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USAGE OF INFORMATION TECHNOLOGY IN GOVERNMENT SCHOOLS

(A STUDY ON SELECTED GOVERNMENT SCHOOLS IN ANDHRA PRADESH)

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ABSTRACT

The phrase Information Technology refers to the creation gathering processing storage and delivery of information and the process and devices that make all this possible information technology can do at least three things. Information Technology can process raw data in to useful information, information technology can recycle processed information and use it as data in another processing step and information technology can package information in a new form so it's easier to understand, more attractive, or more useful. Information technology stands firmly on two legs hardware and software. The term hardware is applied to any of the physical equipment in a system, usually containing electronic components and performing some kind of function in information processing. Hardware includes not only the computer and devices such as screens printers but also all the elements used to tie information systems together. In this study I have chosen these four objectives i.e. to examine the growth and development of School Education in India, to study the usage of Information Technology in Government Schools in the state of Andhra Pradesh, to assess the impact of Information Technology on students in Government schools and to analyze the perceptions of respondents regarding usage of Information Technology in Government Schools in Andhra Pradesh.

KEYWORDS: Information Communication Technology, E-Learning, Computer Based Training, Computer Based Multimedia, Internet and web Design

INTRODUCTION

Information and Information Technology are the key drivers of the information age. The information age has ushered in a knowledge based industrial revolution. Marketing executives experience radical changes in advertising, real time promotion of new products, manufacturing and production executives face changes in EDI (Electronic Data Inter channel) and in supply chain management and integrated logistics finance executive appreciate development in electronic currency, electronic payments, e-banking, buying and selling products and services in the electronic world, etc. Now all business and Industrial organizations are dynamic. Information is a valuable and costly asset that must be planned, protected, preserved and controlled as other valuable assets such as people, money, machines, facilities etc. A major shift of the power of technologies is to focus on the power of information content. As we reach the threshold of 21st century, managing information involves professional approach to deal with the global dynamic interactive environment with the new policy of liberalization and globalization the professional in an information-based society. Information Technology is the technology portrayed as a major force for managerial and organizational changes.[i]

The world today is in transition from industrial age to information age. Computer and communication systems combined to be called as Information Technology are critical in the operation of every business today. The IT revolution is making a tremendous impact on the industry and trade by relentless technology innovation, massive growth in computer power world wide net works and ever – growing electronic factories. The convergence of telecom and computers in networks has further advanced the scope of communication equipment by bringing a wide range of improved products.[ii] The relationship between information and socio economic development was ignored until the 1970s in many developed countries and is still not recognized even today in some of the developing countries. Nonetheless information is one of the major yardsticks to measure socio economic development of the country and hence its effective management using the latest technological tools in prerequisite for any nation. Information Technologies now the hold potential to change our working and learning patterns, our business, social relationships, academic research institutions and even our cultural spheres. As a part of IT, telecommunication has become a major business and its hold the key for the growing and emerging service industries for all countries of the world.[iii]

Efficient utilization of all resources is essential to maintain good academic quality with cost effectiveness. Truly collaborative knowledge management system using Internet in naturally suited for ensuring this in Open Distance Education System (ODES) due to its wide and low cost access without any geographic, distance time barrier. With Internet, ODES can easily ensure quality education for all, with cost effectiveness, at the doorsteps of learners.[iv] The use of Information Technology promises improved performance for organizations. The benefits of information technology can usually be measured in terms of enhanced processing speed, transmission rates and access time. The introduction of micro and minicomputers had enabled greater decentralization of information systems. Recent innovations such as Local Area Network (LAN) make possible the linking of task groups and managerial work processes. These capabilities likely to impact culture, structure and work practices.[v]

Need for the Study

The present study is intended to cover the research gap in the existing literature on usage information technology in government schools in India. The study helps for effective and efficient implementation of information technology concepts and the need for development of education competencies/resources Viz., knowledge, skills, discipline and will etc.

Objectives of the Study

- To examine the growth and development of School Education in India
- To study the usage of Information Technology in Government Schools in the state of Andhra Pradesh
- To assess the impact of Information Technology on students in Government schools.
- To analyze the perceptions of respondents regarding usage of Information Technology in Government Schools in Andhra Pradesh.

Methodology of the Study

The present study is confined to the selected respondents in the different stages of the students who are residing in Andhra Pradesh. The data was collected from both Primary and secondary sources. Primary data was collected with the

help of a structured questionnaire. Secondary data was collected from different textbooks, journals, magazines, newspapers, records and reports are the major sources.

Sampling

Quota sampling method was adopted to select a sample of selected five stages of the students. On the basis of quota sampling method about 100 respondents from each stage representing 600 in total are interviewed.

Data Analysis

Table 1: ITC has made the Life Easier

S.No.	Place	Strongly Agree	Somewhat Agree	We don't know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	57	44	7	5	7	120
2	Chittore & Kadapa	70	33	7	4	6	120
3	East & west Godavari	54	40	10	5	11	120
4	Guntur & Krishna	64	35	9	4	8	120
5	Nellore	59	37	11	6	7	120
	Total	304	189	44	24	39	600
	Percentage	56.8	33.8	0.48	0.01	0.38	100

Analysis: From the above table 4.1 it was clearly proved that ITC had made the life easier. 56.8% of the respondents strongly agreed and 33.8% of them agreed that ITC had made the life easier. 0.48% don't know whether ITC has changed the life. 0.01% of the respondents disagree with the statement ITC made the life easier. There may be some valid reasons like unaware of technology and 0.38 % was unable to say.

Table 2: Availability of Proper Facility of ICT in your Locality

S.No	Place	Strongly Agree	Somewhat Agree	We don't know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	52	41	9	6	12	120
2	Chittore & Kadapa	60	36	11	8	5	120
3	East & west Godavari	48	54	16	4	5	120
4	Guntur & Krishna	41	48	13	13	5	120
5	Nellore	43	45	14	12	6	120
	Total	244	220	59	43	33	600
	Percentage	44.8	40.0	7.8	4.6	2.6	100

Analysis: From the above table 4.2, majority of the respondents strongly agreed that there was availability of proper facility of ITC in their locality. 44.8% strongly agreed and 40% agreed that there was availability. 7.8% don't know about the availability of proper facility of ITC in their locality. 4.6 % disagreed with the above statement. 2.6% of the respondents were unable to say regarding the availability of proper facility of ITC in their locality.

Table 3: Use of ICT

S.No	Place	Communication	Information	Booking Tickets	Information In Different Aspects	Banking & Insurance Purpose	Any Other	Total
1	Visakhapatnam & Srikakulum	81	13	5	12	3	6	120
2	Chittore & Kadapa	88	8	5	9	6	4	120
3	East & west Godavari	98	5	3	6	4	4	120
4	Guntur & Krishna	84	10	9	9	4	4	120
5	Nellore	81	12	8	10	5	4	120
	Total	432	48	30	46	22	22	600
	Percentage	72	8.0	5.0	7.7	3.7	3.6	100

Analysis: From the above 4.3, nearly 75% of the respondents said that they use ITC for communication. They communicate through mails, video calls, Face book etc. 8% of the respondents use ITC for information through search engines like Google, Firefox and many more to know the information about anything. 5% of the respondents use the internet for ticket bookings for movies, train tickets, flight tickets hotel bookings etc. 7.7% of the respondents uses ITC for different aspects of information. 3.7% of the respondents use ITC for banking and insurance purposes like online transactions etc. 3.6% of the respondents uses ITC for other purposes.

Table 4: Best Source of Getting Information

S.No.	Place	TV	Internet	Print Media	Radio	Any Other	Total
1	Visakhapatnam & Srikakulum	65	16	11	22	6	120
2	Chittore & Kadapa	51	45	14	6	4	120
3	East & west Godavari	35	28	44	8	5	120
4	Guntur & Krishna	70	23	14	9	4	120
5	Nellore	61	19	27	8	5	120
	Total	282	131	110	53	24	600
	Percentage	47	22	18.2	8.8	4	100

Analysis: From the above table 4.4 it was clear that the best source of the information was television. 47% of respondents felt that TV was the best source of information. 22% of the respondents felt that internet was the best source of getting information. The percentage is less than that of the TV because many of them were not aware of present technology and they don't know how to operate and utilize the internet. 18.2% of the respondents found that print media was the best source of getting Information this was because of their way of thinking, some of the print media are newspapers magazines etc. 8.8% of the respondents found that radio was best source of getting information. Now a days while travelling radio and FM stations are available for giving updates frequently. 4% of the respondents felt that there were other sources of getting information

Table 5: Internet made Life Easier

S.N.	Place	Strongly Agree	Somewhat Agree	Do not know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	46	44	13	8	9	120
2	Chittore & Kadapa	56	35	11	8	10	120
3	East & west Godavari	40	65	4	4	7	120
4	Guntur & Krishna	47	54	6	8	5	120
5	Nellore	61	44	4	5	6	120
	Total	250	242	38	33	37	600
	Percentage	42	40.2	6.3	5.4	6.1	100

Analysis: From the above table 4.5 it was clear that internet has made the life easier. 42% of the respondents strongly agreed that internet has made life easier. 40.2% of the respondents agreed that internet has made the life easier. 6.3% don't know about it and 5.4% disagreed with the statement and 6.1% of the respondents felt that they cannot say whether the internet has made life easier or more complicated. Depending on their own perceptions some felt that internet has made life complicated.

Table 6: Easy Access to Internet

S.No	Place	Yes	No	Total
1	Visakhapatnam & Srikakulum	78	42	120
2	Chittore & Kadapa	93	27	120
3	East & west Godavari	100	20	120
4	Guntur & Krishna	85	35	120
5	Nellore	82	38	120
	Total	438	162	600
	Percentage	76.6	22.4	100

Analysis: From the above table 4.6 majorities agreed that there was easy access to internet. 76.6% of the respondents said that there was easy access to internet whereas other 22.45 of the respondents said there was no easy access to internet. This may depend n their area of living, knowledge etc.

Table 7: Source of Accesses

S.No.	Place	Home	Office	Cyber Cafe	Another	Total
1	Visakhapatnam & Srikakulum	15	39	53	13	120
2	Chittore & Kadapa	33	32	43	12	120
3	East & west Godavari	24	35	48	13	120
4	Guntur & Krishna	26	32	47	15	120
5	Nellore	26	30	50	14	120
	Total	124	168	241	67	600
	Percentage	20.6	28	40.2	11.2	100

Analysis: From the above table 4.7 it was clear that cyber café was the most accessing source of internet. 40.2% of the respondents said that cyber café was easy access to internet while compared to other available source such as offices, home etc. 28% of the respondents felt that office was the source of accessing internet and 20.6% felt that home was the source of accessing internet. Remaining 11. % of the respondents felt other sources for accessing internet.

Table 8: Frequency of Use of Internet

S.No.	Place	Rarely	Once a Week	Daily	When Necessary	Never	Total
1	Visakhapatnam & Srikakulum	15	28	36	27	14	120
2	Chittore & Kadapa	23	43	34	11	9	120
3	East & west Godavari	12	17	24	31	36	120
4	Guntur & Krishna	27	21	19	39	14	120
5	Nellore	21	45	24	16	14	120
	Total	98	154	137	124	87	600
	Percentage	16.3	25.7	22.9	20.6	14.5	100

Analysis: From the above table 4.8, the result was clear that there was no huge difference between their usage frequencies. 25.7% of the respondents uses internet once in a week and 22.9% of the respondents uses internet daily and 20.6% of the respondents uses internet when necessary and 16.3% of the respondents uses internet rarely and the least was 14.5 % of the respondents never used the internet.

Table 9: Reasons for not having Easy Accesses

S.No.	Place	No Cyber Cafe	Limited Cyber Cafe	Cyber Café Costly	Any other Please Specify	Total
1	Visakhapatnam & Srikakulum	27	43	45	15	120
2	Chittore & Kadapa	22	35	38	25	120
3	East & west Godavari	24	29	29	38	120
4	Guntur & Krishna	33	22	27	38	120
5	Nellore	30	28	28	34	120
	Total	136	157	167	150	600
	Percentage	22	26	27	25	100

Analysis: From the above table 4.9, the percentages were near to each other. The reasons for not accessing the internet were different. The major reason for not accessing internet was cost of the cyber café and 27% of the respondents felt the same. 26% of the respondents felt that there were limited cyber cafes. 25% of the respondents felt that other reasons and 22% of the respondents felt that there were no cyber cafes and this was the reason for not having easy access of internet.

Table 10: Purpose of use of Internet

S.No	Place	e-mail	News	Study	Shopping	Booking Tickets	Any Other	Total
1	Visakhapatnam & Srikakulum	77	14	8	6	5	10	120
2	Chittore & Kadapa	87	7	10	4	4	8	120
3	East & west Godavari	58	32	18	10	0	2	120
4	Guntur & Krishna	71	20	13	7	6	3	120
5	Nellore	76	10	12	9	9	4	120
	Total	369	83	61	36	24	27	600
	Percentage	61.5	13.8	10.1	6	4	4.6	100

Analysis: From the above table 4.10, it was clear that the main purpose of internet was email. 61.5% of the respondents said that they mostly use the internet for email accessing. 13.8% of the respondents said that the news was the purpose of using the internet. They can know any information any updates around the world through the internet. 10.1% of the respondents use the internet for studying. It was very helpful to the students. 6% of the respondents uses internet for shopping. Now days, everything can be purchased through online websites. 4% of the respondents uses internet for booking tickets like movie tickets, flight, bus, train tickets and cricket stadium tickets etc. 4.6% of the respondents uses internet for other purposes.

Table 11: Facility of Cable Television

S.No.	Place	Yes	No	Total
1	Visakhapatnam & Srikakulum	106	14	120
2	Chittore & Kadapa	95	25	120
3	East & west Godavari	94	26	120
4	Guntur & Krishna	88	32	120
5	Nellore	77	43	120
	Total	460	140	600
	Percentage	76.6	23.4	100

Analysis: From the above table 4.11, it was clear that majority of the respondents have cable television. 76.6% of the respondents have cable television and 23.4% of the respondents don't have cable televisions.

Table 12: Programs you Watch in TV

S.No.	Place	Family serials	Movies	News	Sports	Education	Music	Any Other	Total
1	Visakhapatnam & Srikakulum	44	25	21	7	5	15	3	120
2	Chittore & Kadapa	34	21	26	9	10	17	3	120
3	East & west Godavari	41	22	25	7	11	8	6	120
4	Guntur & Krishna	55	21	23	5	8	5	3	120
5	Nellore	53	25	21	7	8	4	2	120
	Total	227	114	116	35	42	49	17	600
	Percentage	37.8	19	19.3	5.8	7	8.1	2.8	100

Analysis: From the above table 4.12, majority of the respondents watches serials on the television. 37.8% of the respondents watch serials and 19.3% and 19% of the respondents watches news and movies respectively. 8.1 % of the respondents watch music channels on television. 7% and 5.8% of the respondents watches education and sports channels on television respectively and remaining 2.8% watches some other channels on television.

Table 13: Use of Channels for News and Educational Purposes

S.No.	Place	Rarely	Once a Week	Daily	Never	Total
1	Visakhapatnam & Srikakulum	31	28	61	0	120
2	Chittore & Kadapa	31	18	62	9	120
3	East & west Godavari	40	17	54	9	120
4	Guntur & Krishna	20	33	60	7	120
5	Nellore	24	32	57	7	120
	Total	146	128	294	32	600
	Percentage	24.4	21.3	49	5.3	100

Analysis: From the above table 4.13, it was clear that the majority of the respondents uses the channels for the news and educational purpose daily. 24.4% of the respondents uses the channels for news and educational purpose rarely and 21.3% of respondents' uses once in a week and 49% of the respondents uses the channels for news and educational purposes daily. 5.3% of the respondents never watch the television for education and news purposes.

Table 14: The Necessity of ICT in Job Sector

S.No.	Place	Yes	No	Total
1	Visakhapatnam & Srikakulum	89	31	120
2	Chittore & Kadapa	93	27	120
3	East & west Godavari	94	26	120
4	Guntur & Krishna	75	45	120
5	Nellore	79	41	120
	Total	430	170	600
	Percentage	71.6	28.3	100

Analysis: From the above table 4.14, it was clear that majority of the respondents agreed that ICT was necessary in job sector. For example, now a days everything was made online like online applications, online interview, customer care service through online etc. 71.6% of the respondents said that ICT was required in job sector and 28.3% of the respondents said that ICT was not necessary for job sector.

Table 15: Training or Exposure in the Field of Computer

S.No.	Place	Yes	No	Total
1	Visakhapatnam & Srikakulum	80	40	120
2	Chittore & Kadapa	83	37	120
3	East & west Godavari	85	35	120
4	Guntur & Krishna	89	31	120
5	Nellore	77	43	120
	Total	414	186	600
	Percentage	69	31	100

Analysis: From the above table 4.15 majority of the respondents felt that training and exposure was very effective in the field of computer, by using latest technology we can train the employees in efficient manner. 69% of the respondents felt that training and exposure was effective in the field of computer. 31% of the respondents felt that there was no difference in training and exposure in the field of computer.

Table 16: Computer Training

S.No.	Place	Formal	Informal	Not Applicable	Total
1	Visakhapatnam & Srikakulum	58	35	27	120
2	Chittore & Kadapa	59	25	36	120
3	East & west Godavari	85	23	12	120
4	Guntur & Krishna	62	42	16	120
5	Nellore	70	38	12	120
	Total	334	163	103	600
	Percentage	55.8	27.1	17.1	100

Analysis: From the above table 4.16, majority of the respondents felt that computer training was a formal method and 55.8% of the respondents felt it was formal where as 27.1% of the respondents felt the computer training was an informal one that does not require much time to train and can be trained easily. 17.1% of the respondents felt that it was not applicable.

Table 17: Government is Giving Sufficient Support to Provide ICT Education to the Students in your Area

S.No.	Place	Strongly Agree	Somewhat Agree	Do Not Know	Disagree	Can't say	Total
1	Visakhapatnam & Srikakulum	42	36	12	12	18	120
2	Chittore & Kadapa	26	40	15	28	11	120
3	East & west Godavari	30	58	13	10	9	120
4	Guntur & Krishna	39	24	25	14	18	120
5	Nellore	28	29	33	22	8	120
	Total	165	187	98	86	64	600
	Percentage	27.5	31.2	16.4	14.3	10.6	100

Analysis: From the above table 4.17, majority of the respondents agreed that the government was giving sufficient support to provide ICT education in their area. Recent days some government schools providing computer training to students and they are conducting special classes. 31.2% of the respondents agreed that the government was providing sufficient support and 27.5% of the respondents strongly agreed that the government was giving sufficient support to provide ICT education to students. 16.4% of the respondents don't know and 14.3% of the respondents disagreed that there was no support and 10.6% of the respondents can't say.

Table 18: ICT has Provided the Students Opportunity to Work from Home and Earn

S.No.	Place	Strongly Agree	Somewhat Agree	Do Not Know	Disagree	Cannot Say	Total
1	Visakhapatnam & Srikakulum	49	39	21	5	6	120
2	Chittore & Kadapa	33	50	14	11	12	120
3	East & west Godavari	47	54	10	4	5	120
4	Guntur & Krishna	31	48	17	13	11	120
5	Nellore	35	46	20	9	10	120
	Total	195	237	82	42	44	600
	Percentage	32.5	39.5	13.7	7	7.3	100

Analysis: From the above table 4.18, it was clear that ICT has provided the students opportunity to work from home and earn. 32.5% and 39.5% of the respondents agreed that ICT has provided work from home for students. They felt that it was very good opportunity to earn from home. 13.75 of the respondents don't know about it. 7% of the respondents disagreed with it. And finally 7.3% of the respondents cannot say whether they were providing such an opportunity or not.

Table 19: Working from Home have Resulted in Curbing the Leisure Hours of the Students

S.No.	Place	Strongly Agree	Somewhat Agree	Don't know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	41	40	26	8	5	120
2	Chittore & Kadapa	19	42	27	18	14	120
3	East & west Godavari	65	40	4	7	4	120
4	Guntur & Krishna	45	34	33	4	4	120
5	Nellore	55	31	15	10	9	120
	Total	225	187	105	47	36	600
	Percentage	37.6	31.1	17.5	7.8	6	100

Analysis: From the above table 4.20, majority of the respondents strongly agreed that work from home have resulted in curbing the leisure hours of the students. 37.6% of the respondents strongly agreed to it and 31.1% of the respondents agreed that the work from home have resulted in curbing leisure hours of the students because they cannot waste time at home if they were assigned with work. 17.5% of the respondents don't know about it. 7.8% of the respondents disagree with it. And 6% of the respondents cannot say whether it was resulted in curbing of leisure of the students or not.

Table 20: ICT has Helped the Student's Folk in India about what is Happening in the Country and Outside

S.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	62	36	11	6	5	120
2	Chittore & Kadapa	36	46	15	8	15	120
3	East & west Godavari	55	30	13	14	8	120
4	Guntur & Krishna	53	34	16	10	7	120
5	Nellore	49	40	13	10	8	120
	Total	255	188	68	48	43	600
	Percentage	42.4	31.3	11.3	8	7	100

Analysis: From the above table 4.20, it was clear that ICT helped the student's folk in India about what happening in the country and outside the country. ICT has provided plenty of opportunities for the career development of the students.

42.4% of the respondents strongly agreed that ICT has helped and 31.3% of the respondents agreed that the ICT has helped the student's folk in India what is happening in inside the country and outside. 11.3% of the respondents don't know about it. 8% of the respondents don't agree with it. 7% of the respondents cannot say whether it has helped or not.

Table 21: Rural Student's Folk are Deprived of ICT Infrastructure

S.No.	Place	Strongly Agree	Somewhat	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	48	36	19	6	11	120
2	Chittore & Kadapa	39	29	14	12	26	120
3	East & west Godavari	32	29	30	7	22	120
4	Guntur & Krishna	59	24	13	13	11	120
5	Nellore	61	27	12	11	9	120
	Total	239	145	88	49	79	600
	Percentage	39.9	24.2	14.7	8.1	13.1	100

Analysis: From the above table 4.21 it was clearly shown that majority of the respondents strongly agreed that the rural student's folk was deprived of ICT infrastructure. Some village and remote areas doesn't have any new technological updates so in such area ICT infrastructure is impossible. This may be one of the reasons for it. 39.9% of the respondents strongly agreed and 24.2% of the respondents agreed that the rural student's folk was deprived from ICT infrastructure. 14.7% of the respondents don't know about it. 8.1% of the respondents disagree with it. 13.1% of the respondents cannot say whether ICT infrastructure was deprived to rural student's folk or not.

Table 22: Students still Want to Make the Use of ICT for their Next Generation Development

S.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	70	29	5	12	4	120
2	Chittore & Kadapa	68	29	9	6	8	120
3	East & west Godavari	33	40	21	12	14	120
4	Guntur & Krishna	55	32	15	10	8	120
5	Nellore	50	31	15	12	12	120
	Total	276	161	65	52	46	600
	Percentage	46	26.9	10.8	8.7	7.6	100

Analysis: From the above table 4.22, the majority of the respondents strongly agreed that students still want to make the use of ICT for their next generation development. It has effective impact on the students. 46% of the respondents strongly agreed and 26.9% agreed that they still want to make the use of ICT for development of next generations. 10.8% of the respondents don't know about it and 7.6% of the respondents disagree with it and 7.6% of the respondents can't say whether they still want to use ICT for next generations or not.

Table 23: Entry of Student's Workforce in ITC Industry is Affected by their Socio-Economic and Educational Background

S.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam & Srikakulum	36	49	16	14	5	120
2	Chittore & Kadapa	34	43	12	20	12	120
3	East & west Godavari	40	41	28	5	6	120
4	Guntur & Krishna	48	42	20	5	5	120

Table 23 Condt,.							
5	Nellore	53	45	12	5	5	120
	Total	211	220	88	49	33	600
	Percentage	35.2	36.6	14.6	8.1	5.5	100

Analysis: From the above table 4.23, majority agreed that the entry of student's workforce in ICT industry is affected by their socio-economic and educational background. 35.2% strongly agreed and 36.6% of respondents agreed that student's workforce in ICT was affected and 14.6% of the respondents don't know about it. 8.1% of the respondents disagree and 5.5% of the respondents cannot say about it.

FINDINGS

Regarding E-learning programme, 77 percent of the respondents are satisfied because it is an important tool to improve academic quality, effectiveness and efficiency of open and distance education system. But 33 percent of the respondents expressed dissatisfaction because, it is a complex process. Majority of the respondents (75 percent) opined that the utility was high because E-learning is a system that can empower students/ teachers and it provides vast knowledge on numerous topics – something for everyone. Only 15 percent of them felt that it was low utilised because, it is an access limited based on availability of hardware, software and Internet connection. Half percent of the respondents opined that the method was good and 33 percent of them felt that it was excellent because knowledge is expanding at lightening speed, students need to learn more, better and faster and limit in the number of students and location of students is irrelevant. But 10 percent said that this method was average because, E-learning may be intimidating to students with low computer skills.

Out of the E-mail programme majority of the respondents (60 percent) are satisfied with this programme because it provides access to the information from anywhere in the world. But 40 percent of them are dissatisfied, because it has created an information overload. About 52 percent said that the utility was high because, it can enable to stand out in student service and competitions. But 27 percent of the students felt that it was low uitlised because, it can become a distraction. Maximum extent of the respondents (80 percent) opined that the method was good because, e-mail ranges from just curious with no computer background to well experience that have a computer at home and a laptop in their travel bag.

From the Internet programme, 73 percent of the respondents are satisfied with this programme because Internet is to eliminate the distance between the people, and country wise. But 27 percent of them felt dissatisfaction because, it badly effects the students and younger people. Majority of the respondents (65 percent) stated that the utility was high because, it can be effectively used to supplement text book learning. One fourth percent of the respondent and 57 percent of the respondents opined excellent and good respectively about the method of Internet programme because it facilitates to join in contests, contribute articles, reading materials and also facilitates to do on-line shopping. About the mobile phone, Maximum of the students (80 percent) are satisfied with mobile phone because making friendship through it is easy but 20 percent of the respondents are not satisfied because, misuse of students in the educational institutions. About 65 percent of them felt that it was high utilised because it helps people and is convenient but 17 percent stated that the utility was low because communication barriers are involved. The respondent (65 percent) stated that the method was good and because it creates interaction with known persons by avoiding the communication gap.

In the view of the computer based training programmed, the students (68 percent) are satisfied with this programmed, because it enables learners to study at a time of their own choice. Remaining of the respondents are not satisfied with this regard because, it is relatively inflexible, depending on a pre-produced programmed. Regarding the utility of this programmed, 58 percent of the respondents stated that the utility was high because, it is use choice of control and routing through the programmed that makes the medium sophisticated training tool. But 18 percent of them felt that it was low utility because it is expensive. About 52 percent of them stated that the method of the programmed was good because it is a valuable vehicle for learning technical skills. While 23 percent of the respondents opined that it was average because it does not permit direct personal reinforcement. Regarding the computer based multimedia programmed, 57 percent of the respondents are satisfied with the programmed because it is widely used in the entertainment and education field. But rests of them were not satisfied because it requires more technical support from the software personnel. About 52 percent said that the utility was high because, it provided very quick presentation. However, 20 percent of them felt that it has low utility and the respondent (20 percent) indicated that the utility was extremely low because it is more complex in the software process. Majority of the respondents (60 percent) expressed that the method was good because, interaction is the advantage of multimedia, and it is being used in movie making very extensively.

Out of the computer assisted instruction programmed the students (67 percent) are satisfied with this programmed because it produces clear and demonstrable results. It is relatively easy and inexpensive to produce but one third of them felt dissatisfaction because, wide spread computer illiteracy still exists. Computer networks are costly to develop. About 56 percent of the respondents stated that the utility was high because individual students can learn at their own pace through it. While 27 percent of them felt that it has low utility because the technology is changing too rapidly. However, 32 percent of the respondents and 33 percent of the respondents opined excellent and good respectively about the method of the programmed, because it can turn practice into an entertaining game, it motivates students to practice arithmetic, Spelling, touch typing, piano playing and other skills. But 24 percent said that it was an average method because it discourages students to move into new material.

SUGGESTIONS

- The continued projection of negative and degrading images of Students in media communications - electronic, print, visual and audio - must be changed. Violent and degrading or pornographic media products [can also negatively affect] Students and their participation in society. The worldwide trend towards consumerism has created a climate in which advertisements and commercial messages often portray Students primarily as consumers and target girls and Students of all ages inappropriately.
- Students should be empowered by enhancing their skills, knowledge and access to information technology. This will strengthen their ability to combat negative portrayals of Students internationally and regionally to challenge instances of abuse of the power of an increasingly important industry.
- Self-regulatory mechanisms for the media need to be created and strengthened and approaches developed to eliminate gender-based programming. Students need to be involved in decision-making regarding the development of the new technologies in order to participate fully in their growth and impact.
- One, ICT interventions may start their operations by first focusing on providing basic communication and

information services rather than more sophisticated applications. Two, kiosk services can be provided more cheaply than currently available, then the kiosks can improve standards of living for the poor; less expensive access will directly impact disposable incomes. Three, this demand and the willingness to pay show promise for the economic sustainability of such projects.

- An exclusive computer should be allotted to students and another system is required for other services for the public. Likewise a system should be allotted to the school (either by school or through kiosk to facilitate E-School for the benefit for the children who are foundation of the future society. A kiosk should have two systems in kiosk – one system for students who learn computer course, another computer for public for providing other services through kiosks. Apart from these, a separate computer should be used for schools.
- Some school is not having computers, or even electricity connection. We can request the school administration to get computer from government itself, if they could not do so, they should provide space and freedom to our operators to place a computer in school premises. Few schools which do not have electricity have taken steps to get electricity connection; this can be followed by all similar institutions.
- It is widely known that the shortage of IT professionals is on the rise and the problem is likely to become more acute in the coming millennium. Unless we as a nation address this problem vigorously and diligently, our national competitive posture may be seriously affected. Schools must assume an action-oriented agenda and faithfully execute it if we are to make progress on several critical issues raised in this study. We recom-mend a 5-point action agenda below:
- A well-thought out, mandatory, leading edge computer science curriculum should be implemented throughout the nation. This curriculum should be developed and implemented in elementary schools, middle schools, and high schools. Software that is a turn off for either sex does not serve students well. Instead software should be intellectually challenging, yet appealing to both sexes. Educators can be proactive and demand such software from software designers and marketers.
- Simply introducing computers and computer-related concepts will not do. Instead, teachers should focus on computer applications in all subjects. Computer exposure should be intellectually challenging and appealing to students from all economic and social back-grounds. In particular, more research is needed to understand why girls tend to under-estimate their skill set and ability to become great scientists.

CONCLUSIONS

The use of ICT helps to bridge the gap between people's opportunities for self-employment in the informal economy and the high growth sectors of the world economy. In an informal sector, workers can gain easy access to the Internet through tele-centers and obtain information about markets or administrative procedures, and to publicise their services to a wider clientele. SEWA has started using telecommunications as a tool for capacity building among the rural population. SEWA uses a combination of landline and satellite communication to conduct educational programmes on community development by distance learning. The community development themes covered in the education programs delivered include: organizing, leadership building, forestry, water conservation, health education, child development, the Panchayati Raj System and financial services.

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