 1
msecond1=second1
msecond2=second2
msecond3=second3
msecond4=second4
msecond5=second5
msecond6=second6
msecond7=second7
msecond8=second8
msecond9=second9
@ 13,29 get msecond1 pict '99.9'
@ 15,29 get msecond2 pict '99.9'
@ 17,29 get msecond3 pict '99.9'
@ 19,29 get msecond4 pict '99.9'
@ 21,29 get msecond5 pict '99.9'
@ 13,69 get msecond6 pict '99.9'
@ 15,69 get msecond7 pict '99.9'
@ 17,69 get msecond8 pict '99.9'
@ 19,69 get msecond9 pict '99.9'
read
```

```

sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endif
endd
if choice= 'S'
  repl second1 with msecond1,second2 with msecond2,second3 with
msecond3
  repl second4 with msecond4,second5 with msecond5,second6 with
msecond6
  repl second7 with msecond7,second8 with msecond8,second9 with
msecond9
  endif
endd
close all
clea
retu

```

\*\* PJ.PRG \*\*

```

set talk off
sele 1
  use student
sele 2
  use sub
do while .t.
  clea
  sele 1
  go top
  @ 0,0 to 24,79 doub
  @ 22,1 to 22,78 doub
  @ 1,28 say 'NIGER STATE UNITY SCHOOLS'
  @ 2,28 to 2,52 doub
  @ 4,20 say 'MODIFYING OF SECOND ASSESSMENT SCORES SCREEN'
  @ 5,18 to 5,61 doub
  mnumber=spac(6)
  @ 7,5 say 'STUDENT NUMBER (Enter "999999" to quit):' get
mnumber pict '@!'
  read
  if mnumber= '999999'
    exit
  endif
  loca for number=mnumber
  if .not. found()
    @ 22,11 say 'Student Number Does Not Exists - Press any key
to continue'
    set cons off
    wait
    set cons on
    loop
  endif
  mname=name

```

```

mccode=ccode
if mccode='1'
  class='SS1'
endi
if mccode='2'
  class='SS2'
endi
if mccode='3'
  class='SS3'
endi
@ 7,5 clea to 7,70
@ 7,5 say 'STUDENT NUMBER'
@ 7,34 say 'STUDENT NAME'
@ 7,69 say 'CLASS'
@ 8,9 get mnumber
@ 8,24 get mname
@ 8,70 get class
clea gets
msub1=sub1
msub2=sub2
msub3=sub3
msub4=sub4
msub5=sub5
msub6=sub6
msub7=sub7
msub8=sub8
msub9=sub9
@ 10,1 to 10,78
@ 11,40 to 21,40
@ 11,2 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 11,42 say 'S/NO      DESCRIPTION      MARKS SCORED'
@ 12,1 to 12,39
@ 12,41 to 12,78
@ 13,3 say '1'
sele 2
go top
loca for subcode=msub1
descl=sub
@ 13,8 get descl
@ 15,3 say '2'
go top
loca for subcode=msub2
descl= sub
@ 15,8 get descl
@ 17,3 say '3'
go top
loca for subcode=msub3
descl= sub
@ 17,8 get descl
@ 19,3 say '4'
go top
loca for subcode=msub4
descl= sub
@ 19,8 get descl
@ 21,3 say '5'
go top
loca for subcode=msub5
descl= sub

```

```

@ 21,8 get desc1
@ 13,43 say '6'
go top
loca for subcode=msub6
desc1= sub
@ 13,48 get desc1
@ 15,43 say '7'
go top
loca for subcode=msub7
desc1=sub
@ 15,48 get desc1
@ 17,43 say '8'
go top
loca for subcode=msub8
desc1=sub
@ 17,48 get desc1
@ 19,43 say '9'
go top
loca for subcode=msub9
desc1=sub
@ 19,48 get desc1
clea gets
sele 1
msecond1=second1
msecond2=second2
msecond3=second3
msecond4=second4
msecond5=second5
msecond6=second6
msecond7=second7
msecond8=second8
msecond9=second9
@ 13,29 get msecond1 pict '99.9'
@ 15,29 get msecond2 pict '99.9'
@ 17,29 get msecond3 pict '99.9'
@ 19,29 get msecond4 pict '99.9'
@ 21,29 get msecond5 pict '99.9'
@ 13,69 get msecond6 pict '99.9'
@ 15,69 get msecond7 pict '99.9'
@ 17,69 get msecond8 pict '99.9'
@ 19,69 get msecond9 pict '99.9'
read
sele 1
@ 23,22 say 'Press "S" to Save or "A" to Abort'
do while .t.
  choice= ' '
  @ 23,56 get choice pict '!'
  read
  if choice $ 'SA'
    exit
  endi
endd
if choice= 'S'
  repl second1 with msecond1,second2 with msecond2,second3 with
msecond3
  repl second4 with msecond4,second5 with msecond5,second6 with
msecond6
  repl second7 with msecond7,second8 with msecond8,second9 with

```

```
msecond9
  endi
endd
close all
clea
retu
```

```
** PK.PRG **
```

```
set talk off
set stat off
g=' '
sele 1
  use student
sele 2
  use sub
sele 1
set devi to print
do while .not. eof()
  mnumber=number
  mname=name
  mcode=ccode
  if mcode='1'
    class='SS1'
  endi
  if mcode='2'
    class='SS2'
  endi
  if mcode='3'
    class='SS3'
  endi
  msession='1994/95'
  msemester='SECOND'
  msub1=sub1
  msub2=sub2
  msub3=sub3
  msub4=sub4
  msub5=sub5
  msub6=sub6
  msub7=sub7
  msub8=sub8
  msub9=sub9
  mfirst1=first1
  mfirst2=first2
  mfirst3=first3
  mfirst4=first4
  mfirst5=first5
  mfirst6=first6
  mfirst7=first7
  mfirst8=first8
  mfirst9=first9
  msecond1=second1
  msecond2=second2
  msecond3=second3
  msecond4=second4
  msecond5=second5
  msecond6=second6
```

```
msecond7=second7
msecond8=second8
msecond9=second9
mexam1=exam1
mexam2=exam2
mexam3=exam3
mexam4=exam4
mexam5=exam5
mexam6=exam6
mexam7=exam7
mexam8=exam8
mexam9=exam9
sele 2
go top
loca for subcode= msub1
desc1= sub
go top
loca for subcode= msub2
desc2= sub
go top
loca for subcode= msub3
desc3= sub
go top
loca for subcode= msub4
desc4= sub
go top
loca for subcode= msub5
desc5= sub
go top
loca for subcode= msub6
desc6= sub
go top
loca for subcode= msub7
desc7= sub
go top
loca for subcode= msub8
desc8= sub
go top
loca for subcode= msub9
desc9= sub
T1= mfirst1+msecond1+mexam1
T2= mfirst2+msecond2+mexam2
T3= mfirst3+msecond3+mexam3
T4= mfirst4+msecond4+mexam4
T5= mfirst5+msecond5+mexam5
T6= mfirst6+msecond6+mexam6
T7= mfirst7+msecond7+mexam7
T8= mfirst8+msecond8+mexam8
T9= mfirst9+msecond9+mexam9
T=T1
do grading
g1=g
T=T2
do grading
g2=g
T=T3
do grading
g3=g
```

```
T=T4
do grading
g4=g
T=T5
do grading
g5=g
T=T6
do grading
g6=g
T=T7
do grading
g7=g
T=T8
do grading
g8=g
T=T9
do grading
g9=g
@ 0,23 say 'FEDERAL GOVERNMENT COLLEGE, MINNA'
@ 1,23 say repl('= ',33)
@ 3,30 say 'STUDENT REPORT SHEET'
@ 4,30 say repl('- ',20)
@ 6,3 say 'CANDIDATE NUMBER: ' + mnumber
@ 8,3 say 'CANDIDATE NAME: ' + mname
@ 10,3 say 'CLASS: ' + class
@ 10,20 say 'SESSION: ' + msession
@ 10,45 say 'SEMESTER: ' + msemester
@ 12,3 say repl('- ',75)
@ 13,6 say 'SUBJECT'
@ 13,21 say ' ; 1ST SUMMARY ; 2ND SUMMARY ; '
@ 13,51 say 'EXAMINATION ; TOTAL ; GRADE '
@ 14,3 say repl('- ',75)
@ 15,3 say desc1
@ 15,17 say mfirst1
@ 15,31 say msecond1
@ 15,45 say mexam1
@ 15,57 say T1
@ 15,74 say g1
@ 17,3 say desc2
@ 17,17 say mfirst2
@ 17,31 say msecond2
@ 17,45 say mexam2
@ 17,57 say T2
@ 17,74 say g2
@ 19,3 say desc3
@ 19,17 say mfirst3
@ 19,31 say msecond3
@ 19,45 say mexam3
@ 19,57 say T3
@ 19,74 say g3
@ 21,3 say desc4
@ 21,17 say mfirst4
@ 21,31 say msecond4
@ 21,45 say mexam4
@ 21,57 say T4
@ 21,74 say g4
@ 23,3 say desc5
@ 23,17 say mfirst5
```

```
@ 23,31 say msecond5
@ 23,45 say mexam5
@ 23,57 say T5
@ 23,74 say g5
@ 25,3 say desc6
@ 25,17 say mfirst6
@ 25,31 say msecond6
@ 25,45 say mexam6
@ 25,57 say T6
@ 25,74 say g6
@ 27,3 say desc7
@ 27,17 say mfirst7
@ 27,31 say msecond7
@ 27,45 say mexam7
@ 27,57 say T7
@ 27,74 say g7
@ 29,3 say desc8
@ 29,17 say mfirst8
@ 29,31 say msecond8
@ 29,45 say mexam8
@ 29,57 say T8
@ 29,74 say g8
@ 31,3 say desc9
@ 31,17 say mfirst9
@ 31,31 say msecond9
@ 31,45 say mexam9
@ 31,57 say T9
@ 31,74 say g9
@ 35,3 say '-----',
@ 35,40 say '-----',
@ 36,3 say 'CLASS MASTER'
@ 36,40 say 'DATE'
@ 39,3 say '-----',
@ 39,40 say '-----',
@ 40,3 say 'PRINCIPAL'
@ 40,40 say 'DATE'
eject
  sele 1
  skip
endd
set devi to scree
clos all
clea
retu
```