

## Use of Information Communication Technologies in the Post Graduate Students

P.P. Wankhade<sup>1</sup>, D.M.Mankar<sup>2</sup>, N.M.Kale<sup>3</sup> and Y.B.Shambharkar<sup>4</sup>

1&4 Asstt. 2. Prof & Head and 3. Asso. Prof., Department of Extension Education, Dr. PDKV, Akola (MS) 444104

Corresponding author e-mail: wankhadepp@gmail.com

Paper Received on February 20, 2017, Accepted on March 12, 2017 and Published Online on April 01, 2017

### ABSTRACT

The present study was undertaken to find out the use of Information Communication Technologies among the Post Graduate students of Post Graduate Institute, Dr. PDKV, Akola (MS). Agriculture is the backbone of India's economy. Research in agriculture in our country is growing fast but because of many odds and speed-breakers, the speed of agricultural communication is very slow. Information and Communication Technology (ICT) has been one of the most ambitious field in agriculture sector. The country is having rapid computerization in different field of agriculture i.e. from weather forecasting to production of crop. It was concluded that majority of students (about 86.67 per cent) had high level of extent of use of Information in their research and education purpose and maximum students use ICT gadgetry provided by University most of the time. The relational analysis revealed that academic performance, training of ICT and family income had positive and significant relationship with use of ICT, whereas, age, parent's occupation and family background do not show any significant relationship with the use of ICT.

**Key words:** ICT; Post Graduate Students;

Information Communication Technology tools play an effective role in educational media. Use of ICT in the Agricultural Universities has increased and various professional bodies are now aiming at setting ICT standards for students and teachers. The majority of the students use ICT tools for education and research career. There is growing interest in electronic information resources among the users of agriculture. Majority of agriculture students showed key interest in use of various databases. Awareness among the users about the availability of Electronic Information Sources (EIS) was found satisfactory. EIS were mostly used for research needs. User's perception of e-resources as a replacement for printed material to meet their information needs has reached a very high extent: e-resources have become a substitute for printed material (Tyagi, 2011).

The importance of Information and Communication Technology in education is increasing day by day. The ICT web plays an important role in educating people on modern agricultural practices and disseminating information without transmission losses. ICT offers the ability to link the information held up at different agricultural institutions so that a wide range of

information can be available at any time. The recent advances in ICT provide agriculture students a vehicle to update their knowledge in agriculture. Computers are being used extensively for research, statistical analysis, job search, and updating knowledge. Considering the importance of ICT in agricultural education and research, the study was framed with the objectives to study the use of ICT by PG students and to find out the relationship between profiles of PG students with their utility perception of ICT.

### METHODOLOGY

The present study was confined to Post Graduate Students which was conducted at Post Graduate Institute, Dr. PDKV, Akola (MS) with the exploratory research design of social research. There are 14 departments imparting education and research to P.G. students in PG Institute. From these departments list of 60 boys and 60 girls' students was obtained and all of these II year Post Graduate students were considered for the study. Data were collected by personally contacting the students. Collected data were tabulated; mean and SD and correlation coefficients were used to analyze the data.

**RESULTS AND DISCUSSION**

*Extent of use of Information Communication Technology:* The data in Table 1 revealed that 86.67 per cent of respondent students had high level of extent of use of ICT for their research and education purpose, where as 11.67 per cent of respondent students had medium level of extent of use of ICT and only 1.66 per cent respondents had low extent of use of Information Communication Technology.

The probable reason for high level of extent use of Information Communication Technology by students is due to their more and more need of information and awareness about these ICT resources which is easily provided to them. Hence, students had high extent of use of Information Communication Technology. The findings of present study were similar to the findings of Patel et al., (2005).

*Use of Information Communication Technology gadgetry:* Table 2, it was noticed that 37.50 to 70.83 per cent students always use computer aided material, 8.33 to 16.67 per cent students sometimes use computer aided material and 8.33 to 10.83 per cent students never use computer aided material. 60.00 per cent students always use telephone in department while 13.33 per cent respondent students sometimes use it. 4.17 per cent students always use OHP, 12.50 per cent students some time use it and 16.67 per cent students never use OHP. 25 to 53.33 per cent students always use slide projectors, models, chalk boards, flannel graphs, photographs, blowups, white boards, display boards, while these aids are sometimes used by 8.33 to 26.67 per cent students and 4.17 to 26.67 per cent students never use these aids. 25.00 to 47.5 per cent students always use printed material like Magazines, News/letters, Journals, books, periodicals, circular letters etc. These printed aids are sometimes used by 13.33 to 21.67 per cent students and 4.17 to 10.83 per cent respondents never use these printed aids.

*Relational analysis:* The perusal of the data in Table 3 indicates that selected characteristics of respondents viz., training of Information Communication Technology had positive and significant relationship at 0.01 level of

**Table 1. Distribution of the respondents according to extent of use of ICT (N=120)**

Categories	Index	No.	%
Low	Up to 33.33	02	01.66
Medium	33.34 to 66.66	14	11.67
High	Above 66.66	104	86.67
Total		120	100.00

**Table 2. Distribution of respondents according to frequency of use of ICT gadgetry**

ICT gadgetry	Always		Sometime		Never	
	No.	%	No.	%	No.	%
Computer	85	70.83	20	16.67	10	08.33
CDs	30	25.00	20	16.67	05	4.17
VCD	36	30.00	14	11.67	10	08.33
LCD	20	16.67	32	26.67	34	28.33
Internet	72	60.00	30	25.00	05	4.17
Website	70	58.33	21	17.50	05	4.17
Scanner	36	30.00	14	11.67	26	21.67
CD writer	40	33.33	30	25.00	15	12.50
Digital Camera	45	37.50	10	08.33	13	10.83
Public address equipment	0	0.00	20	16.67	10	8.33
Telephone	72	60.00	16	13.33	20	16.67
OHP	05	4.17	15	12.50	20	16.67
Slide projector	30	25.00	20	16.67	32	26.67
Model/specimen	36	30.00	14	11.67	26	21.67
Chalkboard	50	41.67	10	08.33	15	12.50
Flannel graphs	21	17.5	32	26.67	05	4.17
Photographs	47	39.17	15	12.50	10	08.33
Blowups	21	17.5	26	21.67	15	12.50
White boars	30	25.00	14	11.67	20	16.67
Display boards	64	53.33	10	08.33	05	04.17
Magazines	57	47.5	16	13.33	13	10.83
News/letters	21	17.50	20	16.67	10	08.33
News papers	30	25.00	26	21.67	10	08.33
Journals	39	32.50	25	20.83	14	11.67
Books	36	30.00	13	10.83	10	08.33
Periodicals	40	33.33	22	18.33	21	17.50
Circular letter	30	25.00	26	21.67	05	04.17

**Table 3. Correlation between personal and socio-economic characteristics of the respondents and their extent of use of ICT**

Variables	'r' values
Age	-0.190 <sup>NS</sup>
Academic performance	0.181 *
Training of ICT	0.323 **
Parents occupation	0.053 <sup>NS</sup>
Family income	0.187 *
Family background	0.022 <sup>NS</sup>

\*\*= Sig. level at 0.01 level of probability; \* = Sig. level at 0.05 level of probability, NS = Non significant

probability with the extent of use of ICT whereas academic performance and family income found positive and significant relationship at 0.05 level of probability with the extent of use. Hence, it was concluded that these characteristics were correlated with extent use of ICT.

The plausible reasons for positive and significant relationship between these characteristics with extent use of information communication technology of students

might be the students who have high academic performance require more and more information regarding their subject. Post Graduate students who have high family income have more opportunities and potentialities to adopt variety of innovations. Due to proper training, knowledge and skills of students increases. Hence their extent of use of ICT is higher. These findings are line with the findings of *Panpatil (2006)*.

Table 3 further reveals that remaining characteristics of respondent students such as age, parent's occupation and family background do not establish significant relationship with extent of use of ICT. Hence it was concluded that these characteristics were not correlated with extent of use of ICT. Thus, age, parent's occupation and family background of students were found to have negative and non significant relationship with their extent of use of ICT. The probable reasons may be that the younger students are more energetic, more educated and they work for excellence in their life and their own interest, need and eager and these things depend on extent of use of ICT. These findings were in accordance with findings of *Kale and Khupse (1982)*, *Thanaskodi (2008)*, *Panpatil (2006)* and *Gore (2006)*, respectively.

*Constraints* : The data in Table 4 indicated that 100% students faced the problems of power cut, followed by nearly equal percentage (98.33%) of respondents who had faced the constraints about that there was no facility of inverter or generator. 91.67 per cent respondents faced the constraints that certain parts of computers always fail to work, 83.33 per cent respondents faced the constraint of less number of computers in computer section while, only 75.00 per cent of students have less availability of computer facilities. 70.83 per cent respondents faced the constraint of lack of printing facility and 62.50 per cent respondents had lack of knowledge about ICT.

**Table 4. Distribution of respondents according to the constraints faced in use of ICT (N=120)**

Constraints	No.	%
Constraints in use of Computer aided materials		
Power cuts	120	100.0
Less number of computers for the students	90	75.00
Less number of computer in computer section	100	83.83
Lack of printing facility	85	70.83
Parts of computers are always failure to working	110	91.67
No facility of inverter or generator	118	98.33
Lack of knowledge about ICT	75	62.50
Constraints in use of Printed materials		
Xerox facility is not good	70	58.33
Books are not available when power cut	90	75.00
Less number of books for issue	65	54.17
Personal printed material cannot taken into library	80	66.67
Library hours are very less for reading	60	50.00

Majority of respondents reported problems of power cut, there is no availability of inverter or generator, the parts of computers always fail to work, less number of books for issue etc. These are the major constraints in use of Information Communication Technology.

## CONCLUSION

This study concluded that majority (86.67%) of the respondent students had high level of extent of use of Information for their research and education purpose. Hence, students had high extent of use of Information Communication Technology. Maximum students always or sometimes use ICT gadgetry provided by University. Training of ICT, academic performance and family income had positive and significant relationship with extent use of ICT. Hence, post graduate students who had high academic performance with high family income, required more and more information regarding their subject, more opportunities and potentialities to adopt variety of innovations. Due to proper training, knowledge and skills of students increases. Hence their extent of use of ICT was higher.

## REFERENCES

- Gore, N.D. (2006). Information and Communication Technology facilities used by scientist's teachers and extension workers in State Agriculture University. M.Sc. Thesis (Unpub.) Dr.PDKV, Akola.
- Kale and Khupse (1982). The Perception behaviour of rural viewers about usefulness of telecast programme. *Mah. J. Ext. Edu.* 1:33-35.
- Panpatil, V.U. (2006). Information and Communication Technology use by Post Graduate students for Research and Education. M.Sc.Thesis (Unpub.), Dr. PDKV, Akola.
- Tyagi, (2011). Use of the Internet and e-resources for Legal Information : A case study. *Indian Journal of Library and Information Science.* 2(3):133-137.

