The Utilization of Information and Communication Technology in Government Schools
(A Study Conducted on a Selected Group of Government Schools in Andhra Pradesh)

Mahajan Krishna Prasad

Ph.D. Education Research Scholar, Department of Education, BEST Innovation University, Andhra Pradesh, India
Email:mahajankrishnaprasad@gmail.com

ABSTRACT: The procedures and equipment that make it possible to generate, gather, process, store, and distribute information are all included in information technology. It can perform a minimum of three jobs. IT systems are capable of reprocessing previously handled data for further analytical steps, package data into new formats that make it more functional, aesthetically pleasing, or understandable, and turn unprocessed data into valuable information. Software and hardware are the two main components of information technology. Hardware is the collective term for all of a system's physical components, many of which have electrical components and perform some kind of information processing function. In addition to computers and peripherals like displays and printers, hardware includes all the parts required to link togetherness of information system for this study, I have four study from chooselook into the history of education in India; to find out how Andhra Pradesh government schools use technology; to assess the impact of technology on government school students; and to find out what respondents think about the use of technology in Andhra Pradesh government schools.
Keywords: Internet and web design, Technology of information communication, e-learning, Training computer based, and multimedia of computer based

I.   INTRODUCTION

The driving forces of the Information Age are data and information technology. This era marks the beginning of a knowledge-based industrial revolution. Financial executives are increasingly adapting to innovations such as electronic money, digital transaction systems, and online banking, as well as the buying and selling of goods and services in the digital marketplace. In the manufacturing sector, leaders are responding to transformations in Electronic Data Interchange (EDI), supply chain operations, and integrated logistics. Meanwhile, marketing professionals are witnessing significant shifts in advertising strategies and real-time product promotions. In today's environment, all industrial and business enterprises are characterized by rapid change and continuous evolution.Like other expensive and precious things like people, money, machinery, buildings, etc., information must be planned for, safeguarded, conserved, and regulated. Focusing on the power of information content represents a significant shift in the capabilities of technologies. As the twenty-first century draws to a close, professional approaches are needed to manage information in a society that is dependent on information. This is especially true given the new liberalization and globalization policies and the dynamic, global interactive environment. The technology that is most frequently cited as a driving force behind organizational and management changes is information technology.We are living in a time of transition between the Industrial and Information Ages. Information technology, which includes computer and communication technologies, is essential to the operation of every business in the modern world. Through ongoing technical advancement, enormous gains in processing power in international networks, and a constantly growing electronics factory, the information technology revolution has had a significant influence on business and industry. The combination of computer networks and telecommunications has expanded the variety of uses for communications equipment and produced many better products. ii Many wealthy nations did not acknowledge the connection between information and socioeconomic growth until the 1970s, and some developing nations continue to do so now.

However, one of the most important indicators of a nation's socioeconomic progress is its information, which is why every government must use the newest technology tools to handle it effectively. These days, information technologies have the power to alter our social interactions, academic

research institutions, business, working and learning habits, and even our cultural domains. Telecommunicationsa crucial component of IT, has emerged as a major commercial sector and is essential to the expansion and advancement of the global service sector.

training that works. An open distance learning system that uses the Internet to manage information in a genuinely collaborative manner (ODES) Owing to its extensive and affordable access to HoutanyGoraphy, distance is no obstacle. ODES may quickly and affordably offer high-quality education to everyone with the use of the Internet. Information technology utilization offers increased productivity for businesses. Increased processing, transmission, and access times are common metrics used to quantify the advantages of information technology. More decentralization of information systems has been made possible by the advent of micro- and mini-computers. Workgroups and administrative processes are connected by recent advancements like local area networks (LANs). These chances may have an effect on work procedures, organization, and culture..

Need for the Study

The objective of this research is to bridge the gap identified in current literature regarding the use of information technology in India's public education system. The findings aim to support the strategic integration of IT by emphasizing the importance of enhancing educational resources, competencies, and learner engagement.

Objectives of the Study

• Study information technology at public schools in Andhra Pradesh
• To analyse the expansion and advancement of the Indian school education system.
• Assess the impact of information technology on public school students.
• To explore the attitudes of respondents towards the adoption of Information Technology in government schools across Andhra Pradesh.".

Methodology of the Study

The study is limited to chosen participants who are Andhra Pradesh students at various stages. Both primary and secondary sources of data were gathered. These techniques were used to gather primary data: Participate in the structured questionnaire, please. The primary sources, which include textbooks, journals, newspapers, records, and reports, were the references used to gather secondary data

Sampling

To choose a sample from the five tiers of chosen pupils, the quota sampling technique was used. About 100 respondents are interviewed at each level, for a total of 600 persons, using the quota sampling approach.

II.   DATA ANALYSIS
Table 1: ITC is easy

Sl.No.	Place	Strongly Agree	Somewhat Agree	We don't know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	57	44	7	5	7	120
2	Chittore and Kadapa	70	33	7	4	6	120
3	East and West Godavari	54	40	10	5	11	120
4	Guntur and 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: Table 4.1 above clearly shows that ICT has made life easier: 56.8% of the respondents strongly agreed and 33.8% agreed that ICT has made life easier. 0.48% are not sure if ITC has changed their lives or not.0.01% of the respondents did not agree that ITC has made their lives easier. There could be good reasons for this, such as ignorance towards technology or the fact that 0.38% was unable to answer.

Table 2: Availability of suitable ICT facilities in your area

Sl.No	Place	Strongly Agree	Somewhat Agree	We don't know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	52	41	9	6	12	120
2	Chittore and Kadapa	60	36	11	8	5	120
3	East and West Godavari	48	54	16	4	5	120
4	Guntur and 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: Table 4.2 clearly indicates that the majority of respondents believe adequate ICT facilities are available in their area. Specifically, 44.8% of respondents strongly agreed and 40% agreed with this statement. However, 7.8% reported being unaware of the availability of such facilities, 4.6% disagreed, and 2.6% were unable to provide a response regarding the presence of adequate ICT infrastructure 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: As shown in Table 4.3, nearly 75% of respondents reported using ICT primarily for communication, including email, video calls, and social media platforms such as Facebook. Additionally, 8% use ICT to access information via search engines like Google, Firefox, and others. About 7.7% utilize ICT for various informational needs, while 3.7% use it for banking and insurance-related activities, such as online transactions. A further 3.6% indicated using ICT for other miscellaneous purposes.

Table 4: Best source of information

1	Visakhapatnam and Srikakulum	65	16	11	22	6	120
2	Chittore and Kadapa	51	45	14	6	4	120
3	East and West Godavari	35	28	44	8	5	120
4	Guntur and 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: It was evident from table 4.4 above that television is the most effective information source. According to 47% of respondents, the best source According to 22% of respondents, the internet is the greatest place to find information. Since many of them were unaware of modern technology and are not familiar with how to use the internet, the proportion is lower than that of TV. Due to their mentality, 18.2% of the respondents said that print media—which includes newspapers, magazines, and other publications—was the greatest source of information.

According to 8.8% of respondents, the greatest way to obtain information was through the radio. Nowadays while travelling radioand FM stations are available for giving updates frequently. 4% of the respondents felt that there were other sources of getting information.

Table 5: My life is madid easier by internet

S.N.	Place	Strongly Agree	Somewhat Agree	Do not know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	46	44	13	8	9	120
2	Chittore & Kadapa	56	35	11	8	10	120
3	East and 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: It is evident from table 4.5 above that the internet has made life easier. 42% of those surveyed firmly believed that life has been easier thanks to the internet. Forty-two percent of the participants concurred that the internet has simplified living. 6.1% of respondents said they were unsure if life has become easier or more complicated as a result of the internet, 5.4% disagreed with the assertion, and 6.3% were unaware of it. Some people feel that the internet has complicated life, based on their personal perceptions.

Table 6: Convenient Internet Access

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

Analysis: According to table 4.6 above, most people believed that internet access was simple. While 22.45 percent of respondents claimed there was no simple access to the internet, 76.6% of respondents stated it was easy to access. This could rely on their knowledge base, place of residence, etc.

Table 7: Accessory Source

Sl.No.	Place	Home	Office	Cyber Cafe	Another	Total
1	Visakhapatnam and Srikakulum	15	39	53	13	120
2	Chittore and Kadapa	33	32	43	12	120
3	East and West Godavari	24	35	48	13	120
4	Guntur and 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: It was evident from table 4.7 above that cyber cafés were the most popular internet access points. Among those surveyed, 40.2% claimed that cybercafés offered easier access to the internet than other places like homes, workplaces, etc. Of the respondents, 28% thought that the source of their internet connection was their office, while 20.6% thought it came from their home. Eleven percent of the respondents felt there were alternative ways to access the internet.

Table 8: Internet Usage Frequency

Sl.No.	Place	Rarely	Once a Week	Daily	When Necessary	Never	Total
1	Visakhapatnam and Srikakulum	15	28	36	27	14	120
2	Chittore and Kadapa	23	43	34	11	9	120
3	East and West Godavari	12	17	24	31	36	120
4	Guntur and 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: It was evident from table 4.8 above that there was not much of a difference in their utilization frequencies. A total of 25.7% of the respondents said they use the internet once a week, 22.9% said they use it daily, 20.6% said they use it when necessary, 16.3% said they use it infrequently, and 14.5% said they had never used it.

Table 9: Causes of Difficult Accesses

Sl.No.	Place	No Cyber Cafe	Limited Cyber Cafe	Cyber Café Costly	Any other Please Specify	Total
1	Visakhapatnam and Srikakulum	27	43	45	15	120
2	Chittore and Kadapa	22	35	38	25	120
3	East and West Godavari	24	29	29	38	120
4	Guntur and 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: Based on Table 4.9 above, there was little variation in the percentages. There were various justifications for not using the internet. The cost of the cyber café was cited by 27% of respondents as the main deterrent to internet access. According to 26% of respondents, there were not enough cybercafés. 25% of respondents thought there were additional factors, and 22% thought the lack of cyber cafes was the reason people could not easily access the internet.

Table 10: Internet usage purpose

Sl.No	Place	e-mail	News	Study	Shopping	Booking Tickets	Any Other	Total
1	Visakhapatnam and Srikakulum	77	14	8	6	5	10	120
2	Chittore and Kadapa	87	7	10	4	4	8	120
3	East and West Godavari	58	32	18	10	0	2	120
4	Guntur and 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: It was evident from table 4.10 above that email was the primary use of the internet. Email access is the primary reason for using the internet, according to 61.5% of respondents. 13.8% of respondents claimed that the main

reason they used the internet was to get news. Through the internet, they can get any information or updates from anywhere in the world. 10.1% of those surveyed said they study online. The pupils found it to be of great use. Six percent of the respondents purchase online. Almost anything may be bought these days through websites. Four percent of the participants use the internet to purchase tickets for events such as movies, flights, buses, trains, and cricket stadiums, among other things. 4.6% of those surveyed said they use the internet for extra purposes.

Table 11: Cable Television Facility

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

Analysis: The majority of respondents had cable television, as can be shown in table 4.11 above. 23.4% of respondents do not have a cable television, while 76.6% of respondents do have one.

Table 12: Television shows that you watch

Sl.No.	Place	Family serials	Movies	News	Sports	Education	Music	Any Other	Total
1	Visakhapatnam and Srikakulum	44	25	21	7	5	15	3	120
2	Chittore and Kadapa	34	21	26	9	10	17	3	120
3	East and 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: Based on Table 4.12 above, the majority of respondents watch television serials. A total of 19.3% and 19% of the respondents watch news, while 37.8% of the respondents watch serials. 8.1% of the participants watch TV music channels. The percentage of respondents who watch sports and education channels on television is 5.8% and 7%, respectively, while 2.8% of them watch other channels.

Table 13: Channel Utilization for News and Educational Objectives

Sl.No.	Place	Rarely	Once a Week	Daily	Never	Total
1	Visakhapatnam and Srikakulum	31	28	61	0	120
2	Chittore and Kadapa	31	18	62	9	120
3	East and West Godavari	40	17	54	9	120
4	Guntur and 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: Table 4.13 above makes it evident that most respondents utilize the channels on a daily basis for news and education. While 21.3% of respondents use the channels once a week, 49% of respondents use them daily, and 24.4% of respondents use them infrequently for news and instructional purposes. 5.3% of the respondents said they never watch news or educational television.

Table 14: ICT Needed in the Work Sector

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

Analysis: The majority of respondents believed that ICT was essential for the job sector, as shown in table 4.14 above. For instance, everything is done online these days, including customer support, online customer applications, and online interviews. 28.3% of respondents stated that ICT was not vital for the job sector, while 71.6% of respondents thought it was.

Table 15: Computer-Related Training or Experience

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

Analysis: Based on Table 4.15 above, the majority of respondents said that exposure and training in the computer industry were very beneficial. We can train personnel in an inefficient way by using the newest technologies. Of those surveyed, 69% thought that exposure to and training in the computer industry was beneficial. 31 per cent of the participants said that there was no variation in the exposure and training received in the computer field

Table 16: Training on Computers

Sl.No.	Place	Formal	Informal	Not Applicable	Total
1	Visakhapatnam and Srikakulum	58	35	27	120
2	Chittore and Kadapa	59	25	36	120
3	East and 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: According to table 4.16 above, most respondents believed that computer training was a formal approach—55.8% of respondents thought so, compared to 27.1% who thought it was an informal way that was simple to learn and did not take much time. 17.1% of the participants said it had no bearing.

Table 17: Support from the Government to Teach Students ICT in Your Area is Adequate

Sl.No.	Place	Strongly Agree	Somewhat Agree	Do Not Know	Disagree	Can't say	Total
1	Visakhapatnam and Srikakulum	42	36	12	12	18	120
2	Chittore and Kadapa	26	40	15	28	11	120
3	East and West Godavari	30	58	13	10	9	120
4	Guntur and 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: According to table 4.17 above, the majority of respondents agreed that the government was providing enough funding for ICT education in their local area. Recently, a few government schools have started offering computer instruction to their students as well as holding extra classes. A total of 31.2% of the participants expressed agreement with the government's provision of enough support, while 27.5% strongly agreed with it offering students ICT instruction. 10.6% of respondents could not answer, 16.4% of respondents do not know, and 14.3% disagreed that there was no support.

Table 18: Students now have the opportunity to work from home and earn

Sl.No.	Place	Strongly Agree	Somewhat Agree	Do Not Know	Disagree	Cannot Say	Total
1	Visakhapatnam and Srikakulum	49	39	21	5	6	120
2	Chittore and Kadapa	33	50	14	11	12	120
3	East and West Godavari	47	54	10	4	5	120
4	Guntur and 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: - As shown in Table 4.18, it is evident that Information and Communication Technologies (ICTs) provide students with opportunities to work from home and potentially benefit from it. A total of 32.5% and 39.5% of respondents agreed that ICT has facilitated homework and remote learning opportunities for students, which they considered a valuable advantage. However, 13.75% of respondents were unaware of this aspect, 7% disagreed with the statement, and 7.3% were uncertain about whether such opportunities were available.

Table 19: Working from home reduces students' leisure time

Sl.No.	Place	Strongly Agree	Somewhat Agree	Don't know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	41	40	26	8	5	120
2	Chittore and Kadapa	19	42	27	18	14	120
3	East and West Godavari	65	40	4	7	4	120
4	Guntur and 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: Table 4.20 indicates that a significant portion of respondents strongly agree that working from home has reduced students' free time. Specifically, 37.6% strongly agreed and 31.1% agreed that students have less leisure time at home due to the workload assigned. Meanwhile, 17.5% of respondents were unsure, 7.8% disagreed with the statement, and 6% were unable to comment on whether student leisure was affected by such responsibilities.

Table 20: ICT helped Indian students understand what was going on

Sl.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	62	36	11	6	5	120
2	Chittore and Kadapa	36	46	15	8	15	120
3	East and West Godavari	55	30	13	14	8	120
4	Guntur and 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: As presented in Table 4.20, it is evident that ICT has played a significant role in helping Indian students stay informed about national and international developments. Additionally, ICT has opened up numerous career development opportunities for students. According to the data, 42.4% of respondents strongly agreed, and 31.3% agreed that ICT has enhanced students' awareness of events both within the country and globally. In contrast, 11.3% of respondents were uncertain, 8% disagreed with the statement, and 7% were unable to express a definitive opinion on the matter.

Table 21: Rural students lack ICT infrastructure

Sl.No.	Place	Strongly Agree	Somewhat	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	48	36	19	6	11	120
2	Chittore and Kadapa	39	29	14	12	26	120
3	East and West Godavari	32	29	30	7	22	120
4	Guntur and 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: Table 4.21 above clearly shows that majority of respondents agree that rural students lack ICT infrastructure. Some villages and remote areas do not have new advanced technologies, making it impossible to install ICT infrastructure in these areas. This could be one of the reasons: 39.9% of the respondents strongly agreed that rural students do not have access to ICT infrastructure, while 24.2% of the respondents agreed. 14.7% of those asked did not know, and 8.1% of respondents disagreed. 13.1% of respondents cannot say whether ICT infrastructure has been deprived or not for rural students.

Table 22: Students always want to use ICT to develop the next generation

Sl.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	70	29	5	12	4	120
2	Chittore and Kadapa	68	29	9	6	8	120
3	East and West Godavari	33	40	21	12	14	120
4	Guntur and 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 table 4.22 above, majority of the respondents strongly agreed that students still want to utilize ICT to develop the next generation, which has an effective impact on students. 46% of respondents strongly agreed, and 26.9% said they would like to continue using ICT to develop the next generation. 10.8% said they "didn't know," 7.6% said they "didn't think so," and 7.6% said they "didn't want to use ICT to develop the next generation."

Table 23: Student attraction to ICT field is influenced by socio-economic status and education level

Sl.No.	Place	Strongly Agree	Somewhat Agree	Don't Know	Disagree	Can't Say	Total
1	Visakhapatnam and Srikakulum	36	49	16	14	5	120
2	Chittore and Kadapa	34	43	12	20	12	120
3	East and West Godavari	40	41	28	5	6	120
4	Guntur and Krishna	48	42	20	5	5	120
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 table 4.23 above, majority agree that students' entry into the ICT job market is influenced by socio-economic status and education, 35.2% strongly agree and 36.6% of the respondents agree that students' entry into the ICT job market is influenced while 14.6% of the respondents do not know about it. 8.1% of respondents disagree and 5.5% of respondents cannot comment on this.

III.   FINDINGS

Because online learning programs are a crucial instrument for enhancing academic quality, efficiency, and effectiveness in the open distance education system, 77% of respondents are happy with them. However, due of the complexity of the procedure, 33% of respondents were unhappy. The vast majority of respondents (75%) believe that online learning is a system that can concentrate on students and teachers and that offers a wealth of information on a variety of topics. did. Only 15% were thought to be less in use because access was restricted based on the availability of hardware, software, and an Internet connection.Because information is expanding at a breakneck pace, students must study more, better, and quicker, and there is no problem with restricting the quantity and location of students, 50% of respondents ranked this approach as good, and 33% as exceptional. However, 10% claimed that this approach is mediocre as pupils with little computer abilities find online learning intimidating.

Since users may get information from anywhere in the globe, the majority of messaging program responders (60%) are happy with the service. Nevertheless, those 40% are regrettable as they produced an excessive amount of information. Approximately 52% of respondents stated that the usefulness was high as it may help one stand out in contests and student service. However, 27% of students thought it was underutilized since it may be distracting. Most respondents (80%) believe this is a good idea because the recipients of the emails are both novices with no prior computer knowledge and seasoned users who have a laptop in their vacation bag and a computer at home.

73% of respondents expressed satisfaction with the Internet initiative, citing its ability to bridge the gap between nations

and people. However, because it negatively affects students and young people, 27% of them expressed dissatisfaction. The majority of respondents (65%) said it is very helpful since it can be used to enhance textbook study. 57 percent of respondents and a quarter of respondents said that the internet programs were good and great because they made it simpler to create articles, examine materials, engage in contests, and purchase online. Most students (80%) are happy with cell phones since they make it simpler to establish friends. but 20% of the respondents are not satisfied because of their misuse by students in educational institutions. Of these, about 65% believe that they are widely used because they help people and are convenient, but 17% said that they are less useful due to communication barriers. Respondents (65%) stated that this method is good as it creates interaction with close people and avoids communication gaps.

Students (68%) express satisfaction with computer-based learning programs due to the ability to learn at their own speed. The system's reliance on pre-made programming and relative rigidity have left some respondents dissatisfied. Regarding the program's usefulness, 58% of respondents stated that it is very helpful since it employs control selection and routing, which makes it a reasonably sophisticated training tool. However, 18% of them believed that the software is not very helpful because it is expensive. However, 20% of them thought it was nearly worthless, and one respondent (20%) said that because the software process is more complex, it is not very beneficial.

The majority of the respondents (60%) think that this method is good because interaction is an advantage of multimedia and it is very widely used in film production.

Students (67%) are pleased with this program among computer-assisted programmed learning because it yields observable and transparent results. A third of them are unhappy because computer illiteracy is still common, despite the fact that it is very simple and affordable to manufacture. The development of computer networks is expensive. Because each student may utilize it at their own speed, around 56% of the respondents said it was very useful. In contrast, 27% of respondents said that technology was becoming less beneficial because it was changing too

rapidly. However, 32 percent of respondents said that programming approaches are "excellent," while 33 percent said that they are "good."

Because they may encourage children to practice math, spelling, touch typing, playing the piano, and other abilities by transforming practice into entertaining activities. But according to 24% of respondents, this was a bad strategy as it stopped students from pursuing new interests.

IV.   SUGGESTIONS

• You need to change the current prediction of the negative and humiliated images of students in the fields of Media, electrons, printing, vision, and audio communication. Power and humiliated or porn media [Porn Media can adversely affect students and society. The bidding of consumers around the world has created a Climate of consumers, target girls and students of all ages, and advertisements and commercial messages Often describe students.

• By improving their knowledge, abilities, and access to information technology, students should feel more Empowered. This will make it easier for them to fight against inaccurate representations of students both Locally and globally, as well as to bring attention to instances of misuse of the authority of a growingly Significant industry.

• It is imperative to establish and reinforce media self-regulatory mechanisms and devise Strategies aimed at eradicating gender-based programming. To completely engage in the Development and effect of the new technologies, students must be involved in the Decision-making process regarding their creation.

• To begin with, rather than concentrating on more complex applications, ICT interventions may initially Concentrate on offering fundamental information and communication services. Two, if kiosk services are Made more affordable than they are now, the impoverished will be able to live better; cheaper access will have an immediate positive effect on disposable incomes. Three, there is hope for the financial viability of these initiatives given this demand and the willingness to pay.

• Students should have their own computer, and other public services must use a different system. Similarly, A system for facilitating E-School should be provided to the school (either directly or through a kiosk) for The benefit of the young people who will form the backbone of society in the future. A kiosk ought to Contain two systems: one for computer courses taken by students and another for the public to use In order to access other services offered by kiosks. A separate computer should be utilized for schools in Addition to these.

• Some schools do not even have an electrical outlet or computers. If the government is unable to provide a Computer, we can ask the school administration to grant our operators permission to place a computer on School property. A small number of schools without electricity have taken action to connect to the grid; All similar establishments can perform comparable actions.

• It is commonly known that there is a growing scarcity of IT specialists, and that this issue will probably get Worse as we approach the year 2000. Should we as a country fail to confront this issue with force and Diligence, it could have a significant impact on our competitive standing. If we are to achieve progress on a Number of crucial concerns brought up in this report, schools must adopt an action-oriented agenda and Rigorously carry it out. Below is a suggested 5-point action agenda:

• All over the country, cutting edge computer science education should be mandated and taught through a Well-designed curriculum. The creation and use of this curriculum ought to occur in elementary, middle, and High schools. Students do not benefit from software that is offensive to either sex. Software should, instead, be both gender-neutral and intellectually stimulating. Teachers are in a position to demand that software Makers and marketers provide them with this kind of tool.

• It is insufficient to merely introduce computers and computer-related topics. Teachers ought to instead Concentrate on using computers in all academic areas. Students should find computer use engaging and Intellectually stimulating, regardless of their socioeconomic or economic background. More investigation is Especially required to determine the reasons behind girls' propensity to underestimate their skill set and

Potential for success in science.

V.   CONCLUSIONS

 ICT use facilitates the transition between the sector of global economy high-growth and public's prospects for in the informal economy for self-employment. In the informal economy, employees can easily access the Internet via tele canters to learn about markets and administrative processes as well as to advertise their services to a larger customer. Telecommunications is now one of the tools SEWA is utilizing to help the rural population develop their capabilities. For conducting distant learning educational programs on community development, SEWA combines landline and satellite connection. Organization, leadership development, Forestry and environment, water resource conservation, health literacy, child care and development, decentralized governance (Panchayati Raj), and economic or banking servicesare among the community development subjects that are addressed in the educational programs that are offered.

REFERENCES

[1]. Dudeja, V.B. (1999). Explores the challenges and opportunities posed by new technological advancements in the modern era. *Indian Management*, August, 21-24.

[2]. Pathak, R.D., et al. (1998). Discusses emerging trends in the utilization of information technology. *Indian Management*, April, 32-43.

[3]. Kumar, S.A., et al. (2017). Compares study habits and academic performance between children in private residential schools and those in rural government schools. *International Journal of Educational Science and Research (IJESR)*, 7(5), 17-22.

[4]. Mujoo-Munshi, U., et al. (1998). Investigates the concerns and challenges related to information technology in developing countries, particularly in India. *Library Herald*, July-September, 69-79.

[5]. Killedar, M. (2001). Discusses the role of internet-based e-learning in distance education. *Indian Journal of Open Learning*, 68-79.

[6]. Gangalakshmi, C. (2016). Describes a hands-on application training program for kindergarten students in Tamil Nadu, emphasizing enjoyable English learning. *International Journal of English and Literature (IJEL)*, 6(6), 93-98.

[7]. Othman, R. (2001). Analyzes the factors influencing IT use and the integration of human resource management within this context. *Asia Pacific Management Review*, 91-103.

[8]. Geetha, T. (2014). Examines the intersection of science education, equity, and social mobility among Government school students in India. *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, 2(4), 145-154.