
ERIC Projects Completed

Availability and Use of Information and Communication Schools In Delhi

Project Investigator

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Introduction: The present study intended to study the availability and use of information and communication technology (ICT) in schools in Delhi. Since the government and private initiatives are increasing and attempts are made towards integration of technology in school education, a study about the availability and use of computers covering the teachers as well as students was taken up.

Objectives of the Study: The present study contained following objectives: (1) to study the extent of availability of hardware and software facilities in schools in Delhi, (2) to study the extent of use of technologies in different types of schools as evident from competencies in students, (3) to study the impact ICT on students, and (4) to study the extent of training in computers received by the teachers of Delhi.

Procedure: The present study was exploratory in nature and the data were collected from the teachers and students from schools of Delhi.

Sample: In this exploratory study, a total of 309 schools belonging to different categories, 822 primary school students, 970 secondary school students and 196 teachers selected randomly from the schools of Delhi, participated.

Research Tools: As this study was exploratory in nature, four questionnaires were developed and used.

Data Analysis: The data were categorised and analysed quantitatively. Frequencies and percentages were computed.

Findings: Results indicated some interesting trends. The availability of e-mail ID among the schools seemed to be low. 94% of the total

schools in Delhi have computers. 92.41% of the schools reported that the computers were in good condition. Computer labs have been set up in 84% of the schools studied. Printers are available in 84.14% of the schools. Internet facility was available in 71.52% of schools covered in this study. Local Area Networking (LAN) was available in 61.49% of schools.

The availability of Laptop was reported by 7.12% of the total schools studied. The availability of data lodger was there in 1.94% of total schools and 13% of schools had an LCD projector. Each of the CAL classrooms set up by Delhi Government was equipped with one computer, one 29" television monitor, a computer cabinet and a set of colourful chairs. Tllough the availability of scanners, internet filtering facility and Interactive white bored were not very good, the infrastructure needed to integrated ICT into curriculum especially the hardware was available.

Availability of software was not very good as publishing software was available in 23.33% of schools and 9.71% of schools had software for web design. General knowledge CD's were available only in 16.5% of the schools. Encorta and other Encyclopaedia CD's were available in 10.68% of schools, 5.5% of schools have access to online libraries. CD's for teaching different subjects were available in 19.42% schools. The availability of software in schools for games and music was 21.64% schools and 7.44% respectively. The percentage of schools with availability of teacher mode software and CD's for the disabled in schools was 6.45% and 22.58% respectively.

Separate periods for computers were allocated at nursery level by only public schools. At the primary school level 61.48% and at higher secondary level, 43.68% school had separate periods for computers. In schools where the CAL toonz project was implemented one period per day per section was to be allocated for computer classes (Teaching in computer lab). hl the Mahiti sindhu programme in Karnataka each class gets four periods per weeks. In the IT @ school project four periods per weeks (2 for theory and 2 for practical) are allocated. In Delhi, allocation for periods per week for computers needs to improve.

The findings regarding uses of ICT/computer in schools in Delhi were also interesting. 84% schools used computers in admission process. 46.93% schools used computers for maintaining records. 18.77% of the schools covered in this study used it for maintaining records in the library. 12.06% of total schools covered in this study used computers for examination purpose. 81% of the schools covered in this study had computer education as a teaching subject.

In this study the findings regarding the impact of ICT on students reveal some interesting trend. Students with different levels of ICT competing were compared with their achievement and it was found that those who scored low in ICT competency had low achievement also, with a few exception. Time spent on studies is higher in the case of students who were having average and high ICT scores when compared with those who had low scores in ICT competency. On an average majority of students belonging to all groups spent only 2-3 hours per day for studying. The low average and high ICT groups did not differ in the interests in the case of computer, but the low ICT competency group was interested in studying/reading where as average competency group was interested in games.

After analysis of data, the findings regarding training of teachers in Delhi to use computers show following trends. 35.20% of teachers have had no training in computers. 53% teachers had no computers. 53% teachers had no training in computers at home. 55% teachers did not spend any time with computers. 83% of the teachers who took part in this study felt confident that if they get computers they will surely use computers for their classroom training.

Conclusion: The findings of this study, show that if the schools in Delhi are to tap the potentials of ICT to its fullest extent there needs to be more in-service training of teachers regarding the use of ICT, there should be more software for teaching purposes and there should be more periods have periods allocated for computers at all levels.

Decentralisation of Education in Karnataka

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Introduction: With the phenomenal expansion of the formal educational system there has been a considerable progress in universalisation of elementary education. However, a large number of children have still remained outside the school. Further, a large segment of children from marginalised groups continue to be deprived of primary education. It is in this context that the present study was taken up to address the problems in the spread and strengthening of elementary education and the ability of Panchayats to resolve them without creating new ones.