

Study of Role of ICT in Social Incorporation and Education of Young Generation

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Abstract— This paper examines the ways 30 North Indians students who are identified as being ‘at peril’ of social barring. These people are using online networks to participate in society. The fear of Social Barring leaves people discriminated and in India, it mainly occurs based on identities including caste, ethnicity, religion, gender, and incapacity. The study finds that social networking provides youth with valuable opportunities for social incorporation or social marginalization. Social marginalization is the process of upgrading the conditions on which our youth takes part in society and hence improving their capability, opportunity, and nobility of the people who are deprived based on their identity. These findings are studied in the context concerning current Indian education and social policies that, on the one hand, aspire to support the young generation’s social image, and on the other restrict their ability to use online networks because of safety and health concerns. This study affirms that by defining and understanding the social value of young people’s online network use we can move toward a policy framework that not only addresses potential online risks but supports the equitable ability of individuals to access and use information and communication technologies for young people.

Keywords: Social Networking, ICT, Social Incorporation, Social Barring, digital Incorporation.

I. INTRODUCTION

The central idea behind the network society thesis is that contemporary social, political, and economic practices, institutions, and relationships are now organized through and around network structures. The concept of the network society is closely associated with the interpretation of the social implications of globalization and the role of electronic communications technologies in society. The definition of a network society given by the foremost theorist of the concept, Manuel Castells (2000). Manuell Castells provides three core reasons for this: First, economic agendas strove for the globalization of capital, production, and trade; second, societal changes were mobilized by demands for individual freedom and open communication; and third, the development and proliferation of information communication technologies (ICTs) enabled and strengthened these changes. Castells (2004 p.22) concluded that the culture of freedom was conclusive in

inducing network technologies which were essential for operating business in terms of development, It mainly focuses on social online networks that require membership and user participation. A social networking service is an online platform that people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds, or real-life connections. This study defines membership for participation in this paper which facilitates a relationship through which resources can be deployed. In this paper, the primary interest is to define the use of online networks for the young generation, the use of ICT in education, and how their membership and participation helps in providing opportunities to participate in society. Online networks can be private or public, open or closed, small or large, commercial or restrictive and the technological features of an online network do not predetermine use. We can use the same online network

can be used differently by individual members depending on their ICT capabilities (defined as access, knowledge, skills, support, and literacy). ICTs stand for information and communication technologies are defined as a “diverse set of technological tools and resources used to communicate, and to create, propagate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. The use of computers and the Internet is still in its early stages in developing countries like India, if these are used at all, due to limited infrastructure and the access high costs. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. For example, the Indira Gandhi National Open University in India combines the use of print, recorded audio and video, broadcast radio and television, and audio conferencing technologies. The use of media and ICTs to develop and maintain professional, social, economic, and cultural networks and to engage in social practices are well established. ICT plays an important role in promoting participation among youth. This helps in believing that their contributions matter, and feel some degree of social connection with one another. But Barry Wellman finds that regardless of what revolutions occur, in terms of society, economy, polity, or technology, communities will find new ways to re-invent itself and fit into the societal strata – such is human nature. The author does a thorough analysis in characterizing the network community. Research attention has been given to how ICTs are incorporated into the relationships of gender and generation, the organization of space and time, and the positions occupied by households within the wider social structure and cultural system.

A. ICT in Social Incorporation: According to the study, people are more likely to spend time in groups and there has been a marked increase in the percentage of women in public space overall, in contrast to popular opinion, that people have become less socially isolated in public space with the greater use of technology. Also, they found that mobile device users included only 3–10% of those occupying public space.

Hampton notes that “it seems they are using it when they are alone and waiting for someone to join them, or they are using it in those transitional spaces (areas between destinations) which he does not see as a loss to public space and in fact, may allow people to reconfigure their time to better use public space” (Keith Hampton, 2014).

B. ICT in Education: ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

One defining feature of ICTs is its ability to transcend time and space. ICTs make possible asynchronous learning or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, maybe accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

C. Access to remote learning resources: Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to a resource

persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

2. LITERATURE REVIEW

Information and communication technologies (ICTs)—which include radio and television, as well as newer digital technologies such as computers and the Internet—have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. (Victoria L. Tinio, 2003).

In recent years young people are widely using online networks—including e-mail, chat, social network sites, virtual reality environments, and communities of interest—have received considerable attention from academics, policymakers, and journalists. A study of young Indians aged 8 – 17 years found that while young children aged 8–11 years, spent 30 minutes per day online on average, for teenagers aged 15 – 17 years this increased to just under 2-and-a-half hours per day (ACMA, 2007).

Young people used the internet for 3 days varied significantly with age. The key activities carried out by the older group of teenagers (aged 15 – 17 years) included, spending 45 minutes per day on communication activities (such as emailing, messaging, or chatting), 25 minutes on homework, 23 minutes playing online games against others, 24 minutes on social network or user-generated content sites, and 14 minutes viewing audiovisual content. This suggests that for older teenagers the internet is used for diverse purposes but, on average, most of their time online is spent using online networks that they have voluntarily joined (Russel, 1999).

In recent years there has been a groundswell of interest in how computers and the Internet can best be used for improving the efficiency and effectiveness of education at all levels and in

both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio, and television, although now given less attention, have a longer and richer history as instructional tools. (Cuban, L., 1986)

For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible, and therefore most dominant delivery mechanism in both developed and developing countries. (Potashnik, M. and Capper, J., 2002) The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

A study was made by Keith Hampton in 2014 a prominent voice in the burgeoning academic debate surrounding the impact of technology on social interaction – and his team to examine: how behavior in public space has changed in our contemporary digital world? And how much human interaction in public space existed before the age of portable electronic devices, and how much, if any, has been lost? They compared the time-lapse photography of both William Holly Whyte and PPS used to analyze human behavior in the public space of Bryant Park in the early 1980s to contemporary observations by filming the same public space from similar angles (Keith Hampton, 2014).

Social media and digital technologies surround the everyday life of urban city dwellers. The age of ubiquitous computing is almost here. As technology is constantly developing at a rapid rate, so are the applications and services that become utilized in everyone's daily life. Contacting friends, organizing meetings, buying things and much more daily activities are happening now online. The new media and information technologies have an impact on many aspects of everyday life in work, home, or leisure (Notley, 2008).

In this digital era, social networking has already become a social norm for many of the new generations of teenagers.

Updating Facebook status, tweeting, and posting photographs on Instagram have become everyday activities. Their life is reflected in social networking where there lies a lot of memories by posting images of their happy moments and recording some other emotionally important happenings and events (Hannafin, 1993).

Forms of participatory culture include Affiliations — memberships, formal and informal, in online communities centered around various forms of media, such as Facebook, message boards, metagaming, game clans, or MySpace). Expressions — producing new creative forms, such as digital sampling, skinning and modding, fan videomaking, fan fiction writing, zines, mash-ups). Collaborative Problem-solving — working together in teams, formal and informal, to complete tasks and develop new knowledge (such as through Wikipedia, alternative reality gaming, spoiling). Circulations — Shaping the flow of media (such as podcasting, blogging) (Jenkins, 2006b).

Social Digital Networking is a “sub-category of social media (such as Facebook, Google+, MySpace, Twitter, and YouTube) by which people can connect and share information globally within a short time” (Limassol, Cyprus, 2010). This advancement leads to various activities and discussions and gives the possibility to interact.

The proliferation of online social networking today has not resulted in a loss of community it has led to newer definitions and reshaping of physical communities too. What is most interesting is that this body of literature lays a foundation in understanding community behavior and networking that is necessary before embarking upon any study, as a researcher, or the construction of social space, as a creator. (Wellman, 1999).

Social Media can be defined as “service which enables to share various news, information, an opinion in ways of multimedia” (Limassol, Cyprus, 2010). Content is often media content like photographs or video which by commenting it enables discussion.

3. METHODOLOGY

This study is based on primary data, which have been collected through direct interview of participants under study. This study was carried out at the school level with three groups of young people aged 15-18 years who were located in rural, suburban, and urban sites in the area of Delhi-NCR. This research was focused on investigating young people’s online network knowledge and use. This research was focused on investigating young people’s online network knowledge and use.

Each of the thirty research participants at the urban site completed an interview that examined their internet access and use, and each engaged in an in-depth interview with the researcher. Staff members at the school were also interviewed. Participant observation and informal discussions took place around formal (in- school) and informal (out-of-school) uses of the internet during the 2 weeks; this was used to support analysis and to triangulate research findings. Research data was analyzed using ethnographic data analysis methods involving the use of data coding to develop research described by Hammersley and Atkinson (1995).

4. FINDINGS AND OBSERVATIONS

Thirty research participants were aged between 15 and 18 years (mean age 16). Eighteen of the participants were female and twelve males. Sixteen of the participants had home internet access. All of the participants used the internet on a daily or weekly basis. The participants had, on average, been using personal networks such as email and chat for several years — sometimes for more than five. All of the participants were using online networks for groups socializing: A number had become skilled network users through their use of online game networks in their early teens, while for others this was a more recent occurrence through their introduction to social network sites. The following are the findings of participants briefly summarized to demonstrate the variety of online networks

along with the ways of how online use of networks affects the offline lives of so many people.

25% of people had been using online networks for at least four-five years, starting when she started playing online games. Online networks allowed them to keep up-to-date with what their geographically close and distant friends were doing and how they were feeling. They were also using e-mail and chatting systems for communicating with friends.

10% of people (mostly staff members) are using Myspace daily and had become the moderator for a parenting group that they established on baby chakra. They are also using several yahoo e-group networks for social support in their area.

20% of people said that social network sites provide them away how they felt and open up a conversation with people about the things they were angry about. They had hostile public and private arguments with family and friends while online but these arguments merely reflect their life offline. Social networking sites had also provided them an opportunity to meet new people with common interests which help them in balancing their offline life. These are the few research participants who claimed that they wisely choose friends online and met good friends this way.

30% of people used a wide range of online networks: IT-focused networks for learning how to configure ICT hardware and to learn about and access different software. They use their MSN/Yahoo! network for communicating with friends and linking up their new classmates at school. They also uploaded YouTube videos inspired by their favorite TV series like Star-Trek (a TV Series on Science fiction) or on some educational or motivational concepts. Sometimes they also experienced virulent comments on them. As a result, they are now cautious about uploading their creative content online and started working on his personal development. Some people get a good response and earn a lot of money by YouTubing.

40% people used Facebook Messenger / WhatsApp / WeChat / Viber / Line / Myspace to communicate with friends and to

listen to and find out about music and bands. Sometimes these interests had led them to unexpected places, such as becoming an advocate for animal and human rights via interactions with musicians like Pink on Myspace. They felt comfortable that when they needed to know something about one of the online networks they were using, their offline social network would provide them with advice, whether face-to-face or online through various chatting apps.

These results indicate that each of the participants knew a significant amount about the diverse ways online networks can be used. Some networks (e-mail, MSN, Yahoo, Myspace, Gmail, Chat system, Skype, IMO, KIK) are common among youth for sharing and finding new friends. The Social benefit of using online network is that use of internet helps people to sustain relationships with friends and family who are overseas using e-mail, instant messenger, WhatsApp, video calling and internet telephony. For example, YouTube supports a shared cultural experience with family members across time and place by sharing video links with friends and family. In this way, online networks were used by many people to hold them together socially and also providing security.

As for local participation via online networks, despite the fact that all of the participants initially claimed they were not politically or socially active on issues that mattered to them, 10% of the thirty participants had carried out more traditional forms of local area engagement, such as writing letters (emails) to politicians or government bodies. All 10% of these participants viewed this kind of action is having limited potential. While 5% got a response back from their e-mail to their local MP about the state of their local issues, they were hesitant about whether their MP would really take any action.

In terms of the economic benefits of online network use, some uses online forums to learn how to build and repair computers and to get faster and cheaper internet access, 40% people are using Yahoo! E groups like e-cycle to exchange household and other products, and 12% used a network that supported artists to sell their work online. These experiences all provide

evidence of the different ways young people can benefit from online networks in monetary terms. It is clear from the research that the participant's online network use provided them with opportunities to participate in society in ways that were social, economic, cultural, local, and educational. In this way, online network use had supported all of the participants' social incorporation.

CONCLUSION

While there remains a great deal for researchers, educators, and policymakers to learn about how new forms of online network use can be interpreted into chances for young people's social incorporation, it is clear from the research presented in this article that significant opportunities do exist. Starting with the name – the information and communication technologies (ICTs) – the subject's relevance to the public space is clearly understandable. Information and communication are two essential factors of interest and attraction specific to urban environments and at the same time they play important role in the progress of the country, as bringing people together and supporting the exchange of ideas generate development and growth. Technology is only 20% of the problem. Eighty percent of it is about how it is used to connect and for a better quality of life. Technology is making it easier for people to connect to places. The main aim of ICT in the education sector is for bringing people together to connect, to learn, to innovate, and to feel hail to do so.

The creation of hotspots providing wireless Internet access encouraged the return to the public, for both work and entertainment. In addition, social media has a high potential for encouraging social interaction, in virtual as well as in real life public spaces, thus connecting them. The use of ICTs can significantly enhance public space, by creating access points to information and supporting education. In this way expanding reality can complete the toolbox, playing a significant role in engaging users and personalizing the urban experience. Thus, while we can only recognize the young and early users of online networks to be representative of

themselves, their experiences provide insights regarding the possibility for social and educational policies to fanatically support young people to develop their ICT capabilities in ways that have meaning to the man to therefore facilitate widespread and equitable digital incorporation for young Indians.

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