Baseline Assessment Study
of
Digital Equalizer Program

Kuppam, Andhra Pradesh, India
AUGUST 2005

By

Digital Empowerment Foundation
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"Learning has become interesting, innovative, exciting, challenging"

A Respondent

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Disclaimer: All the information in this research compendium is based on the surveys, interviews, and researches done by Digital Empowerment Foundation for assessing the baseline - of Digital Equalizer program of American India Foundation - across 10 schools in Kuppam. Although in the best of DEF's knowledge, all the information is correct, however, any discrepency, anywhere in the report should be treated as mistake occured un-intentionally and DEF would not be liable for any such mistakes.

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The DE Program helps in preparing the youth to enter an information age and participate effectively in the global economy

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) offer important set of tools in supplementing deficiencies in the existing educational infrastructure in India, where there lies tremendous scope to improve the learning systems using latest technological interventions. This is what is being harnessed to improve the efficiency, accessibility and quality of the learning process in developing countries.

In India as well, efforts are going at various levels of government, public, private and civil society for expanding the use of computers and information technology in education, skill building and vocational training to wider segments of the population.

In 2002, the Government of India launched its much ambitious Vidya Vahini project to provide for IT and IT-enabled education in 60,000 schools in India over three years as part of Rs 6,000 crore project. A pilot covering 150 schools is currently underway. State wise, in the central Indian state of Madhya Pradesh, Head Start is the computer aided learning project being implemented since 2002. At present, there are 2,718 schools covered under the project. In South Indian state of Kerala, the IT@School Project was started as a Computer Aided Project in 2003 for the benefit of Grade VIII students. The project is being implemented in about 2735 schools. Project Aarohi is being initiated in northern state of Uttaranchal, under which the state government has covered all the government primary schools and government aided primary schools for installing 3-5 computers on each campus. These apart, leading IT companies, Corporate and civil society organizations have initiated their own IT intervention in Indian schools. For instance, Shiksha India the revised CLASS scheme is a non-profit initiative of the Confederation on Indian Industry (CII) and World Economic Forum. Wipro and Intel have jointly launched i-shiksha, a low cost solution and technology to meet the needs of education in various Indian schools. The scheme is a network of computers that enhances teaching and learning with latest ICT interventions.

Providing these infrastructure and skill is an important objective of the American India Foundation (AIF) and its Digital Equalizer (DE) programme in this country. The DE Program helps in preparing the youth to enter an information age and participate effectively in the global economy. DE is an ICT based intervention in India that provides opportunities for under privileged children in the country to enhance their learning through the use of Digital Technology.

DE is making rewarding strides at a school level in terms of teaching and learning and in effect bridging not only digital divide but also creating an environment of enthusiasm for education, creativity and innovations, and capacity to create educational contents. This is being done by providing access to digital technology to students from under privileged or backward communities in their own schools. So far 104 centers have been established in nine states of India and another 58 are on the anvil. Over 1200 teachers and 23,000 students have been trained since 2001 under DE intervention.

DE works with State Government schools or schools run by Non-Profit Organisations where such students study. One such intervention has been in Kuppam in South Indian state of Andhra Pradesh where a Baseline Survey was conducted recently by New Delhi based Digital Empowerment Foundation (DEF) for evaluation of DE programme in Kuppam. The results of the survey give an interesting picture of AIF's ICT intervention for educational betterment.

OVERVIEW OF DE's KUPPAM PROGRAM CURRENT STATUS

More than 90 percent of the labs, established with the investment of Rs. 20 lakh each, had been found to be scarcely used

KUPPAM IS AN INTERESTING PLACE: A MANDAL headquarter of Chittoor district of Andhra Pradesh, assembly constituency of Chandrababu Naidu, just 2 hours from Bangalore enroute to Chennai, perhaps the only place in India where 4 languages are spoken - Tamil, Telugu, Kannada and Urdu, it touches borders of two states - Karnataka and Tamil Nadu, and the weather is pleasant and as comfortable as that of Bangalore.

In Kuppam, DE project is executed in partnership with Hewlett Packard (HP) and Government of Andhra Pradesh across **10 schools - 9 government schools and 1 private school**. AIF has signed an agreement with HP as well as government for 3 years to manage, supervise and maintain the computer labs under DE program. Out of the 10 schools, DE has slected 5 schools having computer lab provided under Vidya Vahini scheme. The other 5 schools are equipped with computer labs provided by HP. Interestingly, the HP provided machines and computer lab are running on Linux operating system. However, the Vidya Vahini schools are purely based on Microsoft platform. In fact, the VV School Labs' each machine is a multimedia Pentium 4 machines, whereas the HP's machines, though multimedia but are highly economical as they are newly innovated 441 (four for one) machines. The 441 machines are supposed to run on one CPU, however, all the machines work independently for any application on the CPU. Whereas, HP has laid their own connectivity for Internet, VV schools are provided net connectivity through ERNET.

DE's intervention was necessitated by the hard fact that though the computer labs, especially Vidya Vahini enabled labs, was set up 1-2 year before DE's intervention; it was rarely used by the school fraternity. Both teachers and students then were not confident enough to operate the computers independently. Moreover, the school managements were not ready to allow teachers to handle the computers. More than 90 percent of the labs, established with the investment of **Rs. 20 lakh each,** had been found to be scarcely used.

Looking at the background of well established digital infrastructure, but non-functional assets of digital technologies, AIF hired a trainer for Kuppam in January 2004 who started visiting the schools regularly. After having enough at the initial 5 VV schools, AIF's DE programme got into partnership with HP for the schools enabled with HP's donated lab and other digital infrastructures.

SCOPE OF BASELINE ASSESSMENT IN KUPPAM

Looking at the basic objectives of DE program, it is clear that DE's scope of integrating ICT in schools is quite holistic if executed and managed well

AIF WANTS TO KNOW THE STATUS AND ANALYSES of their DE Program in India. Since DE is a pan India program, the baseline assessment of DE program in Kuppam would notonly help AIF to direct DE's program in future better across all locations but alsoforthcoming expansion of DE program in other states. Looking at the basic objectives of DE program, it is clear that DE's scope of integrating ICT in schools is quite holistic if executed and managed well.

Following are the three areas; DE's wanted its scope of assessment to be concentrated:

I. Role and Responsibilities of Stakeholders - Organizational Assessment

- Nature and Quality of collaboration between Govt, HP and AIF
- Level of School management support for DE program and consequent impact
- Comparison between govt. and private school in program integration
- Plan for sustainability

AIF would like to know how all the stakeholders of DE program in Kuppam are playing their role and abiding by the responsibilities. The stakeholders are:

- DE
- Schools
- Government
- HP
- Teachers
- Students
- Parents

All related aspects of each of the stakeholders would be enquired, documented and analyzed.

II. State of Infrastructure - Physical, Educational, Organizational, Environmental, and other intangibles

- DE lab set up, maintenance, adequacy and level of utilization of the center
- External linkages for up-scaling and up-grading
- Quality of support provided by the concerned agencies

Although all aspects of each of the stakeholders would be known through specifically developed questionnaires, Infrastructure is an issue which requires specific attention for rightful analyzes.

III. Training, Impact and Sustainability

- Impact of teacher training: Training level completed Vs achievement
- Quality of training - critical analysis of content, time frame, the model
- Incorporation of technology in teaching and learning
- Level of acceptance and attitudes of teachers and differential impacts
- Progress in student training, quality of training, achievements using quantifiable indicators
- Access and participation of the community

IV. Suggestions from the evaluation team for program improvement

Accumulation of information and DEF's experience of having done other similar studies and assessments will help making suggestions for not only program improvement but also putting the suggestions in perspective vis-à-vis other similar programs in other parts of country.

AIF approved DEF's proposed methodology for baseline assessment. The proposed tentative steps for the baseline assessment were:

Step 1: Consultative meeting with DE team to discuss the entire program, its implementation, Kuppam specific information, and so on.

Step 2: DEF would develop questionnaires which will be used by the filed officer of DEF to get information from each stakeholder, organization as well as individual.

Step 3: Finalization of Questionnaires and other modus operandi that DEF would develop and put across to DE team.

Step 4: Filed visits, survey, research and other activities meant to get information from the stakeholders. The first set of visits by DEF team would be only to 2-3 schools.

Step 5: Mid-assessment Consultative meeting. Visits to first 2-3 schools will give us an idea if we need any changes in the questionnaires and other approaches. Consolidation of questionnaires and approach to the assessment.

Step 6: Final field visits by DEF team. This visit by DEF team would complete the entire phase of field visits, interviews, surveys, researches, and all other activities meant to get maximum related information.

Step 7: Final consultative meeting with DEF and DE team. This meeting is to consolidate the final outcome of field visits and other information collected by DEF team.

Step 8: Analyses and Draft Document of Assessment. DEF team will analyze the entire information collected and make a draft report to handover to DE.

Step 9: Final report to AIF. This document will consist of Analyses, charts, diagrams, photos, and conclusive suggestions.

- Physical infrastructure in school.
- Computer Hardware- availability, condition, maintenance and expectation.
- Software- availability, maintenance and expectation
- Internet connection- availability and quality
- Complaint- system, response time and satisfaction level and expectations.
- Usage of computers
- Training
- Extending the ongoing project in Schools
- Making computer learning a part of education.
- Feedback, comments and recommendations.

SUMMARY OF THE BASELINE SURVEY

The survey was done covering 10 principals, 12 subject teachers, 10 Master Trainers, 89 students, and 8 parents. Since principals are the overall supervisor, guide, monitor, evaluator, initiator, feeder, it is wise to take their feedback and comments to come to an overall picture as to how ICT is being run in these 10 schools, though the survey has elicited the response of other stakeholders

1. It was found that all the 10 schools have a separate computer room/lab apart from regular classrooms and an office room. Computer infrastructure is good or manageable in these schools.

2. Some problems persist in hardware and software, along with internet connectivity. Power supply is an issue in many schools due to erratic supply or shift system, with no backup system like UPS that are lying dysfunctional in many schools. Telephone connectivity is also an issue for many of these schools.

3. The need is for more software like Telugu language and Urdu software, translation software, language font etc.

4. Computer-student ratio is an issue in few of these schools, as they need more computers. Time spent by students on computers is a complaint in most of these schools. Even teachers are not happy about it.

5. The satisfactory note is students, teachers are learning a lot on computers. Students have learnt typing, doing school projects, graphs, diagrams, painting, calculations, email, internet search on computers. Teachers are using computers for teaching, searching material, preparing reports, data, certificates, schedules, report cards, etc apart from email, net search and so on.

6. Repairing of machines is an issue with no prompt support - especially in Vidya Vahini Schools.

7. Principals, teachers, students are of the opinion that through computers, learning has become easier, interesting, innovative, attractive, and a great challenge. Therefore, the majority view is computer aided learning should continue.

8. DE support programme has come handy for most of these schools. AIF support as facilitator, manager and supervisor has made computer learning less difficult. The AIF coordinators have been doing wonderful job in facilitating learning through prompt support in hardware, software problem, in training and so on. The AIF trainer has well coordinated ICT network in these schools.

The survey done in 10 schools of Kuppam in Andhra Pradesh, India, gives an important insight about the actual use of ICT in day-to-day schooling of children.
The views of the school principals could be taken as the authoritative views on ICT interventions in their schools

9. The overall general feeling is computer education should continue in schools and be extended for primary school children. Teachers, students and parents have great hope that learning though computer aided programmes will help the students and children to brighten their life in coming years.

10. There is a very high level of enthusiasm that has prevailed among alomost all the 10 schools in Kuppam. Both, the teachers as well as students have found to be in total harmony as far as the computer classes are concerned. And the presence of computer labs have added life in the otherwise impoverished conditions of such government schools

11. There is a tremendous amount of content being created by students and the same are shared through the coordinator of DE program in Kuppam among other schools in Kuppam and also through a dedicated website of DE program that AIF manages.

12. One of the most significant achivements of the DE program is that entire teaching methodology has been enhanced by the presence of multimedia equipments, and the limitations of black board are no more a matter of hindrance in understanding complex topics such as solar system and any global phenomenon for that matter.

13. While the overall improvement is literacy and education is taking place or not among the students, the biggest change is that of social standing of these impoverished children and their enhanced confidence and the feeling of desire and hope to look beyond.

14. Program like DE has brought down the barrier of "have not" by providing and facilitating digital technology and connectivity, thus enabling the village children that they also can do the impossibles.

15. The proactiveness of the children can be guaged from the fact that many children, from each and every school enabled with DE program, have been exchanging emails with the research staff of DEF who went to Kuppam and met them. And the content of the emails vary from greeting each other to inviting the DEF team again, to sharing their works that they do on the computers.

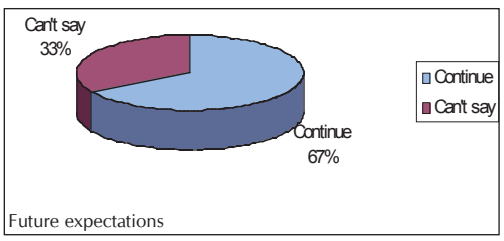
16. Since the DE program is targeted to the high school students, the relative impact is expected to me more as many of such students may end up to be engaged in the quest of livelihood for the obvious reasons, and the computer learnings expected to be helpful to get a new economy jobs.

7.1 Principal

The principal is the key person of any school. It is under him/her that the school manages its entire activities and programmes. The principal is the guide, mentor, supervisor, initiator, regulator, evaluator of any school. The overall functioning of any school is conducted under the principal's guidance and support. Therefore, DEF team took the initiative to first have interactive session with school principals regarding DE's programme in Kuppam, Andhra Pradesh, before they proceed to interact with students, teachers, parents and other key persons/individuals. To stress once again, the views of the principals could be taken as the authoritative views regarding overall ICT interventions in their schools, as well as DE's initiative in Kuppam.

Opinions of 10 principals were solicited on many issues of school functioning, especially how ICT has changed the learning perspective among students and others under various programmes, including that of Vidya Vahini and HP supported initiatives, with AIF's support and cooperation under its DE intervention.

Out of the 10 principals interviewed, six had BA/B Sc/ B Ed degree. The rest four had MA/M Sc/ M Ed degree. Seven out of 10 principals had prior knowledge of computers. The rest acquired this knowledge once computer education was initiated in respective schools. Computer classes are already operational in their schools, say all the principals.



Future expectations

All principals say they have separate room for computer lab apart from regular classrooms and office room. Out of 10 respondents, only 1 said to have received money to construct computer room. And, this contribution came to the particular school through an NRI.

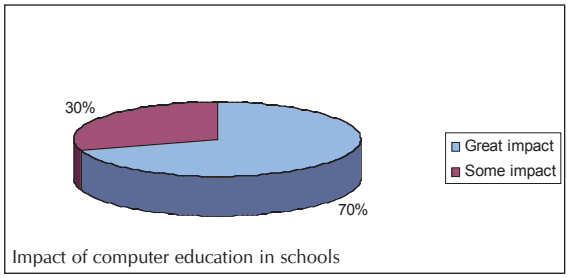
Six out of 10 principals say, the status of thier school infrastrucute is good. The rest say it is average or working with some limitations in terms of classroom, shortage of table-chair and so on. 7 out of 10 respondents said that computer infrastructure at present is good or manageable. The rest said it is average. This means the rest faced or facing trouble with hardware and software, along with internet connectivity. One school has no connectivity.

Invariantly, the connectivity of all the Vidya Vahini schools were not working; UPSs were unused, and at least 10-20 percent computers were not working.

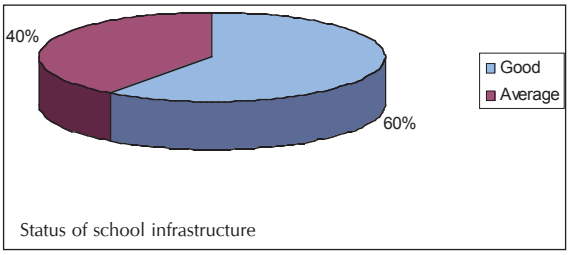
6 respondents say supply of electricity is not a problem as such. 2 respondents say it is average supply, with shift system and power cuts not less occasionally. 2 say it is poor supply with frequent power cut. Telephone facility is available in six schools. 7 respondents say power back up is available and 4 say it is functioning.

8 respondents say hardware is functioning normal and rest 2 say they have certain problems like computers running slow and so on.

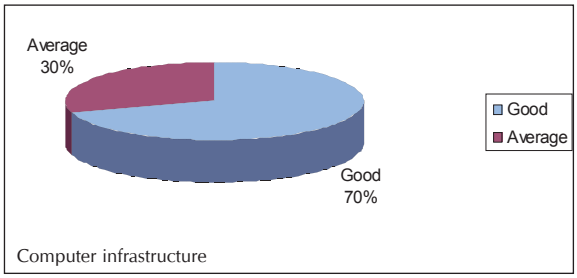
Out of 10 principals, 6 said software availability is good. The rest 4 say they still need more software facility like Telegu language software, CDs of important subjects and so on.



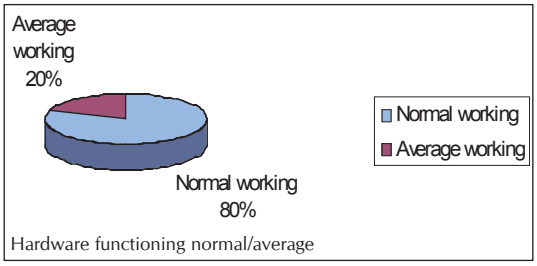
Impact of computer education in schools



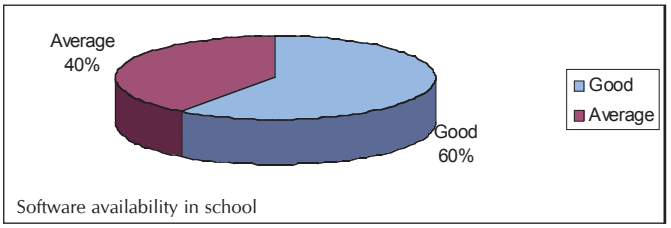
Status of school infrastructure



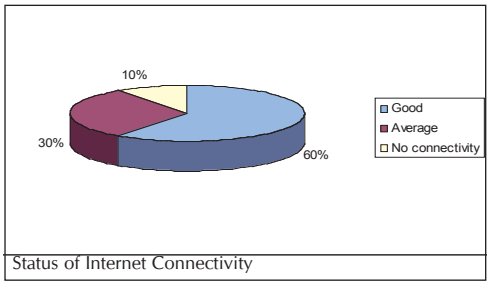
Computer infrastructure



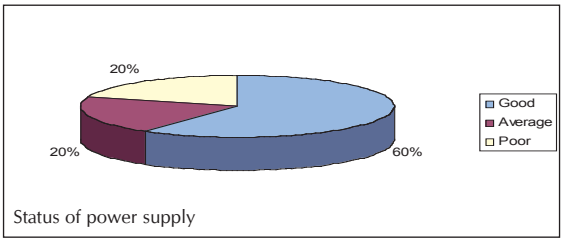
Hardware functioning normal/average



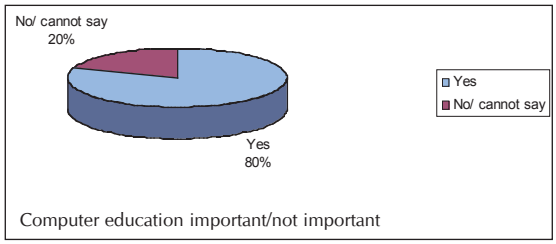
Software availability in school



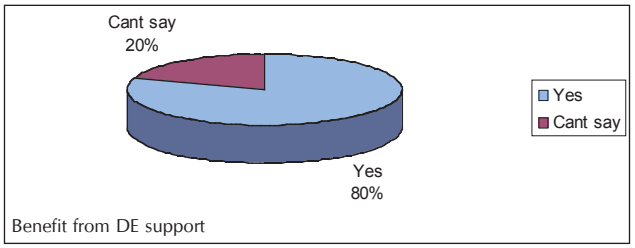
Status of Internet Connectivity



Status of power supply



Computer education important/not important



Benefit from DE support

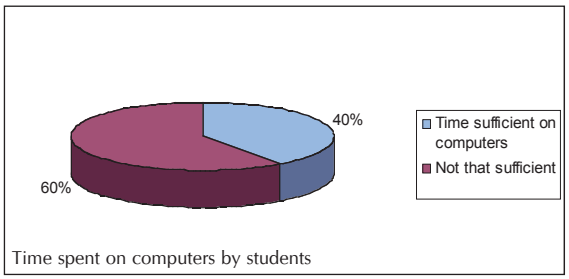
6 out of 10 principals are satisfied with internet connectivity and speed. The rest are unhappy as connection is either not available at the moment or are erratic and slow. One school has no connectivity.

Computer classes have been operational since the installation of hardware in schools, say all the principals. In all schools, computer teaching and training have been initiated for students and teachers. 8 principals took computer related training in school, provided by Intel in support with DE intervention of AIF. The rest 2 didn't undergo training, but have basic knowledge of it.

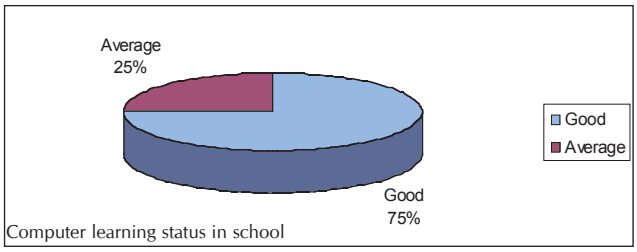
Further training will be required, say 8 respondents. Computer education is important feels all the 10 principals. 7 out of 10 say computer interventions in school have benefited immensely. Rest say to some extent it has helped the students as it has made learning - interesting, innovative, exciting, challenging.

Students are learning on typing, projects, graphs, diagrams, calculations, searching internet for information, making presentations, emailing and so on on computers. However, one of the ten respondents viewed Computer as a hindrance for creativity, in the sense typing on computers would hamper hand writing practices, cut and paste of information will also hamper innovations.

All the Principals are using computer for official works like drafting letter, email, internet surfing, preparing bills and statements, presentations etc. 4 respondents say time spent on



Time spent on computers by students



Computer learning status in school

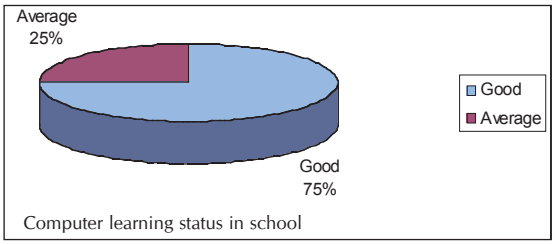
computers by students and teachers is sufficient for the moment. The rest 6 say more time is needed especially for students and also for teachers and principals as well.

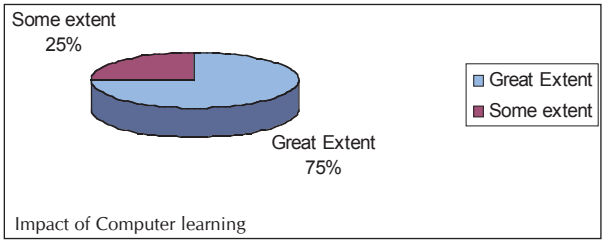
8 out of 10 principals say they have benefited from AIF's DE support as a supervisor, manager and facilitator. 9 respondents have the opinion that the project should continue in their schools and also be extended to other classes and schools.

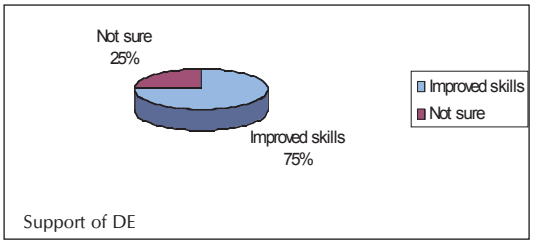
All the 10 respondents say they have been supportive of DE programme and are willing to continue it further.

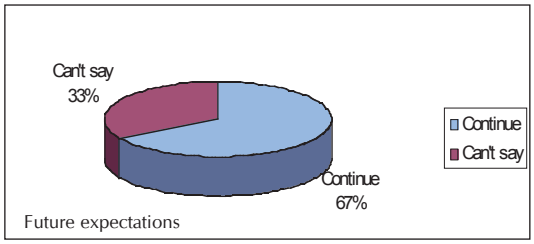
BOTTOMLINE

As far as the School Principals are concerned, ICT has arrived as a boosting factor for learning and teaching in their schools. There cannot be any denial further that computer learning is an essential part of course curriculum in today's environment. They are happy that computers have been made available in their schools. Enthusiasm among students and teachers can be seen as they are learning new things daily. Computers have come as a big supporting hand for students and teachers alike. Computers are used for project works, calculations, scientific programs, diagrams etc by the students, while teachers and principals use it for school, official and personal use like presentations, certificates, schedules, report cards, Internet search for information, emails, etc. It is the AIF's supportive role through its DE coordinator that has made computer learning smooth and sustainable so far. Nevertheless, the ICT projects in the schools have to be continued for better and effective learning. The basic problems like Internet connectivity and power supply are key issues that need a fresh look.









7.2 Teachers

Teachers are the guiding spirits of students. Without teachers support learning is impossible and clueless. Teachers feedback, hence, were sought by the survey team is seeking their opinion on ICT projects in their schools. All total 12 subject teachers were interviewed, who do not form part of the MT or facilitator.

Out of 12 teachers, 5 have B A, B Ed degree; 2 B Sc B Ed; 2 M Sc B Ed; 1 each having MA M Ed; MA M Phil, B Ed; and MA PHD degree. 3 teachers each teach Maths and physical science; 2 each in Biology and English; 1 each in Urdu and Social Studies.

Out of 12 teachers, 7 said their school environment is satisfactory, while 5 said improvement is required in their schools in terms of classrooms, tables, chairs, power supply, lab facility etc.

All 12 respondents feel computer education is very important in today's world. 9 respondents feel computer learning status in their schools is good, while 3 said it is satisfactory.

5 teachers had prior knowledge about computers while 7 said they had such knowledge once lab was started in school. All 12 respondents say students have learnt to make projects, graphs, diagrams, drafting lessons, email, etc on computers. All of them on their part have learnt to use MS Word, Power point, Email, Internet, Telugu typing, official related works, searching study materials etc on computers. All of them have received trainings on computers provided by Intel for 12 days. AIF has also provided guidance to improve skills. 9 respondents said they should be given further training on hardware and software installations, PPT etc.

Computer learning has changed educational atmosphere to a great extent, said 9 teachers, while 3 said to some extent. Education has become easier, interesting, and systematic.

5 respondents spend 1-2 hours on computers, 4 spend 3-4 hours and 3 spend 30 min- 1 hour on computers. 7 said time spend by students on computers is not satisfactory. They should spend around 4-5 hours on an average in a week.

8 respondents would like to spend 3-4 hours on computers every day, while 4 would like 5-6 hours. Power supply is an issue which should be tackled foremost said 7 respondents, whereas 6 said it is hardware and internet connectivity which should be given priority. 4 said they need more software services like Telegu and Urdu software, while 5 said it is an issue when there is a need for repairing.

DE support and guidance and maintenance have improved skills said 9 respondents, while 3 are not sure how it has helped.

Regarding future expectation, 8 respondents said computer learning should continue and be extended to primary level. 4 respondents are not sure how the project will be continued in the long run.

BOTTOMLINE

School environment is satisfactory to an extent for many teachers. Computer environment is also satisfactory to some extent. Computer education is a must in today's environment. Students and teachers have benefited immensely from ICT project in their schools. Computer training has proved effective. AIF's guidance has proved extraordinary in reviving sprit and enthusiasm to learn computers. Further training to teachers is welcome. Computer learning has changed the learning environment in schools. Time spent by teachers on computers can be enhanced for the benefit of students and themselves. Power supply, internet, new software are some crucial issues of urgent attention. Telegu software can be made more available. DE's support has been exemplary and timely. Computer projects should continue while many are in favour of extending it to primary level.

Computer training has been received by all 10 Master Trainers provided by Intel for 12 days.8 MT say they need more such trainings to improve their skills and efficiency, while 2 MT are not sure

7.3 Master Trainers

Master Trainer (MT) is the facilitator under the ICT project in VV and HP supported schools. They are facilitating computer learning in their respective schools and AIF is facilitating this role through its Digital Equalizer (DE) intervention. The MT is already teachers in their respective schools, but has taken additional role to teach and train in computers to students and fellow teachers. DEF team collected the opinion of 10 MTs in 10 DE intervened schools to ascertain how ICT has helped their schools and how DE has helped in this initiative.

Out of 10 MT, 2 are MA degree holder; with B Ed. 3 is B Sc, B Ed degree holder. 1 MT is B Sc, B Ed in computer science. 1 MT is having B Com qualification. 2 are BA, B Ed qualified and 1 is M Sc B Ed. 1 MT had diploma in computer application.

5 MT say infrastructure in their schools in terms of classroom, office room, power, phone facility are satisfactory. The rest 5 say the facilities are still at average level. This means more classrooms are required; power is erratic; no phone facility and so on.

7 MT say computer lab infrastructure is satisfactory in terms of computer-student ratio, computer tables, chairs, cupboards. 3 say their lab needs more facilities like more computers for students.

All 10 MT say computer education is essential for learning. 6 MT had prior computer knowledge and information, while 4 of the MTs acquired computer education once ICT project started in their respective schools.

Computer training has been received by all 10 MT provided by Intel for 12 days. 8 MT say they need more such trainings to improve their skills and efficiency, while 2 MT are not sure.

School learning environment has changed to a great extent say 8 MTs. This mean learning has become easier, attractive and interesting for students and teachers. Students are learning new things on computers like drawing, graph, science projects, surfing Internet for information under teacher guidance. Teachers are feeling great after this. 2 MTs say ICT intervention has brought changes in learning to some extent.

The computer-student ratio is satisfactory feels 6 MTs. 4 say it is not satisfactory and more computers are required for students to avail more time. 6 MT say time spent by student on computers is satisfactory while 4 say students hardly get enough time to learn things each day.

Software availability is an issue for 7 MTs. This mean their schools need more software like Telegu software, APF CDs,

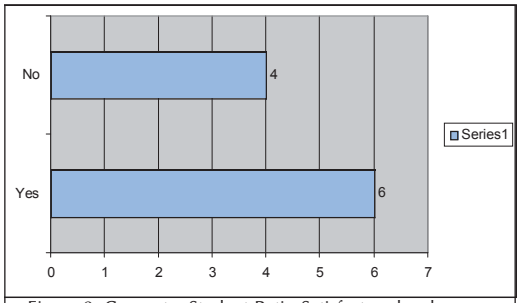


Figure 2: Computer-Student Ratio Satisfactory level

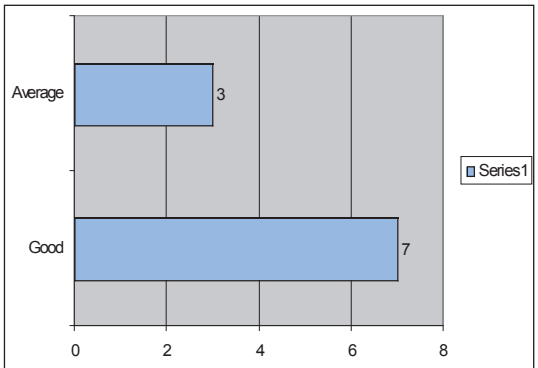


Figure 1: Computer lab infrastructure

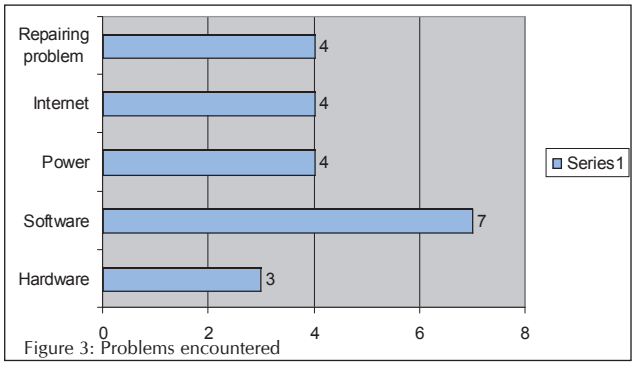


Figure 3: Problems encountered

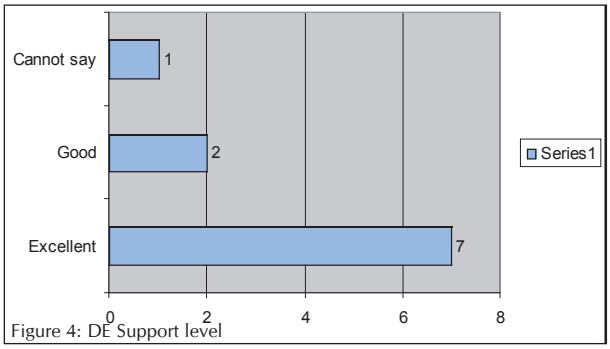


Figure 4: DE Support level

PPT. 3 MT say they have problem with hardware in terms of running slow or dysfunctional at times. 4 of the MTs say they have problem with power, Internet and repairing of parts of computers or addressing virus and software problem.

All 10 MT say computers are used for teaching purpose. Further 9 say the school principal and teachers use computers for official work also.

DE support in their schools have been excellent in providing guidance, support and maintenance feels 7 MTs. DE services were good and satisfactory say 2 MTs, while 1 is not sure so far how DE role has been functioning.

9 MTs say the ICT project in their schools should continue for students' future and benefit. The project should be opened for others like villagers, local community. 1 MT is not sure how long the project will continue and how will it benefit in the long run.

BOTTOMLINE

School infrastructure is an issue in half of the schools in terms of classrooms, table-chair, power supply, phone facility, internet etc. Student-computer ratio is an issue in some schools. These mean more computers are required to make them available to students for longer duration. Computer training has been received but further training will be desirable. School learning environment has changed to a great extent. This means learning has become easier, attractive and interesting for students and teachers. Students are learning new things on computers like drawing, graph, science projects, surfing Internet for information under teacher guidance. Teachers are feeling great after this. Software availability is an issue. Few schools have problem with hardware in terms of running slow or dysfunctional at times. Power, Internet and repairing of parts of computers or addressing virus and software problem are perennial issues in some schools. DE support in their schools has been excellent in providing guidance, support and maintenance feels. The ICT project in their schools should continue for students' future and benefit. The project should be opened for others like villagers, local community, and most importantly to others siblings of the enrolled students who's schools do not have computer labs.

7.4 Students

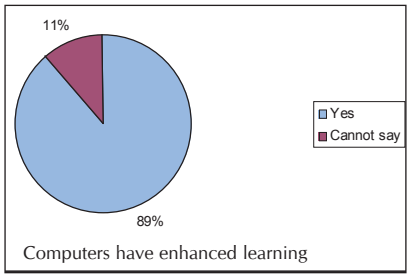
Total 89 students were questioned from 10 schools on group basis of 7-10. The few important things the survey team wanted to know from them included their preliminary knowledge of computers, importance of computers in education, how school computers have helped them to learn better, whether they and their parents happy with their new activities in schools.

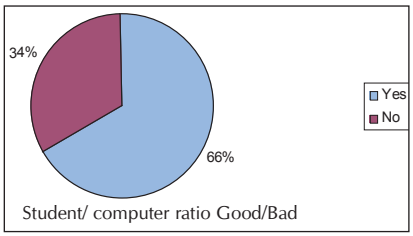
73 students (82%) rate their school as very good, while 16 (18%) rate as good. 64 students (72%) say their school has good facilities, while 25 say (28%) it is average and needs improvement. Facilities include number and size of classrooms, desks and benches, power, fans, drinking water, toilet facilities etc.

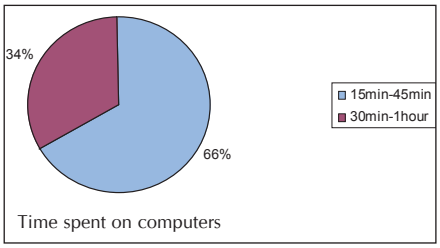
17 (19%) students said they had prior knowledge about computers. This mean they have seen, heard, watched and so on. 72 (81%) say they had no prior idea of computers as such until computers were introduced in schools. All 89 students say computers are important for learning. 79 (89%) students say learning has become interesting now, while 10 (11%) are unable to specify how they have been benefited.

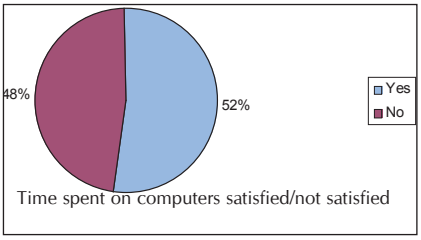
83 (93%) students said computers have helped them learn new things like graphs, diagrams, science projects, Internet search for information, email etc. 6 (7%) students are not sure how they have been helped. All students said the Master Trainer (MT) in their school guide and teach them computers.

76 (85%) students said their learning mode has changed to a great extent and have helped them as lot. 13 (15%) say it has helped them to some extent. 59 students (66%) said the computer-student ratio is good, while rest 30 (34%) said it needs some improvement in terms of more computers.







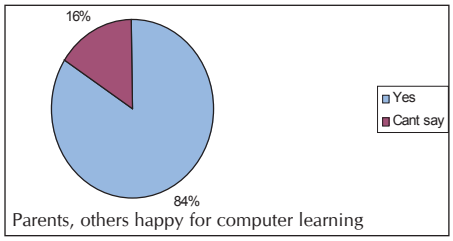


59 (66%) students revealed they spend 15 min to 45 min on computers, while 30 (34%) said they spend between 30min to 1hour. 46 students (52%) say time spent on computers is satisfactory, while 43 students (48%) say it is not sufficient.

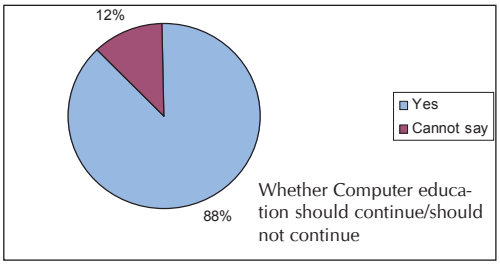
44 students (28%) said they have problem with internet connectivity like erratic connections, failures etc. 22 (14%) students said hardware is giving some problem like running

slow etc. 29 (18%) students said it is repairing problem of hardware and software which is a big problem. 39 (24%) said it is the software problem like they need software in local language, CDs and so on. 26 (16%) students said they are unhappy with power supply due to erratic and shift systems.
77 students (87%) said they are now able to operate email; internet and CDs. 12 students (13%) are still not sure. 75 (84%) students said their learning of computers have made their parents and others happy, while 14 (16%) students are not still sure whether parents are happy yet.

83 students (93%) say they want to have computers at home if possible, while 6 students (7%) have no clue to this question. 78 students (88%) said computer education should continue in their schools, while rest 11 students (12%) are not sure of this question.



Parents, others happy for computer learning



Whether Computer education should continue/should not continue

BOTTOMLINE

Overall, students have rated their school as good in terms of facilities. Though almost all of them had no prior knowledge about computers, now all of them feel computers are important for learning. Almost all say learning has become interesting now and benefited them. Computers have helped them learn new things like graphs, diagrams, science projects, Internet search for information, email etc. They say their learning mode has changed to a great extent and have helped them as lot. Many of them feel they need more computers so that they can spend more time. Time spent on computers is not satisfactory to many. Here also, internet and power supply are issues of concern. Most of them now are capable to operate and run computers, learnt typing, know internet search, email, CD operation etc. Many parents are happy that their children are learning new things, which will benefit in coming days. Most of them feel they should have computers at home. Nevertheless, computer education should be continued in their schools, is the prevailing view of the students.

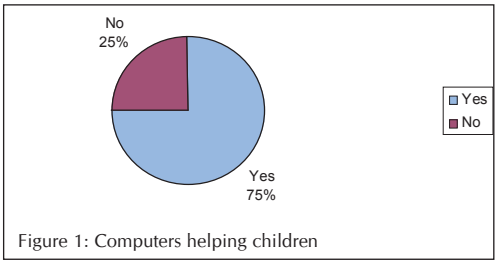


Figure 1: Computers helping children

Not a single parent is paying money for computer education in school. 5 respondents said the computer project should not be extended to the primary level as the children are too small to understand anything

7.5 Parents

Parent's feedback and support are quintessential for any thing substantive that their children do or willing to take up for a lifetime. Without their support no work is smoothly conducted or could be fulfilled, especially for those who are still in their student phase. The survey team got to speak to 8 parents from these 10 schools that were overall surveyed.

5 respondents said they have 1 child learning computers in schools. 3 said two each of their children are learning computers. 6 respondents are happy that a new thing is being learnt by their children, while 2 are not sure what exactly is being learnt. 6 respondents said computers are helping their children to learn new things in class.

Not a single parent is paying money for computer education in school. 5 respondents said the computer project should not be extended to the primary level as the children are too small to understand anything. 5 said they had prior knowledge about computers like they have seen in banks, offices etc. 6 respondents have great hope that learning computers will help their children to get jobs and do something in life.

BOTTOMLINE

Parents happy that computers are helping their children to learn new things in class. Some feel, the project should not be extended to the primary level as the children are too small to understand anything. Some had prior knowledge about computers like they have seen in banks, offices etc. Overall, they have great hope that learning computers will help their children to get jobs and do something in life. Paying money to learn computers is an issue as most parents are not from high income categories.

ROLE OF AIF'S DE PROGRAM IN KUPPAM

DE has aptly fulfilled its role of facilitating, coordinating, supervising and maintenance of computer learning in these schools

In Kuppam, DE project is executed in partnership with Hewlett Packard and Government of Andhra Pradesh across 10 schools - 9 government schools and 1 private school. AIF has signed an agreement with HP as well government for 3 years to manage, supervise and maintain the DE programme. AIF intervened in Kuppam in the year 2004.

DE's intervention was necessitated by the hard fact that though the computer labs, especially Vidya Vahini enabled labs, was set up 1-2 year before DE's intervention; it was rarely used by the school fraternity. Both teachers and students were not confident enough to operate the computers independently. Moreover, the school managements/teachers were not ready to allow students to handle the computers. More than 90 percent of the labs, established with the investment of Rs. 20 lakh each, had been found to be scarcely used.

Looking at the background of well established digital infrastructure, but non-functional assets of digital technologies, AIF hired a trainer cum coordinator cum facilitator for Kuppam in January 2004 who started visiting the schools regularly. After having enough experience at the initial 5 VV schools, AIF's DE programme got into partnership with HP for the schools enabled with HP's donated lab and other digital infrastructures.

Has DE's intervention lived up to the expectations of various stakeholders so far? To a great extent feel the school principals, teachers, MTs and students alike. These schools have benefited from DE's timely intervention thorugh its trainer and coordinator. DE has aptly fulfilled its role of facilitating, coordinating, supervising and maintenance of computer learning in these schools.

It is the AIF's supportive role through its DE coordinator that has made computer learning smooth and sustainable so far. AIF's guidance has proved extraordinary in reviving sprit and enthusiasm to learn computers. DE support in training programmes, hardware and software maintenance, solving problems of virus, repairing has been excellent so far.

SOME OBSERVATIONS

Delivery of ICT to school children run by government support is a bold step attempted in the past few years in the India. So also being attempted in various schools in Kuppam in the Indian state of Andhra Pradesh. Naturally, this creates excitement when it is being implemented at few controlled and managed through public-private-NGO network to bridge the digital divide between students from public and private school background.

The survey suggests that the current approach to deliver ICT is not a failure or having serious drawback in terms of output. But the various stakeholders' needs equally to look at the limitations being encountered while running these computer labs if the project is to be continued for longer duration. Following are some important observations of the baseline study.

1. Support from Government of Andhra Pradesh is required extensively to make ICT more dominant in VV schools. Motivation of students and teachers in these schools needs to be activated further regarding use of computers in their daily learning.

2. HP supported schools are doing better than VV Schools, yet limitations persist like repairing issue, installing new software and content, so on.

3. The need for computers in few schools is an issue needs to be addressed. This will address the issue of low computer-student ratio and enable more time for students on computers.

4. Power and internet connectivity is an issue that AIF can take up with State government, HP and other concerned authorities.

5. DE should intervene more to include the local people, parents and others to use the computer lab in schools to make it really a wholesome affair and a holistic approach to deliver ICT to a community.

Power and Internet connectivity is an issue that AIF can take up with State government, HP and other concerned authorities

6. It has been observed that teachers more often than not, are using computers more extensively than children. having noticed that, it becomes imperative to integrate this aspect in the DE program.

7. Telugu software is an issue for DE. Success of the programme lies to a great extent in providing computer education in the local language. This will also add value to the holistic nature of the programme.

8. DE can involve the parents, other members of family of the students in infusing computer basics one way or the other. As stated elsewhere, this will spur computer education of the students in many ways, including increasing level of support from the family.

9. Evaluation process of DE's intervention needs a look. One way out is evaluating the learning level of students and teachers period basis. This will really help to assess whether DE intervention has bore fruit to the extent desirable.

10. DE needs to address the issues of hardware problems, virus, repairing of computers promptly whenever such problems crop in.

11. The role of the DE coordinator could be extended to include coordination with the local authorities to address issues of phone and power connectivity in coordination with HP and VV members.

1. Among many initiatives that AIF can undertake suo motto, one is, it can organise monthly meet for students, teachers, MTs and parents to get adequate feedback, suggestions, and know about problems being faced so far in computer education and related issues. Such gathering will make the programme more transparent, open and democratic that can provide better and qualitative results and opinions as to how DE's role can be made more efficient and productive. It will also generate tremendous ideas

2. While the students are learning computers in schools, their parents, siblings, neighbours and friends and in fact, the entire local community may not have had the opportunity to utilise computers to their advantage. AIF can take the initiative and responsibility to make the computer labs in schools access for these categories after the school hours or on holidays as computer kiosk centres covering a sizeable section of the local population. A coordinator can be appointed for these like for DE programme in schools. The issue of sustainability can be addressed to some extent here, while the centre provides services like typing, photocopy, fax, phone and so on by installing additional instruments.

3. How about the idea of providing facility for entertainment in schools for students and others? This can be made possible by organising weekly or fortnightly film and other entertainments through CDs, TV set on large screens or through power point facility.

4. The idea of a full fledged student portal could be an innovative idea for AIF in coordinating ICT learning in schools in a better way. Such portal will aid in sharing of knowledge and information in Kuppam schools and elsewhere. Students and teachers can share their projects, experiments etc through this channel.

5. How about expanding the Digital Equalizer (DE) programme in higher educational institutions in Kuppam, if there is any, like in degree colleges? Such initiative could bring forth the macro approach of AIF in delivering ICT to wider section of the student community, more so in a sustainable basis. Kiosk facilities in colleges and in similar bodies could serve a wide purpose in fulfilling needs of students for higher education.

6. It can be widely agreed that evaluation of any programme provides bigger and better feedback in times. While there are very many options open for this, yet some option/s stands out. Can DE initiate a process of evaluating the school principals, teachers, MTs, students on a monthly, quarterly or six monthly basis separately through its specially appointed evaluator as to gauge how much of ICT knowledge has been retained so far by these stakeholders of school community. This has to done on the spot on separate days for each section. This can be the biggest feedback so far. Some classroom like demonstration can help in this.

How about the idea of providing facility for entertainment in schools for students and others? This can be made possible by organising weekly or fortnightly film and other entertainments through CDs, TV set on large screens or through power point facility

7. Can DE or AIF take initiative in introducing ICT exchange programme in schools? What this mean is learning exchange programme among and between the schools by enabling students visiting each others school. This will help in exchange of ideas and interactions as to how to learn computer education in a better way.

Regular meetings between principal, Master Trainers and teachers within and among the schools on ICT project in their schools can strengthen such ambitious projects.
The DE coordinator can be coordinator for this as well, involving VV and HP partners. Inviting state and district level officials in this meets can be effective in solving some hitches in these programmes

8. Well what is linked to the above point is taking step for ICT mela or congregation among Vidya Vahini and HP supported schools, taken care by DE. A sort of ICT School fair will help students to demonstrate their projects and experiments and teachers interacting among themselves.

9. How about initiating any award or prizes class wise and school wise for good ICT performance in class and schools? DE can take preliminary steps in this. One can understand such incentive based steps will bolster teachers and students to put qualitative effort to improve their computer learning. Some parameters have to be chalked out for this after consultation with teachers, principals and ICT experts.

10. Regular meetings between principal, Master Trainers and teachers within and among the schools on ICT project in their schools can strengthen such ambitious projects. The DE coordinator can be coordinator for this as well, involving VV and HP partners. Inviting state and district level officials in this meets can be effective in solving some hitches in these programmes.

11. It has been witnessed that sustainability is a major issue in such ICT programmes in which DE is involved. Cost recovery is an issue, though many may not openly admit this. Why cannot parents be asked to pay a nominal amount of Rs 5 to 10 monthly for their children's ICT learning in schools? Getting defensive on this issue prior to take any initiative on this is not very well understood by many. AIF can take up this issue in consultation with VV, HP and school management on a logical basis in continuing the programmes for long periods. It is not desirable to wind up such projects at a critical juncture of e-learning phase due to sustainability problem.

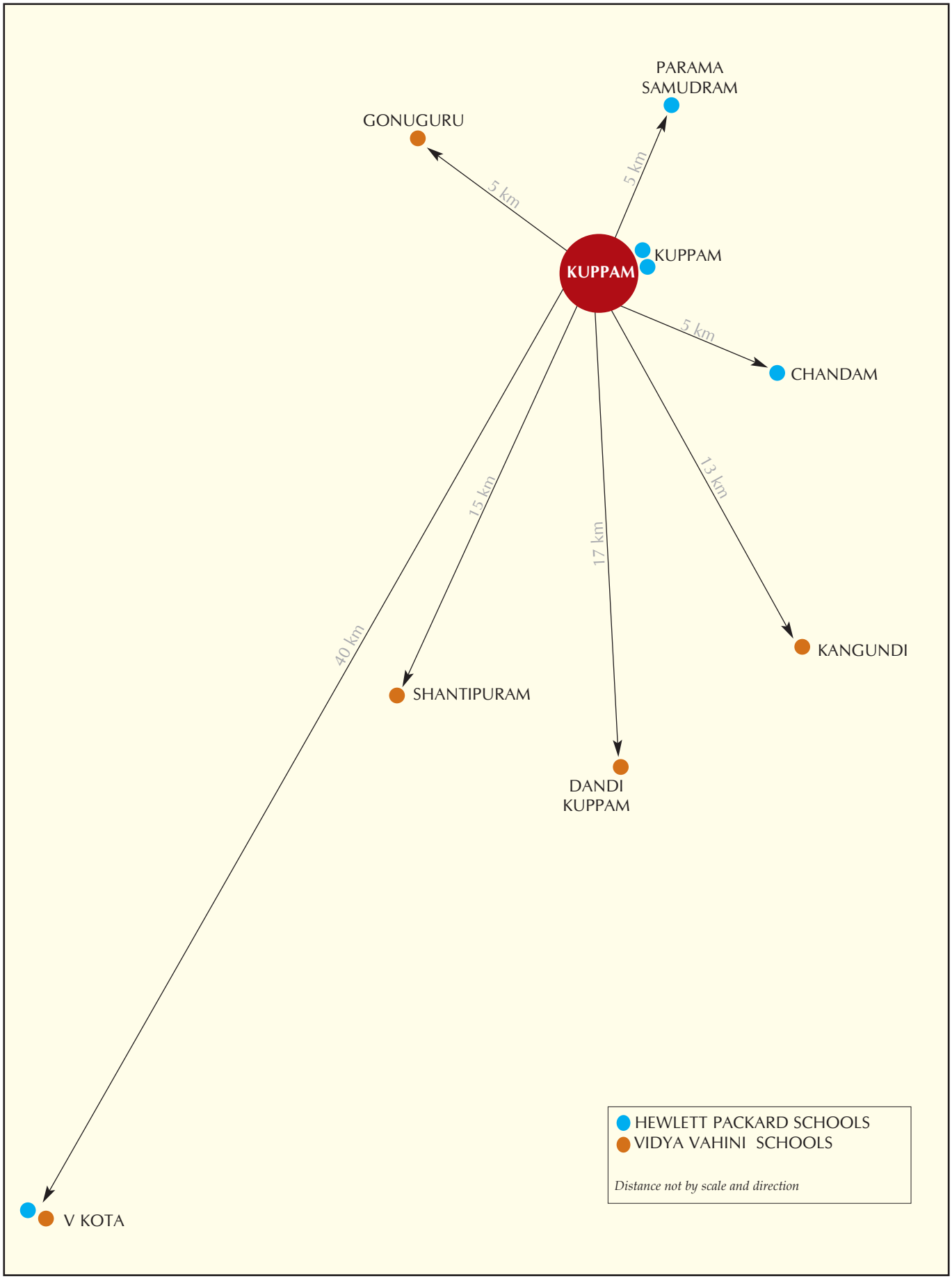
As a holistic programme, AIF's DE programme in Kuppam on ICT delivery at the school doorsteps can be considered a worthwhile initiative and a missionary exercise. Its support in sustaining and making smooth the operationalisation of ICT projects in schools of Kuppam is noble venture, worth emulating and implementable in other parts of India. As we are aware, initiating any project is easier than keeping it going and sustaining and making it run smoothly for longer duration.

Prior to the DE programme, the level of familiarity with computer for both students and teachers was quite low. After the introduction of the DE programme, teachers and principals have noticed signdificant changes among students in terms of learning spirit, improved subject knowledge, creative thinking, self-confidence and interest in attending schools. Teachers and parents believe that the future prospect of students once they go out of school, life will be better in terms of jobs and other opportunities. Teachers have benefited immensely from DE programme as it had helped them to enhance their learning and teaching skills. The knowledge base of students and teachers has improved to a great extent given the facility of Internet to explore information. Nevertheless, all admit that learning environment has become interesting and progressive and forward looking.

DE's support has come at the right time for 10 schools of Kuppam. AIF's coordinator and facilitator is doing a wonderful job while coordinating ICT project in these schools, and is highly laudable. Training and motivation as provided by DE to the cooordinator have helped to carry forward the vital tasks. Yet it is not advisable to overlook the limitations as well. With AIF's resources and advisory support, the other stakeholders could streamline their operational network to come in tune with DE's support initiative, all for better e-learning and e-education in this country.

However, the highlight of the DE program is the fact that it proves the necessity of an agency responsible for managing a program, especially if it has been started by a government agency as the government just cannot manage their program forthrightly and proactively. For example, Vidya Vahini project is a great initiative but without the intervention of a third party it was just lying un-used and un-necessarily protected.

DE's support has come at the right time for 10 schools of Kuppam. AIF's coordinator and facilitator is doing a wonderful job while coordinating ICT project in these schools. Training and motivation as provided by DE to the cooordinator have helped to carry forward the vital tasks.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V KOTA
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Distance not by scale and direction

ANNEXURE 1

Zilla Parishad High School
Dandikuppam

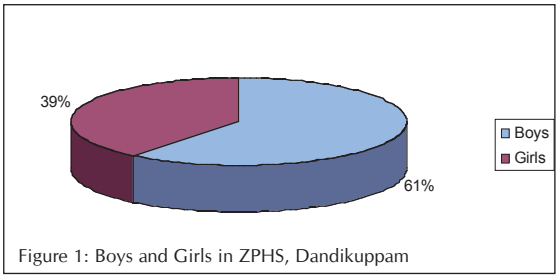

Figure 1: Boys and Girls in ZPHS, Dandikuppam

IT IS STATE GOVERNMENT (ANDHRA PRADESH) RUN SCHOOL under Vidya Vahini project. The project started in 2002 with Rs. 20 lakh investment with all possible equipments.

The school has in total 326 students, out of which 198 are boys and 128 are girls. Number of students in class IX and above is 87. The school has nine teachers besides the school principal Mr. K Ramachandran (36).

Total Students	326
Students attending computer class	240
Students not attending	86

Boys	198
Girls	128

School Infrastructure	
Classrooms	5
Office rooms	1
Computer lab	1
Tables	11
Chairs	20
Shelves/cupboards	1
TV	1

No money had been received to construct the computer room.

Electricity is available for the school and the computer lab, but in shift system. The connection is permanent. Though power backup is available with one UPS, however, it is not functioning for a year now. Of course, there are separate electric points for computer, printer, and other electronic gadgets in the computer room. The school has two telephone connections. The nearest source of power supply is Dandikuppam. TV is not connected to CPU despite the purpose for which it was provided.

Hardware Availability

Computers	11
UPS	1
Printers	1
Scanner	1
Modem	1
Webcams	11
TV	1
CD Writer	1

UPS not working for one year, power back up hardly used. Hardware received under Vidya Vahini project and was received in time. So far no major problems with hardware facilities. Assistance is obtained from HCL in case of break down or default in hardware.

Software obtained under the project includes Encarta, Java, MS Office. Hindi, Telegu software are also being installed. Internet connectivity is available and Ernet is the service provider. So far there is satisfaction wit hteh connectivity and speed. AIF has assisted in solving virus problems in the computers.

Since 2002, the school is having computer classes. Principal taking computer classes along with concerned teachers, who are trained in computers by Intel. Nevertheless, the school management feels for more training requirements in e MS Excel, PPT, Fox Pro etc. AIF has assisted in providing training to the management.

Students from classes VIII-X are using computers. Weekly two hours of computer classes are held for the students. They know to operate, and know the parts. On an average a student use 30 minutes - 1 hours on computers. Computers are used for drawing, diagrams, graphs, subjects, project works, play games, office work, internet, encyclopaedia, entertainment etc. software used are paint brush, MS Word. Students would prefer to use 2-3 hours on computers.

Initial reaction was of excitement and happiness when news to start computer classes reached. The reason learning will be more easy and qualitative

They were provided training by master trainer or facilitator provided by AIF under its DE intervention. Students feel the time given is less. Students have done special course on computers like on transport, science project and others. Internet is not provided to the students. The school principal, teachers, students and parents are of the view that computer courses be made a subject along with others. Students feel they need to spend 3-4 hours on computers.

The school management use computers for official purposes like preparing bills, certificates, time schedules, pay bills, etc.

Teachers, students and parents feel computer courses should be extended to primary level and also for livelihood purposes. The reason being more information will change life for good. Nevertheless, students are very ecstatic about computers in their lives and are very happy. They did not have prior knowledge of a computer nor knew how to use it. Computers have made learning easier and interesting. Future expectations include learning more and having more information. Parents and others happy to know about their children learing computers. Parents might be willing to pay a marginal amount for computer courses after knowing the long run benefits from this.

Initial reaction was of excitement and happiness when news to start computer classes reached. The reason learning will be more easy and qualitative. The principal and others had no prior knowledge of computers. Now know the use of computers. Computers have made teaching easier and innovative. Future expectations includes computer classes should reach more students and classes to use more of hardware and software to increase efficiency in learning. Farmers, villagers and others need to be involved in this. Power supply has to tune with school timings. Lab suffers due to power. Need some computers about 8-10. UPS is a big issue. The principal, teachers feel AIF has done a wonderful job. The role of AIF is of a manager, supervisor cum capacity builder for the ICT project. HP is a mediator who brought AIF to this school. HCL has provided hardware equipments.

BOTTOMLINE

This school in Dandikuppam comes under Vidya Vahini project. Electricity is available for the school and the computer lab, but in shift system. Power back up is an issue with UPS not functioning for past one year. No major hardware and software problem. Internet connectivity is available with good speed. AIF has assisted in solving virus problems in the computers. Since 2002, the school is having computer classes. AIF has assisted in providing training to all the teachers. Weekly two hours of computer classes are held for the students. They know to operate, and know the parts. Computers are used for drawing, diagrams, graphs, subjects, project works, play games, office work, internet, encyclopaedia, entertainment etc. software used are paint brush, MS Word. Students would prefer to use 2-3 hours on computers every day. Students feel the time given is less. Internet is not provided to the students. The school principal, teachers, students and parents are of the view that computer courses be made a subject along with others. The school management use computers for official purposes like preparing bills, certificates, time schedules, pay bills, etc. Teachers, students and parents feel computer courses should be extended to primary level and also for livelihood purposes. Computers have made learning easier and interesting. Future expectations include learning more and having more information. Farmers, villagers and others need to be involved in this. The principal, teachers feel AIF has done a wonderful job.

ANNEXURE 2

Zilla Parishad High School (Boys) V.Kota

The school has internet services provided by Ernet with good speed and connectivity. However, internet has stopped functioning since the past three months

This school is based in Kuppam. It is a boys school. The school principal is Ms. B Tulasamma. The school is covered under the Vidya Vahini Project to improve the learning environment through Information, Communication and Technology. The project started in 2002.

School status	Boys school
Principal	Ms. B Tulasamma
Master Trainer	N S Balaji
Teachers	C Sudharani, M Subramanium, G, Ravindra

Electricity is available in the school. There is no problem of power cut or shift in power supply. Hence, no requirement of power back up yet. No telephone connection is made available to the school.

Students	650
Classrooms	8
Office room	1
Computer room	1

There is a separate room for computer class. No money was received to construct the computer room.

Computer room structure

Tables	11
Chairs	25
Shelves/cupboards	3

Hardware status

Computers	11
UPS	1
Printers	1
Modem	1
Webcams	11
Multimedia	11
TV	1

Hardware was obtained in time as a part of the deal between HCL and the state government. There was no delay in installation. Problems aroused at times in hardware equipments.

Software installed includes MS Office, Encarta, Web, Telegu software, MS Excel, paint brush, photoshop, and PPT.

The school has internet services provided by Ernet with good speed and connectivity. However, internet has stopped functioning since the past three months.

Computer classes are on since 2002 when Vidya Vahini project started. Teachers provide training to students along with the AIF Master Trainer. Teacher's training was provided by Intel. Students and teachers feel they need further training in computers.

Classes VIII-X is using computers. Both theory and practical are taught. In a week 5-6 hours are devoted for computer classes. On an average daily half hour is spent by a student on computers. Students use computers to search for information, learning subjects, project works, play games, internet search, exploring encyclopaedia and for entertainment. They have also explored as to how to write lessons in English and Telugu.

Only 80 out of 375 from classes VIII, IX and X attend computer classes, which is not a good figure. This means only 21 percent of overall students attend classes.

At least one hour everyday would be the preferred timing for students to have their computer classes.

The school principal and teachers uses the computer for two hours on an average every day after the school hours. They use it for preparing bills, charts, statements, schedules, chatting, internet, mail, and for share business. Teachers and students would prefer to have computer as a separate subject for better and quicker learning.

In the initial 1-2 years the ICT equipments that include computers and related items were not allowed to use by the students. It was mostly used for teaching, instruction and demonstration purpose. Students are using it for the last one year only after AIF intervened through its DE intervention. DE helped in scheduling, putting system in order and provided technical guidance and basic trainings as well.

The prevailing opinion is the ICT project should be extended to the primary level as well. The reason is the primary children should also know the fundamentals of computer education for easy and better learning. The project should be continued and extended to other schools. Payment is an issue which is still not convincing on the part of parents or students.

Feedbacks from twenty students were obtained. They would prefer more timing to be utilised on computers. Education and learning have become easier, better and interesting after computers being introduced in the school. Computers have increased creativity, imagination and possibility. Students are worried whether computer lab would be closed some day.

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Computers have increased creativity, imagination and possibility. Students are worried whether computer lab would be closed some day

BOTTOMLINE

This is an all boys school in V. Kota, Kuppam and comes under VV project. Electricity facility is good here, but no telephone connection yet. Problems aroused at times in hardware equipments. Software installed includes MS Office, Encarta, Web, Telegu software, MS Excel, paint brush, photoshop, and PPT. The school has internet but has stopped functioning since the past three months. Computer classes are on since 2002 when Vidya Vahini project started. Classes VIII-X is using computers. In a week 5-6 hours are devoted for computer classes. Students use computers to search for information, learning subjects, project works, play games, internet search, exploring encyclopaedia and for entertainment. At least one hour everyday would be the preferred timing for students to have their computer classes. The school principal and teachers uses the computer for two hours on an average every day after the school hours. They use it for preparing bills, charts, statements, schedules, chatting, internet, mail, and for share business. Teachers and students would prefer to have computer as a separate subject. In the initial 1-2 years the ICT equipments that include computers and related items were not allowed to use by the students. It was mostly used for teaching, instruction and demonstration purpose. Students are using it for the last one year only after AIF intervened through its DE intervention. Students would prefer more timing to be utilised on computers. Computers have increased creativity, imagination and capacity to learn more.

ANNEXURE 3

Zilla Parishad High School Gonuguru

The school is a co-educational institution and covered under the Vidya Vahini project. Ms P Vasundhara is the school principal. Total number of students is 398, out of which 238 are boys and 160 girls.

School	Co-educational
Principal	Ms P Vasundhara
Master Trainer	Balasubramaniam

Total Students	398
Boys	238
Girls	160

School Infrastructure	
Classrooms	6
Office rooms	1
Computer room	1

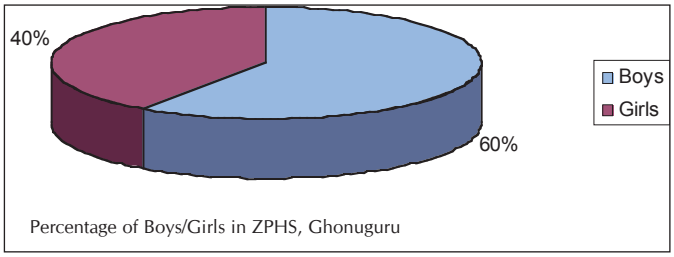
Computer Room	
Tables	13
Chairs	20
Shelves/cupboards	3

Electricity is available but on shift basis. Connection is permanent. Nearest source of power supply is Kuppam. No telephone connection is available in the school. There is no power back up in case power supply is hindered.

Hardware facility	
Computers	11
UPS	1
Printers	1
Modem	1

The hardware were obtained as a part of the Vidya Vahini project and installed in time. Some systems have become slow.

Internet connection is made available. Ernet is the service provider. Satisfaction is average in terms of connectivity and speed.



Percentage of Boys/Girls in ZPHS, Ghonuguru

Intel has provided training to the Master trainer, who trains the teachers and the students.

Classes VIII-X is using computers. Classes are attended by the facilitator and teachers. Students attend classes for 45 minutes to one hour daily for each class. Average time spent on computer by a student- 30-45 minutes. Students use computers for- animation, typing poems, letters, grammar, science, learning subjects, project work, play games, school file, internet, encyclopaedia etc.

The prevailing view of the students is they should spend 1 hour on computers daily.

Average time spent by principal and teachers is 2-3 hours in 2-3 days. Villagers and others come to school during holidays and use internet for information, typing letters etc.

The project can be extended to the primary level. It would be useful to attract attention and get more students to schools as well as bring back those who have left.

Here also, since 2002, when VV project started, hardly lab was used as school authority was not sure to use it out of fear and complexity of equipments. Also the items were costly to allow students to use it without training and guidance. When AIF came things changed. AIF Facilitator knows how to maintain HW/SW and install them, handle virus problems. Support contract with HCL was over in March 2005. Now AIF provides support and guidance voluntarily.

Computers have helped in teaching methods and helped in creative works for students and teachers. The project should be extended to cover more children for future development

Computers have helped in teaching methods and helped in creative works for students and teachers. The project should be extended to cover more children for future development. Parents may pay money for computer education to a sum of Rs10-20 per month.

Feedbacks of nine students were obtained from classes IX and X. Students use computers for various purposes. Computers have become second brain. One concern among parents and teachers is how far computers will be used. Cut and paste can hamper artistic quality and creativity as everything is available on net. However, for teaching purposes it has given a multimedia supplement to teachers and it is helping in teaching in all positive way.

BOTTOMLINE

The school is a co-educational institution and covered under the Vidya Vahini project. Electricity is available but on shift basis. There is no phone facility and no power back up facility. In Hardware, some systems have become slow. Internet services are average. Classes VIII-X is using computers. Average time spent on computer by a student- 30-45 minutes. Students use computers for- animation, typing poems, letters, grammar, science, learning subjects, project work, play games, school file, internet, encyclopaedia etc. The prevailing view of the students is they should spend 1 hour on computers daily. Average time spent by principal and teachers is 2-3 hours in 2-3 days. Villagers and others come to school during holidays and use internet for information, typing letters etc. Since 2002, when VV project started, hardly lab was used as school authority was not sure to use it out of fear and complexity of equipments. When AIF came things changed. Computers have helped in teaching methods and helped in creative works for students and teachers.

ANNEXURE 4

Zilla Parishad High School Ramakuppam

THIS IS ANOTHER SCHOOL COVERED UNDER THE Vidya Vahini project.

School	Co-educational
Principal	Not available
Master trainer	P Adi Seshaiah
Teachers	9

The school has 326 students in total, out of which 198 are boys and 128 are girls. The ICT project started in 2002.

Total student	326	
Boys	198	
Girls	128	

School Infrastructure

Classrooms	5
Office room	1
Computer lab	1

No money was received to construct the computer room. It came under the VV project.

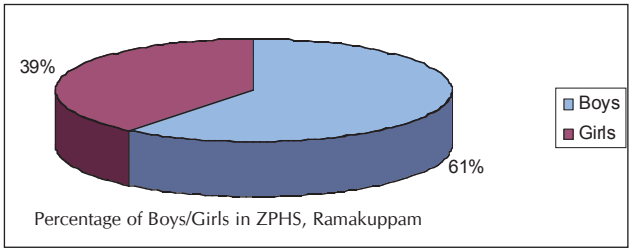
Computer Room

Tables	13
Chairs	25
Shelves/ cupboards	1

Supply of electricity is on shift basis. Nearest source of power supply is Kuppam RESCO. Connection is permanent. There was problem of breakdown at certain point of time. There is no telephone facility in the school. For power back up UPS is available, but not working since the past six months.

Hardware facility

Computers	11
UPS	1
Printer	1
Modem	1
Webcam	0
Speaker	0
Mike	2
TV	1



Percentage of Boys/Girls in ZPHS, Ramakuppam

Hardware has been obtained as part of the VV project. There was no delay in installation. HCL support is made available in hardware/support. Systems are slow at times. Software used are MS Office, Telegu and Hindu Software, Azim Premji Foundation CDs, Encarta. Corruption and virus problems affect computers. AIF support is available in solving virus and other problems.

Internet connection is available through Ernet. Connection is through broadband. There is satisfaction in terms of connection.

Teachers and students feel students should spend one hour at least on computers every day. Computers should be made part of the curriculum

Training was provided by Intel in 2002, and since then self learning exercise. Later AIF came into the picture. Master trainer facilitated by AIF provides training to teachers and students in computer operations. Further training requirement is needed for MT and teachers.
Classes from VI-X are having computer courses. Students operate and learn computers under MT and teachers.
Students spend 45 min- 1 hour in computers every week, while teachers spend 2-3 hours. Students use computers for projects, diagrams, maps, play games, encyclopaedia, and so on.

Teachers and students feel students should spend one hour at least on computers every day. Computers should be made part of the curriculum.
The project should be continued for students, villagers, and local community. More computers are required in the school. UPS is an issue.

BOTTOMLINE

This is another school covered under the Vidya Vahini project. Supply of electricity is on shift basis. There is no telephone facility. For power back up UPS is available, but not working. Systems are slow at times. Software used are MS Office, Telegu and Hindu Software, Azim Premji Foundation CDs, Encarta. Corruption and virus problems affect computers. AIF support is available in solving virus and other problems. Internet connection is available through Ernet. Further training requirement is needed for MT and teachers. Classes from VI-X are having computer courses. Students spend 45 min- 1 hour in computers every week, while teachers spend 2-3 hours. Teachers and students feel students should spend one hour at least on computers every day. Computers should be made part of the curriculum. The project should be continued for students, villagers, and local community. More computers are required in the school. UPS is an issue.

ANNEXURE 5

Zilla Parishad High School Kangundi

This school in Kangundi comes under Vidya Vahini project. This was the first VV School visited by the survey team. It is a co-educational school.

School	Co- ed
Principal	0
MT	K Bhanu Prakash

Total students are 181, out of which 111 are boys and 70 are girls.

Students	181
Boys	111
Girls	70

Out of 181 students, 84 students are attending computer classes.

Classroom	5
Office rooms	1
Staff room	1
Computer room	1

Money was received for computer room- Rs 80,000, but the amount was not sufficient.

This is the first VV School visited by the survey team. It was found that the IT infrastructure better than the HP ones. All the machines are multimedia with speakers, unlike HP enabled set ups. A TV, eleven multimedia computers, one cupboard to keep CDs etc. one printer are available. Internet connectivity is being provided by Ernet.

Computer Room	
Tables	11
Chairs	20
Shelves/ cupboards	2

Electricity is a problem. Supply is for 2 hours during school hours. Kangundi is the nearest source of power supply. No power backup. UPS is available yet not functioning

Hardware facility	
Computers	11
UPS	1
Printer	1
Modem	1
Webcams	11
Multimedia	11
TV	1

All hardware equipments obtained as a part of the project.

No problem being faced in software services. Curriculum software for AP State preferably in Telegu language can be made available. Internet connectivity is available. HCL is the service provider. Speed satisfaction is there but power supply is a problem.

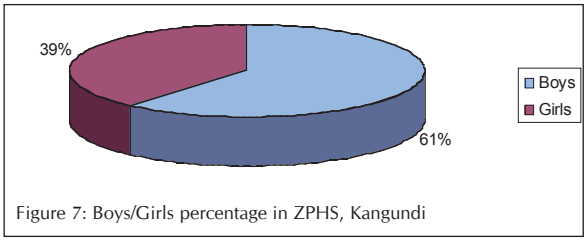


Figure 7: Boys/Girls percentage in ZPHS, Kangundi

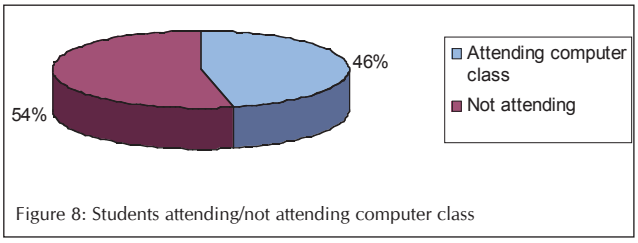


Figure 8: Students attending/not attending computer class

One hour would be preferred
for students to spend on computers.
Principal and teachers use
computers for office work,
email, internet etc. software
used are MS Office, Notepad,
PPT, email etc

Computer training has been provided to teachers, staff and students. Classes VII-X do have computer classes. Both self learning and teaching by teachers is provided in the school. 2-3 hours are utilised for computer education. One student on an average use 15-20 minutes in a week. Students use computers for learning subjects, project work, playing, diagrams, using CDs, internet, etc. special projects have been done.

One hour would be preferred for students to spend on computers. Principal and teachers use computers for office work, email, internet etc. software used are MS Office, Notepad, PPT, email etc.

Villagers, local people are not allowed to use computers. Computer education should be made a subject. The project should be extended for future learning. Future expectation is high.

Feedback from seven students obtained. Lalitha Kumari is the facilitator and there is one more teacher. Classes VIII-X uses computers. They use computers for 2 hours in a week. By now students know to operate computers and have knowledge of parts. Computers are used for paint brush, Encarta, PPT, notepad, MS Word (English and Telegu), learning subjects, play games, internet, etc. They would prefer 1-2 hours on computers. Computers have helped in learning a lot. More training is required for teachers and students. K Bhanu Prakash is the Master Trainer.

BOTTOMLINE

This school in Kangundi comes under Vidya Vahini project. It was found that the IT infrastructure better than the HP ones. Electricity is a problem. UPS is available yet not functioning. No major hardware/software problem. Computer training has been provided to teachers, staff and students. Classes VII-X has computer classes. One student on an average use 15-20 minutes in a week. One hour would be preferred for students to spend on computers. Principal and teachers use computers for office work, email, internet etc. software used are MS Office, Notepad, PPT, email etc.Villagers, local people are not allowed to use computers. Computer education should be made a subject. The project should be extended for future learning. Future expectation is high.

ANNEXURE 6

Zilla Parishad Urdu High School (Girls) Kuppam

It is school covered under HP project. The principal is Sheikh Mahboob Basha. Chaya Deb is the Master Trainer for computer course guidance.

Total students are 144. Students come from lower income categories.
All most all students are attending computer class.

Infrastructure

Classroom	3
Computer room	1
Office room	1

Government provided initial five computers. Later HP provided support by providing PCs in March 2005.

Computer Room

Chairs	5
Tables	8

No shelves or cupboards are available in the computer room. There is a panel board. Only one multimedia is fitted.

Three phase electricity connection. No problem in electricity. UPS backup is available for 30-45 minutes. Overall, power supply is good. Connection is permanent. There are facilities for specific electric points for computer, printer and other electronic gadgets in the computer room. Security is an issue to guard the school and computer facilities.

Telephone is available in the school premise itself. Good telephone connection but monkey menace is a problem.

Hardware facility is not bad.

Computers	8
UPS	2
TV	1

There is no printer, scanner and modem. The hardware has come from HP project. Problems exist at times, but no prompt support from HP. Support from AIF is available in terms of break down and default.

Specialised master trainer is taking the computer classes under AIF supervision. He hasn't received any training. Need more training in software/hardware. Given training to PTs. He says all classes are using computers. The principal has not received any computer training

Software obtained under the project includes Linux, windows, Open Office, PPT. No difficulty in software use.

Internet connection is not that good, with sporadic and erratic connection. Connection is through broad band/ wifi. HP is the service provider. There is some satisfaction in terms of speed, yet no connectivity satisfaction.

Specialised master trainer is taking the computer classes under AIF supervision. He hasn't received any training. Need more training in software/hardware. Given training to PTs. He says all classes are using computers. The principal has not received any computer training. Classes VIII-X is using computers. Three hours in a week are devoted for these classes. 2-3 hours on an average are spent by students in a week on computers. They use computers for learning subjects, project work, diagrams, and calculations and so on. Internet is used for information.

More systems are required in the school. Security is also required. The principal uses 10-15 minutes on an average on computers and use it for office work, calculations, bills, files etc. He uses MS Office, email, internet. All teachers and staff use computers. The opinion among teachers and students is computer should be a different subject.

Principal and teachers are happy to have computers. It has created a lot of interest in education. Increase of self confidence among children. The negative impact is no handwriting work so much. Written work is affected. Physical activity is also affected. Parents are very happy. Villagers and others now have a changed attitude that their children can have computer education despite their economic backwardness. Need for Urdu software. Parents may pay a fee depending on the value addition and benefits that come to the children.

Principal and teachers are happy to have computers. It has created a lot of interest in education. Increase of self confidence among children.
The negative impact is no handwriting work so much. Written work is affected. Physical activity is also affected. Parents are very happy. Villagers and others now have a changed attitude that their children can have computer education despite their economic backwardness

BOTTOMLINE

It is school covered under HP project and is an all girls school. Computer infrastructure is lacking here. No problem in electricity. Telephone is available. Support from AIF is available in terms of break down and default. Software obtained under the project includes Linux, windows, Open Office, PPT. No difficulty in software use. Internet connection is not that good. Need more training in software/hardware. Classes VIII-X is using computers. Three hours in a week are devoted for these classes. More systems are required in the school. All teachers and staff use computers. The opinion among teachers and students is computer should be a different subject. Computers have created a lot of interest in education.

ANNEXURE 7

Zilla Parishad High School (Girls) Kuppam

It's an HP supported school. It is all girls' school. Project started from 2004.

School Infrastructure

Class Room	23
Office Room	1
Computer Room	1

Power supply is available but no phone connection. Hardware facilities provided by HP. The school has 12 computers, 1 UPS, but no printer, scanner.

Software obtained includes Linux, open office, paint. Internet connection is available. Computer classes are on for six months now. There is a MT/ facilitator for training. Students from VI-X class are using computers. Students have learnt to operate a computer. Now they have knowledge of the computer parts. Students use on an average 45 min-1 hour on computers. Students are using computers for various purposes. Special projects are done. Parents of Shalini (IX th standard) are happy. They feel computers are very essential for the future of students. It increases their respectability. Parents also participated in summer camps. Parents want to learn but they do not have time. Parents feel lucky that their kids are not in VV School, as there the lab is not functioning well. Students are now obsessed with computers, do not feel like leaving computer room or lab.

Students feel computers are very essential for the future of students. It increases their respectability

BOTTOMLINE

Bottom line: It's an HP supported school. It is all girls' school. Project started from 2004. Power supply is available but no phone connection. Students from VI-X class are using computers. Students use on an average 45 min-1 hour on computers. Students are now obsessed with computers, do not feel like leaving computer room or lab.

ANNEXURE 8

SWREIS Girls School ParamaSamudram

Training is being provided to teachers and Master Trainer on basics of computer. Further training would be required

It is a Girls school run by Social Welfare Department of Andhra Pradesh Government. The school started in 2001. The number of total students is 800 from Class I to XII. It is a residential school.

School	Girls
Principal	Not available
Total students	800
Teachers	21

School Infrastructure

Classrooms	30
Office room	2
Computer lab	1

Computer Room

Tables	14
Chairs	20
Shelves/ cupboards	3

Electricity is available without any problem. No shift system here. Telephone connectivity is available. For power backup UPS is available.

Hardware

Computers	12
UPS	1

No printer or scanner is available, but are required urgently. Wifi is available. Hardware was obtained in time in 2004.

Software obtained under the project is Linux, education CDs, APF CDs, and others. Software is required on subject oriented, graphs, problem solving and so on. Internet is available. Wifi connectivity is there but not working properly for the past three months. HP is yet to attend to the problem. Training is being provided to teachers and Master trainer on basics of computer. Further training would be required. Classes V to XII are using computers. Teachers and MT are providing training to students. Master training is Mr. E. Srinivasalu, who also teaches Math. They are taught. Per class two hours of computer learning session is held, which is quite interesting. Teachers, students by now have learnt to operate and use computer. Students using computers for projects, graphs, calculations, play games. CDs from AIF and APF in maths, languages are helpful. Teachers and students have learnt how to draft and write letters, email, sending greetings etc.

Students should spend more time on computers for 3-4 hours per day. Software used by teachers includes MS Office, COBOL, Open office, MS Word, Web, and Excel. Computes need be made a subject for learning and teaching like other subjects.

BOTTOMLINE

It is a Girls school run by Social Welfare Department. Electricity is available without any problem. Telephone connectivity is available. Software is required on subject oriented, graphs, problem solving and so on. Internet is available but not working properly for the past three months. Training is being provided to teachers and Master trainer on basics of computer. Classes V to XII are using computers. Per class two hours of computer learning session is held, which is quite interesting. Teachers, students by now have learnt to operate and use computer. Computes need be made a subject for learning and teaching like other subjects. More time is needed on computers.

ANNEXURE 9

Zila Parishad High School
Chandam, Kothindulu

Computer should be made as a subject. The project should be extended as it will be useful and for awareness

ICT project is by HP. Guru Prasad Naidu is the principal. A large number of students come from backward class (75%) and 25 % come from SC & ST category. It is a co-ed school. AIF role is in managing and guiding the project.

Total students	526
Boys	340
Girls	186

Students attending regular computer classes- weekly 2-3 days; rest daily.

School Infrastructure

Classrooms	11
Office rooms	1
Computer room	1

Computer Room

Tables	8
Chairs	25
Shelves/ cupboards	2

Electricity is available, but only for four hours, which is not sufficient.

Back up is available through UPS, but not possible for longer time. There is no telephone connection.

Hardware

Computers	8
UPS	1
Modem	1

No printer or scanner is available. Hardware and software support is from AIF through guidance, management and repairing.

Internet connection is available through Wifi connection. Computer training provided to MT and teachers.

Classes VI to X are using computers. Self learning or taught classes-self learning Timing for computer classes- 40 minutes daily per class. Average time spent by students- 15-20 minutes Computers are used for- email, information, projects, subjects, play games, internet etc. more time can be spent by students on computers if possible. Computers are used by others- villagers, educated unemployed youths for information, typing etc
Computer should be made as a subject. The project should be extended as it will be useful and for awareness.

Master trainer is Siva Kumar, who has received training through AIF intervention.
Computers have provided many benefits. Learning has become easier and faster to learn and teach, helped to enhance the level of intellect.

Students and staff should get more knowledge. Villagers, youth and farmers should benefit. Parents may will to pay because of importance of ICT in education.

BOTTOMLINE

ICT project is by HP. AIF role is in managing and guiding the project. Electricity is available, but not satisfactory. Hardware and software support is from AIF through guidance, management and repairing. Classes VI to X are using computers. Average time spent by students- 15-20 minutes Computers are used by others- villagers, educated unemployed youths for information, typing etc. Computer should be made as a subject.

ANNEXURE 10

Vani Talent High School
V Kota

This is another HP supported school. Principal is D R Balagurunath. It is a private school. There are 17 teaching staff. It is a co-educational school. Students belong to farmers, small government employees and poor background and concessions are provided to students.

The fee structure is - class VI-X- Rs. 1000-2000 per year and class I to IV is Rs. 80-140 per month.

Total students	600
Boys	300
Girls	300

School Infrastructure

Classrooms	19
Office rooms	2
Computer room	1

The hardware support is from HP. AIF has the role of management and guidance.

Computer room

Tables	10
Chairs	10
Shelves/cupboards	2

Electricity is available, but power cut is there. Support system is available and used often. Telephone is available. Power back up- UPS; used often

Hardware

Computers	8
UPS	1
Printers	1

No scanner, modem is available. Maintenance support is from AIF. Project started from June 2005 for 3 years duration. So far no problem with hardware.

Software obtained includes Linux, CDs, and others. No problem with software yet.
There is no internet connectivity to the school.

Staff training is being provided by AIF under its DE intervention. The school principal and teachers have obtained training. But further training requirement is there.

Classes using computers are from I-X. Students are taught on computers. Weekly 2-3 hours of class are held. A students spends 30 minutes per day on the computer. The student-computer ratio is good. It is one computer for each student. Students use computers for school projects, diagrams, drawing items, documents making, typing, Telegu, for learning subjects, teaching computers, project work, office work, entertainment, and others. Students should spend 1-2 hours every day on computers. Principal and teachers use computers for office work, practising, and training.
The project is already extended in the school. Most of the teachers had prior computer experience. Computers have helped to understand various subjects, drawing and paintings; expression is easier and better, animation etc, documentation, presentation etc. Parents are satisfied and may be willing to pay.

BOTTOMLINE

This is another HP supported school. It is a private school. AIF has the role of management and guidance. Electricity is available, but power cut is there. Maintenance support is from AIF. There is no internet connectivity to the school. No hardware and software problem so far. Weekly 2-3 hours of class are held. The student-computer ratio is good. Students use computers for school projects, diagrams, drawing items, documents making, typing, Telegu, for learning subjects, teaching computers, project work, office work, entertainment, and others. Students should spend 1-2 hours every day on computers. Principal and teachers use computers for office work, practising, and training.

ANNEXURE 11

Learning the ICT way

Since 2002 the 10 schools in Kuppam has been availing computer learning/education, despite equally facing limitations in the process. It is a fact that arrival of DE into the scenario has changed the learning environment for better in the past more than one year. Nevertheless, the baseline survey brings out the skills and qualities so far acquired by the school community - students, teachers, principals while trying their hands on computers for more than one reason.

SKILLS - computer typing, Internet browsing, sending mails, paint, diagrams, making documents, Telugu typing, drafting letters, preparing schedules, report cards, question papers, certificates, use of Encarta, playing CDs, doing calculations, making graphics, preparing bio data, digital photography, developing course contents, downloading contents and information, preparing presentations, taking print outs, and so on.

SOFTWARE - MS Word, MS Office, Power Point Presentation, Linux, Notepad, Email, MS Excel, Open Office, using Internet and browsing various websites, searching for information, and in some cases jobs, Hindi and Telugu document making software, running various third party software and content available on CDs, .

(The skills and use mentioned above need not necessarily be everything for everyone.)

Kuppam - A Retrospective

Kuppam was not a happening place until few years ago. Today the landscape has been transformed on account of more than one development. Politically active, Kuppam has been the assembly constituency of IT savvy former Chief Minister of Andhra Pradesh, N Chandrababu Naidu.

Otherwise, Kuppam is perhaps India's only quadrilingual place, where Urdu, Kannada, Tamil and Telegu are spoken simultaneously.

Kuppam is the emerging economic hub. Given its political connectivity, it has a huge medical college hospital and an engineering college. IT major HP has adopted Kuppam as its test bed for global "Emerging Market Solutions". For the past three years, HP has been working here in almost all aspects of social development and market development, using various ICT components and new economy tools.

Kuppam could become one of the emerging hub of knowledge economy in India in next 10 years from now

Even the Agastya International Foundation, the American India Foundation (AIF), World Links, and Vidya Vahini's 80 schools - supposed to be spread across the state - are based in Kuppam alone.

The sprawling biodiversity parkof Agastya, along with an interactive teachers training centre and science and biology labs, is spread across 170 acres. Pick any school at random, you will find either the AIF or HP or World Links busy integrating ICT in the lives of the children through the government schools.

IF matters keep moving ahead so determinedly, Kuppam could become one of the emerging hub of knowledge economy in India in next 10 years from now. HP, after all, has been experimenting with a small BPO outfit there for some time now. If AIF has been intervening through its DE programme, then Kuppam is surely is the right place for this noble perspective to intervene the ICT way.

ANNEXURE 12

LIST OF SCHOOL PRINCIPALS

1. Guru Prasad Naidu, Zila Parishad High School (ZPHS), Kothindul
2. Sheikh Mahboob Basha, Zila Parishad Urdu High School, Chittoor, Kuppam
3. K Ramchandram, ZPHS, Dandikuppam
4. P Vasundhara, ZPHS, Ghonuguru
5. D R Balgurunath, Vani Talent High School, V.Kota, Kuppam
6. Ms B Tulasamma, ZPHS, V. Kota

ANNEXURE 13

LIST OF SCHOOL TEACHERS INTERVIEWED

1. T Giri
2. Kalpalatha Florence
3. C Sudharani, M Subramanium, G Ravindra
4. C V Lalitha Kumar
5. Sheikh Jeelani Basha
6. K Bhanu Prakash
7. P Adishesiah
8. S Chandrakala
9. K Rajalakshmi, Ravi Kumar
10. Sushila Suresh

ANNEXURE 14

LIST OF MASTER TRAINER

1. E. Srinivasulu, S.W.R.E.I.S. Girls School, Parama Samudram
2. Chaya Dev, ZP Urdu High School, Kuppam
3. P Adi Seshaiah, ZPHS, Dandikuppam
4. N S Balaji, ZPHS, V. Kota
5. Lakshmi
6. Siva Kumar, ZPHS, Chandam, Kothindulu
7. Bala Subramanium, ZPHS, Ghonuguru, Kuppam
8. Babu Naik

ANNEXURE 15

LIST OF SCHOOLS SURVEYED

Vidya Vahini Schools:

1. ZP High School, Dandikuppam
2. ZP High School (Boys), V. Kota
3. ZP High School, Gonuguru
4. ZP High School, Ramakuppam
5. ZP High School, Kangundi

Hewlett Peckard (HP) Supported Schools:

1. ZP High School (Girls) Urdu, Kuppam
2. ZP High School (Girls), Kuppam
3. S.W.R.E.I.S. Girls School, Parama Samudram
4. ZP High School, Chandam Kothindulu
5. Vani Talent High School-V. Kota, Kuppam

DE'S Proactive Coordinator

Initiating any task is less Herculean than executing and sustaining it through better coordination and facilitation. This was what AIF had in mind while it went forward to implement DE programme in Kuppam. Nevertheless, it couldn't have found a sense of success if the coordinators of DE programme were not upto their best. It seems that the training that AIF offers to its DE coordinators are of some unique kind. Not denying the fact that the choice of a right person for a coordinator's task is the most important aspects of the facilitation processes.

As a matter of fact, AIFcould not have found a better coordinator and facilitator in none other than Vijay Bhaskar, the man awarded this year by Mission 2007 programme of MSSRF for his grassroots work in ICT delivery.

By now, Mr. Bhaskar has become a popular figure around the 10 schools that DE is intervening in Kuppam. He is a known figure today among the students, teachers, principals, parents and members of the local community for his immensely active role in coordinating to deliver computer learning in Kuppam. He is being seen as a man who through his pro-active, sincere, helpful and inspiring characteristics has enabled students and others to learn new things in life for bettering skills and knowledge base.

He is a man almost 24 hours available for DE responsibilities as well as beyond this. He is a solution provider, problem solver, who has taken extra effort to see that learning computers is not being hampered through hardware, software bottlenecks. What is very interesting about Vijay Bhaskar is his role in motivating, inspiring students, teachers, parents and others in realising the utility and fruitfulness of learning computers to improve living conditions. Nevertheless, to realise some noble objectives of delivering ICT at the grassroots level like DE's mission, one definitely is in need of a character of Bhaskar's commitment and personality. He says with a witty smile: "If children were the voters, I would win election from Kuppam any day."