



Knowledge and use of information communication technology by the scientists

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ABSTRACT

The present study was undertaken to ascertain the knowledge of scientists regarding ICT, its use by them in teaching, research and extension and problems being faced by them in the use of ICT. A sample of 200 scientists working in teaching, research and extension system of the PAU was drawn by using probability proportional to size (PPS) sampling technique. The data were collected by using distributed questionnaire approach. The findings of the study revealed that majority of the scientists were male, had Ph.D educational qualification and belonged to farming family and were in age group of 44 to 56 years, hailed from rural families, were Associate Professors, most of them belonged to total annual income group of 7-11 (lakhs Rs.) and had service experience of 7-15 years with two trainings. The findings of the study further indicated that two-third of the scientists had high level of knowledge of ICT mainly for the purpose of computer information retrieval or data updating while more than half of them had experience in computer use up to 5 years. It was further noticed that among various ICT facilities available, Internet accessing had an added advantage of its ready availability as compared to other ICT tools. The major problem faced by the scientists in the use of computers was the lack of regular training. Therefore, they suggested that scientists should be trained regularly from time to time.

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INTRODUCTION

Information Communication Technology (ICT) encompasses development and use of electronic and allied gadgetry for effective generation, documentation, processing, storage, retrieval and use of information for maximum and speedy output (Chaturvedi, 2004). The convergence of ICT includes, commonly computer, internet, e-mail, mobile, WAP application etc. often enhance to reach penetration of ICT facilities. Information technology has been one of the most ambitious fields in the present world. Information Technology and agriculture amalgamation caused our country to regulate overall economy and trade. The country is having rapid computerization in different fields of agriculture *i.e.* from weather forecasting for crop production to protection of crop. Different information technologies like remote sensing, Expert system and database of research project, modeling techniques, different agricultural calculators and integrated management are being extensively used. After

the mechanization of Indian agriculture, computerization will only support green revolution by efficient management of agricultural research. The State Agricultural Universities (SAUs) are primarily responsible for the growth and development of agriculture through their research, education and extension related activities. There are no two opinions about their important position in increasing food grain, livestock and poultry production. Since agricultural research, education and extension are the primary responsibilities of states, the growth of SAUs has to be achieved under any circumstances. With a view to fulfilling this paradigm, the faculties of SAUs are expected to be different than those of the traditional universities. They will have to work as investigators, academicians and extensionists, in short, all in one. The success of any agricultural university depends exclusively on the quality and professionalism shown by the faculty to satisfy their responsibilities to enhance the natural resources dealing with the development of mankind. They accentuate the

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