Availability and Use of ICT in Schools in Delhi

Project Investigators

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Objectives: (i) To study the availability of hardware and software facility in schools in Delhi. (ii) To study the extent of use of technologies in different type of schools as evident from competencies in students. (iii) To study the impact of ICT on students. (iv) To study the extent of training in computers received by the teachers of Delhi.

Methodology: The study was conducted on a sample of 309 schools- 157 Government, 52 Government aided, 93 Public, 5 KVS and 2 Zamia schools. The sample were selected by using random sampling method taking 822 primary school students, 970 students of class VII/VIII and 196 teachers of above five different types of schools. Tools used in the study were: (a) Questionnaire for Heads of the schools (b) Questionnaire for the class IV/V students, (c) Questionnaire for class VII/VIII students, and (d) Questionnaire for teachers. Data were interpreted by using statistical techniques like; Mean, Standard Deviation, percentage, etc. The reliability of the studetns' competencies tests were established through test-retest method.

Findings: (i) 94 per cent of the total schools in Delhi had computers, whereas 100 per cent of KVS and Zamia schools had computers, 97 per cent of Public schools and 87 per cent of Government aided schools had computers. (ii) There was computer lab in 84 per cent of the total schools, 79.62 per cent Government schools, 80.77 per cent Govt. aided schools, 93.55 per cent Private schools, 80 per cent KVS and 100 per cent Zamia schools. (iii) Scanner was present in 29 per cent of the schools. (iv) The availability of laptop in percentage was nil in Government schools, 5.77 per cent in Govt. aided schools, 19.35 per cent in Private schools and 20 per cent in KVS. (v) The availability of data lodger was poor as in only 1.94 per cent of total schools studied 13 per cent of total schools had an LCD projector. (vi) The availability of internet facility in the schools were excellent as 74.52 per cent of Government schools, 75 per cent of Government aided, 63 per cent of Public, 80 per cent of KVS and 100 per cent of Zamia schools had

internet facility. (vi) Internet, LAN A and Interactive white board were the technologies that the teacher equipped to handle classes of the 21st century providing learning environments which could make the learner construct knowledge and be active learners rather than passive listeners in the class. (vii) Findings suggested that the schools were ready to take up e-learning environments as 71.5 per cent of the schools studied had internet connection. (vii) Availability of software was 20.38 per cent of govt. schools, 3.08 per cent of Government aided schools, 23.66 per cent private schools, 60 per cent KVS, 0 per cent zamia schools and 22.33 per cent of total schools had publishing software, 3.18 per cent of govt. schools, 7.69 per cent of govt. aided schools, 21.51 per cent private schools, 20 per cent KVS, per cent 0 Zamia schools and 9.71 per cent of total schools had software for web design. (viii) General knowledge CDs were available only in 1.91 per cent govt., 9.62 per cent govt. aided, 44 per cent KVS and per cent0 Zamia and 60 per cent of the total schools. (viii) Online library facility was available in 1.91 per cent govt. school, 7.69 per cent govt. aided schools, 9.68 per cent private schools, 20 per cent KVS and 0 per cent Zamia schools and 5.5 per cent total schools covered in this study. (ix) Only 12 per cent of total schools covered in this study used computers for examination purpose. (x) 81 per cent of the schools covered under this study had computer as a teaching subject. (xi) The effect on ICT on students made a difference in dropout rate in the schools. 7.5 per cent decreased in dropout rate in the schools under ICT compared with schools without ICT (5.7%). (xii) The enrolment of students in schools with ICT facility increased at 13.97 per cent when compared with 11.93 per cent in Non-ICT schools. (xiii) ICT has helped in improving the results of the students in the terminal examination. (xiv) The effect of ICT on the students was found in the field of achievement, time spent on study and interest shown in the classrooms, (xv) The study found that 35.25 per cent of the total teachers had no training in computer, while only 32 per cent teachers had received departmental training in computer education. (xvi) Teachers without training computers were willing to undergo training and use computers in classroom teaching. The study has cited 121 references in the end.