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# **School Students' Computer Skills and the Use of Online Information Resources: A Case Study of CBSE Students of Mysore**

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# **School Students' Computer Skills and the Use of Online Information Resources: A Case Study of CBSE Students of Mysore**

## **Abstract**

Today when technology has walked into every facet of our society, education which is an indispensable and fundamental element, should be given vital importance and cannot be left behind. Mankind has always devised means to help people learn in ways that are easier, faster, surer, or less expensive than previous means. From this perspective, the present study focuses on modern technological implications in academics among students. Educational technology can be traced back to the emergence of very early tools, such as paintings on cave walls (Molenda, 2008; Nye, 2007). However, the use of media for instructional purposes is generally traced back to the first decade of the 20th century.

Use and awareness of Information Technology (IT) is not only an answer to the growing demands for enrolment in education, but is also in tune with the perception of the present day students' and helps to meet the challenges in the growth of knowledge. In this context, the present study in the perspective of academics is an attempt to understand the Central Board of Secondary Education (CBSE) school students' computer skills and the use of online information resources. The study tries to know how aware, skilled and comfortable are the school students with IT tools, usage of electronic information resources and assess the factors that influenced their use of Internet.

**Keywords:** School Students, Education Technology, Computer Knowledge, Online Resources.

## **1. Introduction**

Knowledge is desired by humankind since time immemorial. Learning novel concepts has always been our inherent nature. The inquisitiveness of knowing and understanding has created a wealth of knowledge over a period of time. Therefore, a need emerged, of imparting this knowledge to future generations. It was taken care by establishing standard education systems, which evolved and has seen radical changes since several years. In pre-historic societies, education was achieved orally and through imitation. Since early history, mankind has devised means to help people learn in ways that are easier, faster, surer, or less expensive than previous means. From this perspective, Educational Technology can be traced back to the emergence of very early

tools, such as paintings on cave walls (Molenda, 2008; Nye, 2007). However, the use of media for instructional purposes is generally traced back to the first decade of the 20th century, (Saettler, 1990) with the introduction of educational films (1900's) and Sidney Pressey's mechanical teaching machines (1920's). In most countries currently, education is compulsory for all children up to a certain age. Owing to this, the propagation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far (Robinson, 2006).

Today when technology has walked into every facet of our society, education which is an indispensable and fundamental element, should be given vital importance and cannot be left behind. Plato believed that children would never learn unless they wanted to learn. As a need of the hour, advent of technology in academics has attracted children towards “interactive learning”. Significant technological shifts like mobile phones, Internet, tablets, apps and social media have enormously improved the way education is imparted in schools and institutions. The power of computers to simulate various physical systems has made it potentially useful in pedagogy. Such is the drive that these technological tools have induced, that the entire dynamics of teaching and learning process has been transformed.

## **2. Information Technology in Education: Indian Scenario**

Under the Constitution of India, Education is an inseparable subject, with a sharing of duties between the Ministry of Human Resource Development at Centre and Departments of Education at States. With innumerable new initiatives started by the Government of India, it is quite clear that India is on the threshold of a rapid change in the field of Education.

India has the world's largest population in the age group of 5-24 years and also is expected to continuously increase as one of the world's highest working population. Considering this reality, the Education system in India should be able to create globally competitive students. Literacy in India is one of the important factors fuelling socio-economic progress. Today, IT has transformed India's image from a slow developing economy to a land of innovative Entrepreneurs. About 2.5 million direct employment is generated in India by the IT sector. Now, India is one of the biggest Information Technology capitals of the modern world (Kamdar, 2006).

The importance of ICT applications in Education was recognized by India, as early as in 1984-85 through the Computer Literacy And Studies in Schools (CLASS) Project. Around Twelve thousand computers were disseminated to secondary and higher secondary schools. It included 2598 schools comprising 325 Kendriya Vidyalayas. The review of the initiative has revealed that in spite of challenges in implementation, an extremely encouraging response was generated in the various states like Andhra Pradesh, Chattisgarh, West Bengal, Manipur and Tamil Nadu. The Central Board for Secondary Education (CBSE) has developed “Saransh” which is an state-of-the-art Online self-assessment tool. It could be made used by schools to analyze their performance aggregately. The tool also helps in analysing the learning level of each student and compares the same with regarding to all CBSE schools at various levels. It is an efficient tool with data of 2.02 crore students & 1.5 lakh teachers belonging to 15,000 schools for a period of 7 years.

The National Task Force on IT and Software Development formed in 1998 recommended setting up of computers in all Higher Secondary/ Secondary Schools. Also, the relevant recommendations made are: Shikshak Computer Scheme, School Computer Scheme and Vidyarthi Computer Scheme. These schemes were supported by some initiatives like reduced PC costs, bank loans with easy installments etc. The Government of Karnataka in 2001 under the Mahiti Sindhu project had started a comprehensively financed computer education project for students of classes 8th to 10th. With all the progressive initiatives to empower students with technology, the expectation is that more benefits will accumulate for cause of education in the coming years which is bound to take India at a much faster pace towards the goal of a developed nation.

### **3. Objectives of the Study**

1. To study whether there exist intermediate library class room facilities to promote the Students Development.
2. To probe whether there is enabling environment to promote the usage of electronic information resources.
3. To assess the use and awareness of electronic information resources among school students.

#### 4. Methodology

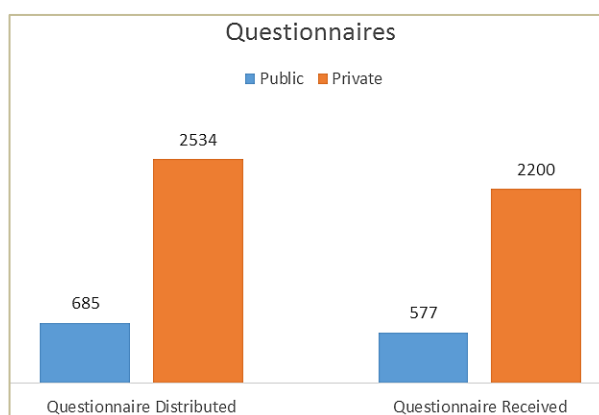
The present study was conducted on Students of 29 CBSE Schools that are affiliated to Central Board of Secondary Education (CBSE) in Mysore, Karnataka, India. There were 2777 were students from 8th to 12th class. The data was collected with prime focus on the use of Information Technology (IT) in academic achievements and different aspects of learning. Along with this, the awareness towards the use of IT in education was also assessed. The study adopted Survey method and the tool for data collection is through questionnaire.

#### 5. Data Analysis and Interpretation

After receiving the questionnaires from respondents of various CBSE Schools (i.e. Students), the hypotheses was tested with the data obtained from the analysis. Necessary Statistical techniques and methods were used to analyse the collected research data. The data was analysed by computing percentages and by applying appropriate Statistical techniques.

##### 5.1 Distribution of the Questionnaires

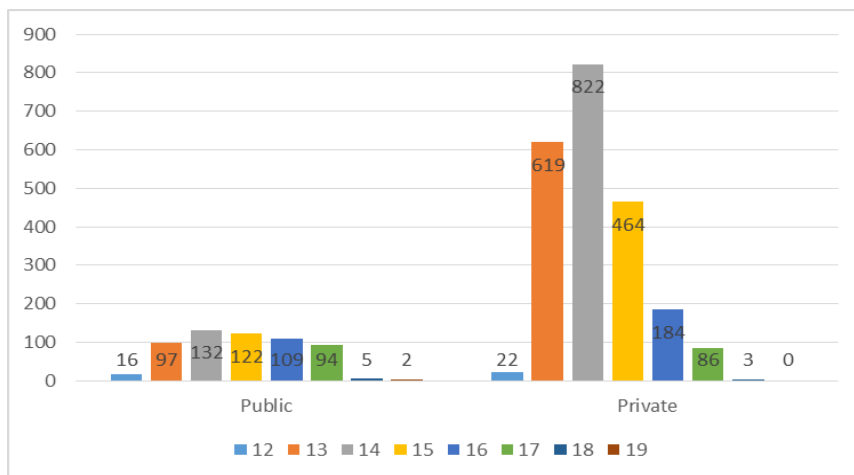
A total of 3219 questionnaires were distributed among the students of CBSE affiliated Schools in Mysore district, of which 2777 filled-up questionnaires were received back consisting of 86.27% responses. The Figure 1 shows that 685 questionnaires were distributed among students of Public schools, of which 577 filled-up questionnaires were received back amounting to 84.23% responses. About 2534 questionnaires were distributed among students of Private schools, of which 2200 filled-up questionnaires were received back comprising of 86.82% responses.



**Figure 1. Distribution of the Questionnaire**

## 5.2 Age Wise Distribution

Age has an important influence on the use of information in general and e-resources in particular. Here the attempt was made to study the age wise breakup of the students under this study. The Figure 2 depicts that 16 (02.77%) of Public school students and 22 (01.00%) of Private school students are of '12 Years' of age, followed by 97 (16.81%) of Public school students and 619 (28.14%) of Private school students are of '13 Years' of age, 132 (22.88%) of Public school students and 822 (37.36%) of Private school students are of '14 Years' of age, 122 (21.14%) of Public school students and 464 (21.09%) of Private school students are of '15 Years' of age, 109 (18.89%) of Public school students and 184 (08.36%) of Private school students are of '16 Years' of age, 94 (16.29%) of Public school students and 86 (03.91%) of Private school students are of '17 Years' of age, 05 (00.87%) of Public school students and 03 (00.14%) of Private school students are of '18 Years' of age and 02 (00.35%) of Public school students are of '19 Years' of age.

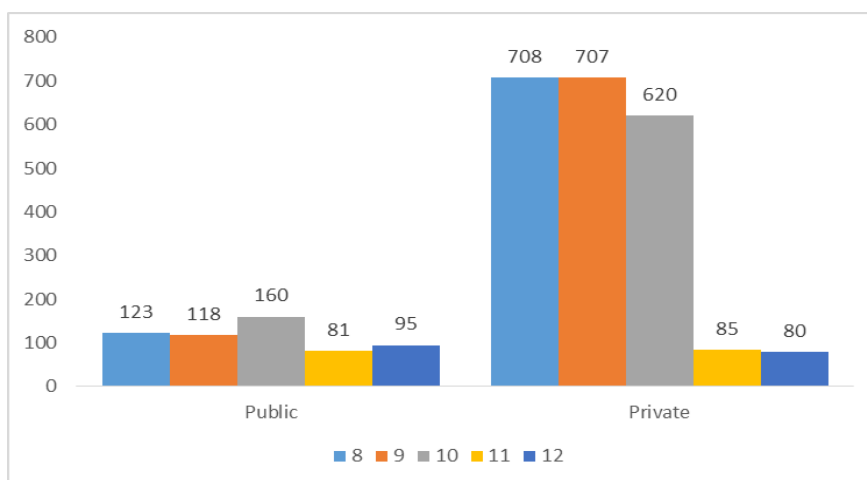


**Figure 2. Age Wise Distribution**

## 5.3 Class Wise Distribution

The study has covered the students of Higher Secondary i.e. Eighth, Ninth, Tenth, Eleventh and Twelfth class. The Figure 3 depicts that 123 (21.32%) of Public school students and 708 (32.18%) of Private school students are from 'Eighth Standard', followed by 118 (20.45%) of Public school students and 707 (32.14%) of Private school students are from 'Ninth Standard', 160 (27.73%) of Public school students and 620 (28.18%) of Private school students are from 'Tenth Standard', 81 (14.04%) of Public school students and 85 (03.86%) of Private school students are from

‘Eleventh Standard’, About 95 (16.46%) of Public school students and 80 (03.64%) of Private school students belong to ‘Twelfth Standard’.



**Figure 3. Class Wise Distribution**

#### 5.4 Years of Experience in Using Computer

The years of experience in using computers by the students has been summarized in Table-6. The Table-6 depicts that 995 (35.83%) of students have ‘More than 5 years’ of experience in using computers, with Mean value of 1.7859 and SD 0.41038; followed by 841 (30.28%) of students have ‘3-5 years’ of experience in using computers, with Mean value of 1.8323 and SD 0.37378; about 543 (19.55%) of students have ‘1 to 3 years’ of experience in using computers, with Mean value of 1.7293 and SD 0.44474 and 398 (14.33%) of students have ‘Less the 1 year’ of experience in using computers, with Mean value of 1.8090 and SD 0.39355.

**Table 1. Years of Experience in Using Computer**

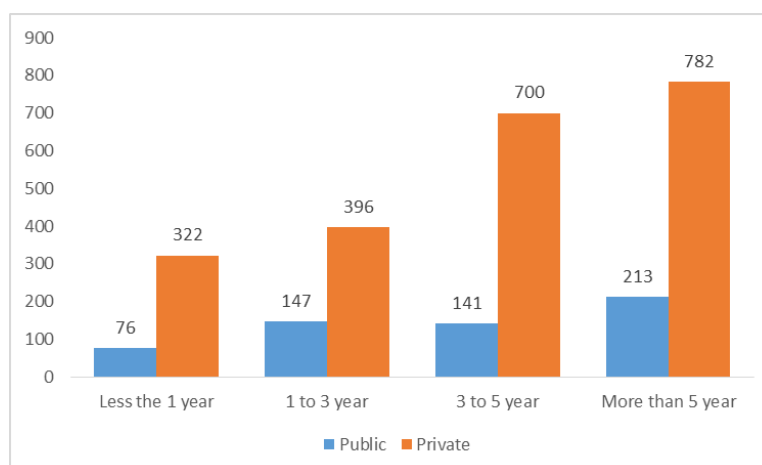
S/N	Years of Experience	Public (N=577)	Private (N=2200)	Total (N=2777)	Mean	SD
1	Less the 1 year	76 (13.17)	322 (14.64)	398 (14.33)	1.8090	0.39355
2	1 to 3 years	147 (25.48)	396 (18.00)	543 (19.55)	1.7293	0.44474
3	3 to 5 years	141 (24.44)	700 (31.81)	841 (30.28)	1.8323	0.37378
4	More than 5 years	213 (36.92)	782 (35.54)	995 (35.83)	1.7859	0.41038



$$X^2=22.216, df=3. P=.000$$

The Figure 4 also depicts that in Public schools, about 213 (36.92%) of students have ‘More than 5 years’ of experience in using computers, followed by 147 (25.48%) have ‘1 to 3 years’ of experience in using computers, 141 (24.44%) have ‘3 to 5 years’ of experience in using computers and 76 (13.17%) of Public school students have ‘Less the 1 year’ of experience in using computers.

The Figure 4 also shows that in Private schools, about 782 (35.54%) of students have ‘More than 5 years’ of experience in using computers, followed by 700 (31.81%) have ‘3 to 5 years’ of experience in using computers, 396 (18.00%) have ‘1 to 3 years’ of experience in using computers and 322 (14.64%) of Private school students have ‘Less the 1 year’ of experience in using computers.



**Figure 4. Years of Experience in Using Computer**

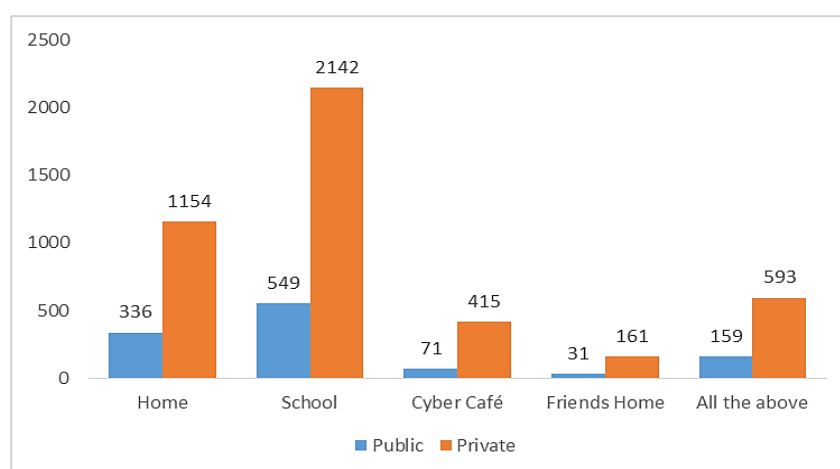
The X<sup>2</sup>- test conducted for degrees of freedom (d.f.) at the 5% level significance shows that, there is a significant relationship between years of experience in using computers and category of schools ( $X^2=22.216$ , d.f.=3,  $P=.000<.005$ ). Hence, the years of experience of use of computers is dependent upon category of schools.

### 5.5 Place of Access to Computer

The students access computers from various places like home, schools, cybercafés, friend’s home etc. The Figure 5 depicts the place of access to computers by the Public School students. About 549 (95.15%) of Public school students access to computers from ‘Schools’, followed by 336 (58.23%) of students access from ‘Home’, 159 (27.56%) of students access computer from all the options like ‘Home, Schools,

Cyber Cafés And Friends Home’, 71 (12.31%) of students access to computers from ‘Cyber Cafés’ and 31(05.37%) of Public school students access computer from ‘Friends Home’.

The Figure 5 also depicts that place of access of computers by the Private School students. About 2142 (97.36%) of Private school students access to computers from ‘Schools’, followed by 1154 (52.45%) of students access from ‘Home’, 593 (26.95%) of students access computer from all the options like ‘Home, Schools, Cyber Cafés And Friends Home’, 415 (18.86%) of students access to computers from ‘Cyber Cafés’ and 161 (07.32%) of Private school students access computer from ‘Friends Home’.



**Figure 5. Place of Access to Computer**

### 5.6 Frequency of Use of Computer at School

The frequency of use of computers at school by the students has been summarized in Table 2 which depicts that 1896 (68.28%) of students use the computers ‘Weekly’ with Mean 1.8244 and SD 0.38061, followed by 422 (15.20%) of students use the computers ‘Daily’ with Mean 1.8389 and SD 0.36809, 252 (09.07%) of students use the computers ‘Monthly’ with Mean 1.5238 and SD 0.50043 and 207 (07.45%) of students use the computers ‘Once or twice a year’ with Mean 1.7295 and SD 0.44531.

The Table 2 also depicts that 333 (57.71%) of Public students use the computer ‘Weekly’, followed by 120(20.80%) of Public students use the computer ‘Monthly’, 68 (11.79%) of Public students use the computer ‘Daily’ and 56 (09.71%) of Public students use the computer ‘Once or twice a year’.

The Table 2 also depicts that 1563 (71.05%) of Private students use the computer ‘Weekly’, followed by 354 (16.09%) of Private students use the computer ‘Daily’, 151 (06.86%) of Private students use the computer ‘Once or twice a year’ and 132 (06.00%) of Public students use the computer ‘Monthly’.

**Table 2. Frequency of Use of Computer at School**

S/N	Frequency	Public (N=577)	Private (N=2200)	Total (N=2777)	Mean	SD
1	Once or twice a year	56 (09.71)	151 (06.86)	207 (07.45)	1.7295	0.44531
2	Monthly	120 (20.80)	132 (06.00)	252 (09.07)	1.5238	0.50043
3	Weekly	333 (57.71)	1563 (71.05)	1896 (68.28)	1.8244	0.38061
4	Daily	68 (11.79)	354 (16.09)	422 (15.20)	1.8389	0.36809

### 5.7 Purpose for usage of Computers

The purpose for usage of Computers by the students has been summarized in Table 3 (**Attached Separately**). The Table 3 depicts that 1133 (40.80%) of students occasionally use computers to learn more easily, followed by 865 (31.15%) of students use moderately to learn more easily. 484 (17.43%) of students use extensive to learn more easily and 295 (10.62%) of students do not use computers to learn more easily.

About 1058 (38.10%) of students occasionally use computers to get texts and pictures for class work, followed by 896 (32.27%) of students use computer to moderate to get texts and pictures for class work, 610 (21.97%) of students use computer extensively to get texts and pictures for class work and 213 (07.67%) of students do not use computer to get texts and pictures for class work.

About 1103 (39.72%) of students occasionally use computers for better communication, followed by 683 (24.59%) of students use computer to moderate for better communication, 564 (20.31%) of students extensively use computer for better communication, 427 (25.38%) of students do not computer for better communication.

About 1156 (41.63%) of students occasionally use computer to access to current information, 722 (26.00%) of students use computer to moderate, 531 (19.12) of students extensive use computers to access to current information and 368 (13.25%) of students do not use computer to access to current information. About 1099 (39.58%) of students occasionally use computers to enhance self-creativity, followed by 756 (27.22%) of students use computer to moderate, 579 (20.85%) of students extensive use computers to enhance self-creativity and 343 (12.35%) of students do not use computers to enhance self-creativity. About 822 (31.76%) of students occasionally use computers for charting, followed by 829 (29.85%) of students use computer extensive, 582 (20.96%) of students moderately use computers for charting and 484 (17.43%) of students do not use computers for charting.

About 1012 (36.44%) of students occasionally use computers for sending e-mail, followed by 702 (25.28%) of students use computer to moderate, 643 (23.15%) of students extensively use computers for sending e-mail and 420 (15.12 %) of students do not use computers for sending e-mail. About 1106 (39.83%) of students extensively use computers for surfing the internet listening to music, followed by 746 (26.86%) of students use computer to occasionally, 704 (23.15%) of students moderately use computers for surfing the internet listening to music and 221 (07.96%) of students do not use computers for surfing the internet listening to music.

About 979 (35.25%) of students extensively use computers for watching videos, followed by 892 (32.12%) of students use computer to occasionally, 610 (21.97%) of students moderately use computers for watching videos and 296 (10.66%) of students do not use computers for watching videos. The Table 3 also depicts that 207 (35.88%) of Public school students occasionally use computers for learning more easily, followed by 228 (39.51%) of Public school students occasionally use computers to get texts and pictures for class work, 205 (35.53%) of Public school students occasionally use computers to better communicate, 231 (40.03%) of Public school students occasionally use in order to have fast access to current information, 211 (36.57%) of Public school students occasionally use to enhance self-creativity, 187 (32.41%) of Public school students extensively use for chatting, 196 (33.97%) of Public school students occasionally use to send e-mail, 249 (43.15%) of Public school students extensively use for surfing the internet listening to music and 204 (35.36%) of Public school students extensively use for watching videos.

The Table 3 also depicts that 926 (42.09%) of Private school students occasionally use computers for learning more easily, followed by 830 (37.73%) of Public school students occasionally use computers to get texts and pictures for class work, 898 (40.82%) of Private school students occasionally use computers to better communicate, 925 (42.05%) of Private school students occasionally use in order to have fast access to current information, 888 (40.36%) of Private school students occasionally use to enhance self creativity, 718 (32.64%) of Private school students occasionally use for chatting, 816 (37.09%) of Private school students occasionally use to send e-mail, 857 (38.95%) of Private school students extensively use for surfing the internet listening to music and 775 (35.23%) of Private school students extensively use for watching videos.

The X<sup>2</sup>- test conducted for d.f. at the 5% level significance shows that there is a significant relationship between purpose and frequency of use of computers and category of schools (X<sup>2</sup>=1016.822, d.f.=24, P=.000<.005). Hence, the purpose and frequency of use of computers is dependent upon category of schools.

## **5.8 Usage of Online Information Resources in Academics**

The Usage of Online Information Resources in Academics has been summarized in Table 4 (**Attached Separately**). The Table 4 depicts that 984 (35.43%) of students use newsgroup of Limited Value, followed by 835 (30.07%) of students use newsgroup Essential, 525 (18.91%) of students use newsgroup Valuable, 433 (15.59%) of students Not Needed newsgroup.

About 907 (32.66%) of students use chat Valuable, followed by 872 (31.40%) of students use chat Essential, 563 (20.27%) of students use chat Valuable and 435 (15.66%) of students Not Needed chat. About 1215 (43.75%) of students use online encyclopedia Valuable, followed by 672 (24.20%) of students use online encyclopedia Essential, 587 (21.14%) of students use online encyclopedia of limited value and 303 (10.91%) of students not needed online encyclopedia. About 1493 (53.76%) of students use Wikipedia Valuable, followed by 536 (19.30%) of students use Wikipedia Essential, 478 (17.21%) of students use Wikipedia of limited value and 270 (09.72%) of students not needed Wikipedia. About 1105 (39.79%) of students use online dictionaries Valuable, followed by 746 (26.86%) of students use online dictionaries Essential, 591 (21.28%) of students use online dictionaries of limited value and 335 (12.06%) of

students not needed online dictionaries. About 845 (30.43%) of students use e-books of Limited Value, followed by 736 (26.50%) of students use e-books Valuable, 707 (25.46%) of students use e-books Essential and 489 (17.61%) of students not needed e-books.

About 831 (29.92%) of students use word processing Valuable, followed by 824 (29.67%) of students use word processing of limited value, 807 (29.06%) of students use word processing Essential and 315 (11.34%) of students not needed word processing. About 872 (31.40%) of students use Social Networking Sites of Limited Value, followed by 793 (25.56%) of students use Social Networking Sites several times a week, 629 (22.65%) of students use Social Networking Sites Essential and 483 (17.39%) of students not needed Social Networking Sites. About 1105 (39.79%) of students use educational websites Valuable, followed by 745 (26.83%) of students use educational websites several Essential, 637 (22.94%) of students use educational websites of limited value and 290 (10.44%) of students not needed educational websites.

The Table 4 also depicts 200 (34.66%) of Public school students use newsgroups of Limited Value, followed by 189 (32.76%) of Public school students use chat Essential, 251 (43.50%) of Public school students use online encyclopedias Valuable, 320 (55.46%) of Public school students use Wikipedia Valuable, 243 (42.11%) of Public school students use online dictionaries Valuable, 184 (31.89%) of Public school students use e-books of Limited Value, 190 (32.93%) of Public school students use word processing of Limited Value, 185 (32.06%) of Public school students use social networking sites of Limited Value and 244 (42.29%) of Public school students use educational websites Valuable.

The Table 4 also depicts 784 (35.64%) of Private school students use newsgroups of Limited Value, followed by 722 (32.82%) of Private school students use chat of Limited Value, 964 (43.82%) of Private school students use online encyclopedias Valuable, 1173 (53.32%) of Private school students use Wikipedia Valuable, 862 (39.18%) of Private school students use online dictionaries Valuable, 661 (30.05%) of Private school students use e-books of Limited Value, 660 (30.00%) of Private school students use word processing Valuable, 687 (31.23%) of Private school students use social networking sites of Limited Value and 861 (39.14%) of Private school students use educational websites Valuable.

The X<sup>2</sup>- test conducted for d.f. at the 5% level significance shows that there is a significant relationship between usefulness of computer applications and information resources in academics and category of schools ( $X^2=1502.117$ , d.f.=24,  $P=.000<.005$ ). Hence, the usefulness of computer applications and information resources in academics is dependent upon category of schools.

## **6. Major Findings**

1. Out of the 2777 students, 51.64% were 'Male' and the remaining 48.36% were 'Female', which indicates need for encouraging more girl child education.
2. Majority of the respondents belonged to '14 Years' of age
3. Interestingly, most of the students had 'More than 5 years' of experience of use of computers
4. Around 96.90% of students accessed computers from 'School' than at home or any other places.
5. About 68.28% of students use the computers 'Weekly' than 'Daily'.
6. Public school students extensively use the internet for listening to music (43.15%), followed by getting fast access to current information, to get texts and pictures for class work and to enhance self-creativity. Whereas, Private school students use the Internet for easy learning (42.09%), followed by to communicate better, for fast access to current information and to enhance self-creativity.
7. Wikipedia was found to be the most valuable online resource to Public school students followed by Online Encyclopaedias, Educational Websites, Online Dictionaries and Newsgroups. Wikipedia was found to be the most valuable online resource to Private school students followed by Online Encyclopaedias, Online Dictionaries, Educational Websites and Newsgroups.

## **7. Discussion**

From the early 1980s until today, we have seen computers become personal, not only for scientists and businesses but also for educational purposes. When new technology was being acquainted within the computer classes, it was considered as a useful tool in the regular classroom. This integration of technology in the classroom began in around the time when the first Personal Computers (PC) arrived to the market. It became easier for people to purchase and house a computer in a classroom. The

process of teaching and learning has since undergone its own evolution and revolution, from fact-focused and dependent upon traditional pedagogy to a more thoughtful process, with prime focus on critical thinking and problem solving. In the 1990s, education reform was about choice and innovation, where both software and the hardware were getting more complex with the advent of more powerful PCs, the World Wide Web (WWW), and the propagation of e-mail. It is the 90's that began to see technology supplement instruction in Education.

The more advanced countries saw the advent of Computers in school and university classrooms by the early 1980s. Also, by second half of the 1990s, the Broadband connection to academic campuses became commonplace. But the scenario in developing countries seemed to be very limited. In this context, it becomes very necessary to understand the extent computer skills of School students. So in this study, the comprehensive attitude of respondents towards Information Technology (IT) found to be welcoming. This is supported by factors like the positivity shown by respondents in optimum usage of IT tools, best infrastructure in schools, proficient IT knowledge etc. However, since majority of students are using computer at schools, it is very important to equip the schools with more and more latest IT tools. Also, the students should mainly focus on learning IT skills that help in their academic development. It is necessary that the Librarians and Teachers should create more awareness regarding e-resources (like NCERT e-books, educational blogs etc.). Further, they should channelize students towards constructive use of computers and Internet. Moreover, the Teachers and Librarians should be provided adequate training on Information Technology (IT), with special reference to Education Technology. The current research anticipate librarians and teachers should actively participate and put maximum effort in realization of technology integration in classrooms which should be efficiently used by students for effective learning.

## **8. Conclusion**

Education is an integral part of human evolution, which is continuously evolving with newer technological applications day after day. With this context, the present study is an attempt to understand the awareness and use of Information Technology for academic information among the students of CBSE schools in Mysore. A well-structured questionnaire was designed and informal interviews were held to obtain data from the Students. The important factors that highlighted in the study includes: Students



demographic data, computer awareness, prolongation of usage, place of computer & Internet access, availability of computer in school, frequency of usage of computer, Internet usage in learning, computer knowledge and skill level, usefulness of online information resources, implementation of IT in schools and use of social network. To conclude, the study suggests that the students should effectively use online information resources for academic learning tread a path of promising future.

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