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A STUDY OF LITERACY OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) AMONG THE ACADEMIC COLLEGES STUDENTS STUDYING AT HUMANITIES STREAM IN AMRAVATI DISTRICT.

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ABSTRACT

Questions about the level of ICT literacy among students are often overlooked because it is commonly believed that new generations of students are technology-savvy since they grew up in a world saturated by information and communication technologies (ICTs). However, it should not be assumed that all students possess these basic competencies, as it can affect their ability to participate in different domains within the e-society. Therefore, it is essential to gather data on the real level of ICT literacy within student populations, as well as the variables that may impact these competencies.

The purpose of this study was to determine the level of ICT literacy among 807 students from different study groups, including both undergraduate and graduate levels. A questionnaire consisting of two parts was utilized. The first part gathered information on students' personal characteristics, while the second part involved a test consisting of 15 questions to determine their level of ICT literacy.

Analysis of the ICT literacy test questions was conducted through frequencies and percentages, based on the accuracy of the responses. Results were presented on the interval scale, treating accurate responses as a simple linear combination. The study found that 60.60% of students had an accurate average response for the literacy of information and communication technology, while 39.40% of students studying in humanities-based academic colleges provided incorrect answers regarding ICT literacy. Additionally, the study explored the connection between the level of ICT literacy and various characteristics of the sample, including students' habits of computer usage and self-evaluations of their own ICT literacy.

INTRODUCTION:

As technology continues to advance, it is important for individuals to also develop new skills in order to keep up with the changing times. This includes skills related to Information and Communication Technology (ICT) literacy, digital literacy, computer literacy, technological literacy, media literacy, and information literacy. ICT literacy, in particular, has become increasingly important in today's society as it involves the ability to use digital technology

and communication tools to access, manage, integrate, evaluate, and create information.

Basic skills related to ICT literacy, such as computer configuration knowledge and the use of word processing programs, have evolved to include understanding the Internet, communicating via email, using the World Wide Web, and creating HTML presentations. These skills should be incorporated into educational curriculums to ensure that individuals are prepared for the demands of the modern workplace.

Overall, ICT literacy has become a vital aspect of socialization and career development. As technology continues to advance and change, it is important for individuals to continue improving their skills and adapting to new technologies in order to stay competitive and succeed in their personal and professional lives.

The skills and knowledge required for an ICT literate person are continually evolving, necessitating continuous self-improvement to keep pace with the rapid developments in information and communication technologies. A decade ago, computer configuration knowledge, proficiency in operating systems, basic word processing, spreadsheet management, and computer-based presentations were considered sufficient for computer literacy. Today, basic skills include comprehension of the Internet, efficient e-mail communication, proficiency in the World Wide Web, and the creation of HTML presentations, extending computer literacy to encompass broader ICT literacy. Consequently, these fundamental skills should be incorporated into the course curriculum of all educational programs.

ICT literacy is an essential prerequisite for both professional fulfillment and social integration, with education playing a vital role in the development of ICT literacy. "Computer literacy" has been the typical phrase used to describe human skills and enthusiasm for using computers and information technologies. Despite its waning influence in recent years, the phrase still holds significance within academic literature. The term "ICT literacy" is preferred over "computer literacy" because it encompasses contemporary technology dimensions such as networks and the Internet. Most of the skills that one has to acquire to be considered computer literate are now components of the more comprehensive concept of ICT literacy.

RATIONALE OF THE STUDY:

The importance of ICT literacy cannot be overlooked as it is a necessary skill that many academic college students lack. Despite the widespread use of technology for both educational and entertainment purposes, many students in the Faculty of Humanities at University of SGB Amravati suffer from a low level of ICT literacy. This is mainly because not enough attention has been given to ICT subjects as compared to other subjects that have been developed over times.

To address this issue, a study was conducted to determine the ICT literacy level of college students and explore its correlation with various factors such as frequency of technology use, purpose of computer and internet use, proficiency in using technology, and exposure to new technologies during courses.

OBJECTIVE OF THE STUDY:

1. To study the habit of computer using and working of academic colleges students studying in humanities faculty
2. To study the literacy of information communication & Technology (ICT) of academic colleges students studying in humanities educational faculty.

METHODOLOGY:

A study was conducted among 100 undergraduate students enrolled in the humanities stream at academic colleges. The research was conducted anonymously, and a two-part questionnaire was utilized. The first part of the questionnaire obtained information about the personal traits and computer usage habits of the academic colleges humanities stream students. The second part of the questionnaire was a test composed of questions based on the definition of literary and literate individuals utilized by many subject areas. The definition posits that a literate individual demonstrates a basic understanding and interest in a given field, but is not an expert in the field. The questions in the test did not only concern knowledge and skills relevant to using ICTs, but also encompassed general familiarity with different aspects of ICTs.

STATISTICAL ANALYSIS:

Tested variables are presented as descriptive statistics, with the arithmetic median (age) and the frequency and percentage, depending on whether it is a categorical or continuous variable.

Each of questions from the ICT literacy test was individually presented via frequencies and percentage and chi square according to the accuracy of the responses of the test specimen. Nevertheless, the results from the ICT literacy test were presented on the interval scale, treating the responses from the test as a simple linear combination of accurate responses.

RESULT:

Table no. 1.1
Students habits of computer using and working on the computer.

	Item	Response	Percentage
1	Did you have a course that included computers or computer technology during your study?	Yes	47.00%
		No	53.00%
2	Do you use computer?	Yes	99.00%
		No	01.00%
3	How often do you use computers?	More than 3 hours a day	27.00%
		2-3 hours a day	31.00%
		1-2 hours a day	22.00%
		0-1hours a day	11.00%
		I use computer only if necessary	05.00%
		I do not use a computer	04.00%
4	Evaluate how well do you understand the computers and computer technology?	Insufficiently	03.00%
		Sufficiently	18.00%
		Good	48.00%
		very good	24.00%

		excellent	04.00%
5	What do you usually use a computer for?	For Internet surfing	78.00%
		For playing games	05.00%
		For writing and making different document types	36.00%
		I do not use a computer	01.00%
6	Does your definition of the usage of computers mostly include the use of the Internet?	Yes	61.00%
		No	39.00%
7	What do you usually use the internet for?	Learning	18.00%
		Entertainment and amusement	39.00%
		Communication and email browsing	45.00%
		Finding different types of documents and information	43.00%
		I do not use Internet	1.00.00%
8	Do you think you are ICT literate?	Yes	75.00%
		No	25.00%

From the above table shown that, the students' habits of computer using and working on the computer. It's indicated that, 47.00% students have a course that included computers or computer technology during your study and 53.00% students have not have such a course.

The study has shown that 99.00% of respondents use the computer and only 1.00% not use for the computers. The 27.00% students use more than 3 hours a day for computer, 31.00% students use computer 2-3 hours a day, 22.00% students 0-1 hours use for the computer daily, 5.00% students response for the necessary for computer & 04.00% students have not use computer in regularly.

Understanding for the computer and their technology for the students 03.00% students insufficiently understand the computer and technology, 18.00% students sufficiently, 48.00% students good level, 24.00% students very good level understanding and 4.00% students excellent level of understanding of computer and technology.

Use for computer for students it's indicated that 78.00% students have use computer for internet suffering, 65.00% students using computer for playing games, 36.00% students use for computer for writing and making different document type and 1.00% students do not use computer.

With further testing we wanted to determine whether respondents use computers only as an instrument to access the Internet and to the question Does your definition of the usage of computers mostly include the use of the Internet? 61.00% students responded Yes, while 39.00% of them responded that their computer was not just for Internet access.

Students of Faculty of humanities usually use Internet for communication and email browsing 45.00%), for

finding a different types of documents and information 43.00%, entertainment and amusement 39.00% and learning 18.83%. The remaining 1.00% of respondents do not use the Internet.

Before the beginning of the test that we used to determine how good students understand computer technology, they had to answer the question of whether they considered themselves ICT literate. The majority 75.00% of students considered themselves ICT literate, while 25.00% of them gave a negative answer.

Table 1.2

Information communication technology (ICT) literacy among the Academic college's students studying in humanities stream

	ICT Literacy	Correct	Incorrect	Chi Square
1	The computer world is built on which digits?	70.00%	30.00%	16.00
2	What of the listed represents operating system?	44.00%	56.00%	1.44
3	What is Facebook?	95.00%	05.00%	81.00
4	What is http?	27.00%	73.00%	21.16
5	Whose founder was Steve Jobs?	75.00%	25.00%	25.00
6	Which number in the picture represents the space bar button?	79.00%	21.00%	33.64
7	What shortcut means Cut?	25.00%	75.00%	25.00
8	What is the latest operating system produced by Microsoft in the 2011. year?	21.00%	79.00%	33.64
9	Which one of listed is an IP address?	49.00%	51.00%	0.04
10	Which function on the computer reruns the computer?	84.00%	16.00%	46.24
11	@ sign is an integral part of	86.00%	14.00%	51.84
12	Which one of the listed represents a wireless network?	63.00%	37.00%	6.76
13	What means shortcut PC?	68.00%	32.00%	12.96
14	What program is used for website browsing?	34.00%	66.00%	10.24
15	What file extension makes only an image file?	89.00%	11.00%	60.84
	Average	**60.60%**	**39.40%**	

From the above table shown that the literacy for academic colleges students on information communication & technology. It's indicated that the average number of academic colleges students studying in humanities stream 60.60% students having high literacy among the information communication & technology, and 39.40%

academic colleges students studying in humanities stream it's literacy among the information communication & technology is low. They are not given the correct answer among the ICT skills.

DISCUSSION AND CONCLUSION:

In conclusion, this study highlights the need for academic institutions to prioritize courses that improve the ICT literacy of their students. The research findings show that there is a lack of institution-wide ICT courses in the humanities stream of Sant Gadga Baba Amravati University, leaving students unprepared for the demands of the modern technological age. The test administered revealed that many students have limited knowledge about technology, emphasizing the need for a more comprehensive approach to ICT literacy education in academic settings. To bridge the gap, educational institutions must adopt systematic and institution-wide approaches that prioritize curricular topics and learning outcomes to improve the ICT literacy of students in the humanities stream.

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