

# CONTENT

Sr. No.	Topic	Page No.
	<b>CERTIFICATE</b>	<b>i</b>
	<b>ACKNOWLEDGEMENT</b>	<b>ii</b>
	<b>TABLE OF CONTENT</b>	<b>iii</b>
	<b>LIST OF TABLES</b>	<b>ix</b>
<b>I</b>	<b>INTRODUCTION</b>	<b>1</b>
1 0	Introduction	1
1.1	Beginning of An Era: Computer Education	2
1.2	Development of Computers	4
1.2.1	First Generation Computers: Vacuum Tube Technology (1940-52)	5
1.2.2	Second Generation Computers: Transistor Technology (1952-64)	6
1.2.3	Third Generation Computers: IC Technology (1965-1971)	6
1.2.4	Fourth Generation Computers : LSIC Technology (1971-1980)	6
1.2.5	Fifth Generation Computer: Artificial Intelligence (1980 And Later)	6
1.3	Type of Computers	7
1.3.1	Type of Computers According To Its Action	7
1.3.1.1	Digital Computers	7
1.3.1.2	Analog Computers	7
1.3.1.3	Hybrid Computers	8
1.3.2	Type of Computers According to Its Size	8
1.3.2.1	Super Computer	8
1.3.2.2	Mainframes	9
1.3.2.3	Mini Computers	9
1.3.2.4	Microcomputers	9

1.4	Computer Languages	9
1.4.1	Machine Language	10
1.4.2	Assembly Language	10
1.4.3	High Level Language (HLL) or Procedure Oriented Language (POL)	10
1.5	Computers in Teaching	11
1.5.1	Use of Computer as a Discipline or Vocational Use of Computer	11
1.5.1.1	Developing Computer Professionals	12
1.5.1.2	Producing Computer Users	12
1.5.2	Use of Computers as a Tool	12
1.6	Computers in Adult Education	13
1.7	Computers in Distance Education	14
1.8	Problems in Computer Education	14
1.9	Current Status of Computer Education	14
1.10	Policies and Programmes in Computer Education in India	15
1.10.1	Hardware Development Strategy	17
1.10.2	Software Development and Marketing Strategy	18
1.10.3	Strategy for Human Resources Development	21
1.11	Computer Education in India	25
1.12	Computer Education in Gujarat	28
1.13	Computer Education in Baroda District	30
1.14	Research Questions	31
1.15	Rationale of the Study	32
1.16	Statement of the Problem	36
1.17	Objectives of the Study	36
1.18	Operational definition of terms	37
1.19	Delimitations	38
1.20	Chapterisation	38

<b>II</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>39</b>
2.0	Introduction	39
2.1	Reviews of Researches Conducted in India	39
2.1.1	Overview of the Researches Conducted in India	64
2.2.	Review of the Researches Conducted Abroad	65
2.2.1	Overview of the Researches Conducted Abroad	77
2.3.	Distinctiveness of the Study	79
<b>III</b>	<b>RESEARCH METHODOLOGY</b>	<b>82</b>
3.0	Introduction	82
3.1.	Research Methodology	83
3.1.1.	Research Design	83
3.1.2.	Population	83
3.1.3	Sample	84
<del>3.1.3.1</del>	Franchise Centres	85
<del>3.1.3.2</del>	Self Managed Institutions with Self Designed Courses	86
<del>3.1.3.3</del>	Study Centres of Universities	86
<del>3.1.3.4</del>	University Affiliated Colleges	86
<del>3.1.3.5</del>	Self Managed Institutions offering the Courses of Other Bodies	86
<del>3.1.3.6</del>	DOEACC Certified Courses Teaching Institutes	87
<del>3.1.3.7</del>	University Departments	87
<del>3.1.3.8</del>	ITI (Industrial Training Institute)	87
3.1.4.	Tools of Data Collection	87
3.1.4.1	Questionnaire	88
<del>3.1.4.2</del>	Interview Schedule	89
3.1.4.3	Observation Schedule	90
<del>3.1.5</del>	Procedure for Data Collection	90

3.1.6	Statistical Techniques Used	91
<b>IV</b>	<b>ANALYSIS &amp; INTERPRETATION OF DATA</b>	<b>92</b>
4.0	Introduction	92
4.1	Analysis of Data For Objective 1	92
4.2	Analysis of Data For Objective 2	95
4.2.1	Strategy of Central Government for Human Resources Development	97
4.2.1.1	Recommendations of The Task Force on HRD in IT (2001) Policy	98
4.2.2	IT Policy of Government of Gujarat	99
4.2.2.1	Policy of Private Sector Participation	99
4.2.2.2	Policy on Education	99
4.2.2.3	Policy on IT Industry	100
4.2.3	Norms, Criteria and Guidelines of Universities	102
4.2.4	Norms and Criteria for Franchise Study Centres	103
4.2.5	Norms and Criteria of DOEACC	103
4.2.6	Norms and Criteria for ITI Conducted Courses	104
4.2.7	Norms and Criteria for Self Managed Institutions	104
4.3	Analysis of Data for Objective 3	104
4.3.1	Common Courses Offered by different Computer Education Institutions	105
4.3.2	Individual Courses Offered by Specific Institutions	131
4.4	Analysis of Data for Objective 4	151
4.5	Analysis of Data for Objective 5	163
4.5.1.	Qualification, Experience, Salary, Subjects of Teaching of Teaching Staff	163
4.6	Analysis of Data for Objective 6	168
4.7.	Analysis of Data for Objective 7	181

4.7.1	Problems Related to Teachers	181
4.7.2	Problems Related to Students	182
4.7.3	Problems Related to Computer Laboratory	184
4.7.4	Problems Related to Computer Education Courses	186
4.7.5	Problems Related to Batches of Computer Education Courses	187
4.7.6	Problems Related to Electricity	188
4.7.7	Problems Related to Other Facilities	189
4.7.8	Problems Related to Fees	190
4.7.9	Problems Related to Authorised Body	191
4.7.10	Problem Related to Competition	191
4.8	Analysis of Data for Objective 8	192
<del>4.9</del>	Analysis of Data for Objective 9	195
4.9.1	Establishment of Different Types of Computer Education Institutions	195
4.9.2	Facilities in Different Types of Institutions	197
4.9.3	Teaching Staff in Different Types Of Institutions	201
4.10.	Discussion	205
<b>V</b>	<b>SUMMARY AND CONCLUSION</b>	<b>209</b>
5.0	Introduction	209
5.1	Review of Related Literature	210
5.3	Rationale of the Study	211
5.4	Statement of the Problem	214
5.5	Objectives of the Study	214
5.6	Delimitations	215
5.7	Research Methodology	216
5.7.1	Research Design	216
<del>5.7.2</del>	Population	216

5.7.3	Sample	216
5.7.4	Tools of Data Collection	216
<del>5.7.5</del>	Procedure for Data Collection	217
<del>5.7.6</del>	Statistical Techniques Used	217
5.8	Findings of the Study	217
5.9	Suggestions	231
5.10	Suggestions for Further Research	236
5.11	Conclusion	238
	Bibliography	239 - 246
	Appendices	247 - 294