

Perception of Students on Tablet and Laptop Distribution Scheme of U.P. Government

Zaffar Ahmad Nadaf - Iffat Khan

*Research Scholars - Aligarh Muslim University - Department of Education
(Uttar Pradesh - India)*

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zanadaf.amu@gmail.com
iffat2468@yahoo.com

LA PERCEZIONE DEGLI STUDENTI
SUL PIANO DI DISTRIBUZIONE DEL TABLET
E DEL COMPUTER PORTATILE
DA PARTE DEL GOVERNO U.P. (INDIA)

ABSTRACT

If the 18th century is characterized as the age of reason, the 19th as one of industry and the 20th as revolution then the 21st century could well be known as the age of ICT. This is the time when more youth everywhere are involved in acquiring new knowledge and skills continuously throughout their lives and from virtually every context of daily life. This study aims at studying the effectiveness of a program of the government through students' perception. The scheme aimed at providing free tablet and laptops to the high school and senior secondary government school graduates. The sample consisted of 200 secondary and senior secondary boys and girls. The overall results revealed that there is favourable perception of students towards tablet and laptop distribution scheme of U.P. Government. Students' perception on the bases of level of schooling (level 1-class 10th and level 2-class 12th), gender and locale was also examined in the present study.

Keywords: ICT, Laptop, Perception, Students, Tablet, U.P. Government.

1. INTRODUCTION

The society of today has been defined as the society of knowledge, society which is ready to accept changes and to learn. Society lies on several pillars, one of the most important being education. The mirror of every society reflects rays of knowledge towards other countries. The strength of these rays depends on the investment the country is making in education, and in return it obtains invaluable capital-knowledge. Investing in education of Youth is investing in the future of each child. Out-of-date knowledge, obsolete technology, suspension of learning and researching, are the brakes of every education system, and negative consequences of such work are incalculable. To reverse the effect of such problems it becomes necessary to make some attempts and make our consequences positive and palpable. In many countries, information and communication technology (ICT) has a clear impact on the development of educational curricula (Tondeur *et al.*, 2007). School is the most appropriate place to develop crucial ITC competencies. According to ICT competency framework for teachers UNESCO (2001), a large number of benefits can be brought to school education by the use of ICT. The range of benefits that are covered by the use of ICT include improved teaching and learning processes to better student outcomes, from increased student engagement to seamless communication with parents, and from school networking and twinning to more efficient management and monitoring within the school (UNESCO, 2011).

According to the *European Digital Competence Framework* 5 basic areas have been identified for competence in this digital age: (i) an individual should be able to locate and store the information, (ii) should be able to communicate and collaborate with the help of digital technologies, (iii) to create and edit digital content for integration and analysis, (iv) to protect personal data and be aware of impact of digital technologies, and (v) to resolve problem situations and to create innovative technologies. Other benefits derived from ICT usage are that it fosters collaborative learning and flexible learning opportunities – independent from time and place – and that it offers opportunities arising from cross-cultural use (Van Braak, 2001). It seems that the current belief is that ICT is not only the backbone of the Information Society, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers (Pelgrum, 2001). White (2008) highlights three important implications of ICT in education. He says, firstly the computer has become a productivity and communication networking device beyond its uses as a standalone machine in its first incarnation. Secondly, the new trend towards SaaS services from remote locations no longer requires the purchase and installation of desktop software produc-

tivity applications, but does require access to the Internet. Lastly, the www as a platform for interactive communication is changing the expectations of experienced and connected online users from a «push» to a «pull» model of communication. Bringing students face to face with technology with proper guidance and its implementation can maximize universal awareness and enhance learning experience. An important step towards this direction could be the availability of ICT with ease. ICTs are defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information (Tinio, 2003). Hawkrigde (1990) discerned four different rationales that drive policies related to the integration of ICT and the use of computers in education:

- An economic rationale: the development of ICT skills is necessary to meet the need for a skilled work force, as learning is related to future jobs and careers.
- A social rationale: this builds on the belief that all pupils should know about and be familiar with computers in order to become responsible and well-informed citizens.
- An educational rationale: ICT is seen as a supportive tool to improve teaching and learning.
- A catalytic rationale: ICT is expected to accelerate educational innovations. ICT use helps to pursue higher-order thinking and problem-solving skills (Tondeur, 2007). It is believed that learning to solve problems, developing research skills and studying problems of personal interest are the key to a successful education (Zuga, 1993).

However, in this age of digital gap between those who have access and those who don't, introduction of ICT at various education levels will be a tedious job laptop distribution scheme aims at developing positive attitude of students towards «action» and «utility». The study identifies the favourableness of ICT amongst school going children. The study also aims at knowing the success of the government program of free laptop and tablet distribution. Students' perception towards this scheme will reveal the success of the program as well as their attitudes towards ICT.

2. REVIEW OF RELATED LITERATURE

Muller *et al.* (2007) examined the varied socio-economic implications of ICT based educational change. He found that ICT in education bring changes in socio economic status of peoples. Gulbahar and Guven (2008) found out that that there was a positive impact of ICT in primary education especially in social studies subject. Fuglestad (2009) found that development of teach-

ing takes long time and there is a positive impact of ICT in teaching learning process. Through ICT teachers teach effectively. Research findings indicate that access support for and modelling of ICT use in the classroom were key issues in developing this very good use of ICT. ICT makes a positive difference to teaching and learning and willingness to «learning by doing». In educational institutes, the teaching learning process functions smoothly as the teacher has effective technology in hand. Although the teachers are willing to use ICT recourses and are aware of the existing potential they are facing problems in relation to accessibility of ICT resources and lack of in-service training opportunity. Tondeur *et al.* (2007) conducted a research on 570 male and female teachers with an average age of 38 years. The findings suggested that all the teachers were familiar with the use of ICT to some extent and only 2.6% of the sample reported they never used a computer, neither for supportive tasks, class use nor for leisure purposes. Hall and Higgins (2005) interviewed 72 students aged between 10-11 years, on their perception of interactive whiteboards. It was found out that students were very enthusiastic about particular aspects of IWBs (Interactive White Boards), such as their versatility in the classroom, multimedia capabilities and the fun and enjoyment they brought to learning.

In another study by Edmunds *et al.* (2010), usefulness and ease of use were found to be the key dimensions of students' attitudes towards technology. It was also evident that ICT, perceived most positively in the context of work and technology use at work is an important driver for technology use in other areas. Galanouli and McNair (2001) suggested that student-teacher had a positive perception of the use of ICT in teaching learning process. However, it was evident that schools must be supported and resourced properly, and teachers must have effective ICT training. A survey was completed by 326 teachers who teach fourth and fifth grade at primary level. The results showed that although teachers are willing to use ICT resources and are aware of the existing potential, they are facing problems in relation to accessibility to ICT resources and lack of in-service training opportunities (Gulbahar & Guven, 2008). Demb *et al.* (2004) explored students' reaction to a campus-wide laptop initiative at a small liberal arts institution. Student perceptions of the value of the laptop are examined in seven contexts: academic success, study habits, faculty utilization, the development of a learning community, personal use, future plans and cost. A positive relation between technology and students' learning was found and it had valuable implications for college decision makers. Smith and Caruso's (2010) study on undergraduate students revealed that out of 36.950 respondents 36.662, around 83.3%, were laptop users. On reviewing the available literature regarding perception it is found that the majority of studies related to perception toward ICT,

not a single study was found directly related to the topic. Hence the present study «Perception of students on tablet and laptop distribution scheme of U.P. Government» is taken up to see the perception of students toward this scheme in relation to their locality, gender and qualification basis.

3. SIGNIFICANCE OF THE PROBLEM

Youth plays very prominent role in building up tomorrow's society; the youth should possess training in using the most modern technologies in the field of education. In this regard the Uttar Pradesh Government has decided to give free laptops and computer tablets to students in the state who pass the high school and intermediate examinations in 2012. The beneficiaries would include students passing high school and intermediate examination conducted by U.P. Secondary Education Board, Poorva Madhyama and Madhyama of Sanskrit Education Board, Munshi/Maulvi and Alim of Madrasa Board CBSE, ICSE and ISC, besides students of recognised ITI and polytechnics where minimum eligibility for admission is high school or equivalent, are also eligible for the benefit. So the attitude of students is very important towards the laptop and tablet distribution scheme. So it is better as the government has introduced this scheme for the students and has provided opportunity for the youth to develop technical skills.

1. There was not any research conducted on perception of students towards tablet and laptop distribution scheme of U.P. Government.
2. Awareness of scheme could be found out by this study.
3. A program can be conducted to increase awareness among students about the use of ICT.
4. Statement of the problem.

The problem is stated as, «Perception of students on tablet and laptop distribution scheme of U.P. Government».

4. OPERATIONAL DEFINITIONS OF THE TERMS

The important terms used in this study have been defined as below.

4.1. *Tablet and laptop distribution scheme*

The Uttar Pradesh Government has decided to give free laptops and computer tablets to students in the state who pass the high school and interme-

diat examinations in 2012. In this study we find that how students think about this scheme.

4.2. Students

They are individuals of Uttar Pradesh who have passed 10th and 12th class in 2012, studying in next class and beneficial for tablet and laptop distribution scheme.

4.3. Perception toward tablet and laptop distribution scheme

It is referred as tendency to react favourable/positive or unfavourable/negative attitude or thinking towards tablet and tablet distribution scheme of U.P. Government. In this study we find out how student take tablet and laptop distribution scheme for his/her technical skill development.

5. OBJECTIVES

The objectives of this study are:

1. To study the overall perception of secondary students' on tablet and laptop distribution scheme of U.P. Government.
2. To study the difference between girls' and boys' students perception on tablet and laptop distribution scheme of U.P. Government.
3. To study the difference between rural and urban students' perception on tablet and laptop distribution scheme of U.P. Government.
4. To study the difference between the 10th passed and 12th passed students' perception on tablet and laptop distribution scheme of U.P. Government.

6. HYPOTHESES

1. There exists favourable perception of students towards tablet and laptop distribution scheme of U.P. Government.
2. There exists no significance difference between girls and boys student's perception toward tablet and laptop distribution scheme of U.P. Government.
3. There exists no significance difference between rural and urban student's perception toward tablet and laptop distribution scheme of U.P. Government.

4. There exists no significance difference between 10th passed and 12th passed students' perception toward tablet and laptop distribution scheme of U.P. Government.

7. DELIMITATIONS

1. The study was delimited to students of Moradabad district of U.P.
2. The study was delimited to the sample of 200 students.

8. METHODOLOGY

A survey research method was used in the present study.

8.1. *Sample*

A total of 200 students were selected for this study. The sample was collected on area, gender and qualification basis of students. The data was collected from various colleges of Moradabad district.

In the present study stratified random sampling technique is used. In this the population was divided into different strata on the basis of some characteristic i.e. gender, locality, qualification and then the sample is randomly drawn from these strata. Out of 200 students, 85 are boys and 115 are girls. Out of 200 students, 100 belong to rural area and 100 belong to urban area. Out of these 200 students, 115 are 10th passed and 85 are 12th passed.

8.2. *Tool*

In present study the data was collected through self-made questionnaire to obtain information about the perception of students towards tablet and laptop distribution scheme of U.P. Government. This questionnaire has 35 positive items and 15 negative items.

This is three point scale where the subject is asked to respond to each of the statement in terms of three point scale i.e. agree, disagree and neutral. The score assigned to each statement is 0, 1, 2. Each correct answer carries 2 marks and each wrong answer carries a zero. Each neutral answer carries one mark. For positive items agree carries 2 marks, disagree carries zero marks and neutral (undecided) carries one marks. For negative items disagree

carries 2 marks, agree carries zero marks and neutral (undecided) carries one marks. There is no negative marking in the scoring.

8.3. Statistical techniques

To analyse, describe and interpret data following statistical techniques were used: quartile mean, median SD, T-test.

9. INTERPRETATION

The objective of the study was to study the overall perception of students on tablet and laptop distribution scheme. To find out the overall perception of students, quartile deviation was calculated. The results were discussed as below:

9.1. Overall perception of secondary students on laptop and tablet distribution scheme of U.P. Government

The objective was to study the overall perception of secondary students on laptop and tablet distribution scheme of U.P. Government. To study this objective *Quartile Deviation Method* was used. The results of this objective were presented as below.

9.1.1. Interpretation based on quartile deviation

The *Table 1* shows that 48.5%, 45.5% and 6% have high, average and low level of perception towards laptop and tablet distribution scheme. So it was concluded that there is favourable perception of students on laptop and tablet distribution scheme. Hence hypothesis nr. 1 is accepted.

Table 1. – Shows perception level of students on tablet and laptop distribution scheme.

LEVEL OF PERCEPTION	NUMBER	%
High perception	97	48.5
Average perception	91	45.5
Low perception	12	6
TOTAL	200	100

9.2. Perception of boys and girls towards laptop and tablet distribution scheme

The objective was to study the difference between boys and girls on laptop and tablet distribution scheme. To test this objective quartile deviation, median and T-test were used. The results of this objective were presented as below.

9.2.1. Interpretation based on quartile deviation

The *Table 2.* shows that 61.17%, 32.94% and 5.89% boys students have high, average and low perception on tablet and laptop distribution scheme. The result also shows that 39.13%, 54.79% and 6.08% girls students have high, average and low perception on tablet and laptop distribution scheme.

Table 2. – Perception of boys and girls students on tablet and laptop distribution scheme.

LEVEL OF PERCEPTION	BOYS	PERCEPTION	GIRLS	PERCEPTION
	N	%	N	%
High perception	52	61.17	45	39.13
Average perception	28	32.94	63	54.79
Low perception	5	5.89	7	6.08
TOTAL	85	100	115	100

9.2.2. Interpretation based on median

The *Table 3* shows perception of boys and girls students on the basis of median. The result concluded that 85.88% and 14.12%, boys students have high and low perception on tablet and laptop distribution. It was concluded that 81.74% and 18.26% girls students have high, low level of perception on tablet and laptop distribution scheme.

Table 3. – Perception of boys and girls students on tablet and laptop distribution scheme.

LEVEL OF PERCEPTION	BOYS	PERCEPTION	GIRLS	PERCEPTION
	N	%	N	%
Above median	73	85.88	94	81.74
Below median	12	14.12	21	18.26
TOTAL	85	100	115	100

9.2.3 Interpretation based on T-test

The score of boys students was compared with girls' students. The mean value of boys' students was found to be 84.39 whereas the mean value of girls students was found to be 85.19. The value of T-test 0.36221 indicates that there is no significant difference between the two groups at 0.1% level of significance.

The hypothesis of the present study stated that there exists no significant difference between boys and girls students on tablet and laptop distribution scheme. The result explored that no significant difference exists among them so hypothesis is accepted.

Table 4. – Perception of boys and girls students on tablet and laptop distribution on the basis of T-test.

GENDER	N	MEAN	SD	T-VALUE	REMARKS
Boys	85	84.39	13.74	0.36221	Insignificant
Girls	115	85.19	13.34		

9.3. Perception of rural and urban students on tablet and laptop distribution

The objective was to study the difference between rural and urban students on tablet and laptop distribution scheme. To study this objective quartile deviation, median and T-test were computed. The results are discussed below.

9.3.1. Interpretation based on quartile deviation

The *Table 5* shows that 48%, 45% and 7% urban students have high, average and low level of perception on tablet and laptop distribution scheme. Whereas 49%, 46% and 5% rural students shows high, average and low level of perception on tablet and laptop distribution scheme.

Table 5. – Perception of rural and urban students on tablet and laptop distribution scheme the basis of quartile deviation.

LEVEL OF PERCEPTION	RURAL STUDENTS	STUDENTS PERCEPTION	URBAN STUDENTS	STUDENTS PERCEPTION
	N	%	N	%
High perception	49	49	48	48
Average perception	46	46	45	45
Low perception	5	5	7	7
TOTAL	100	100	100	100

9.3.2. Interpretation based on median

The *Table 6* shows perception of rural and urban students on the basis of median. The result conclude that 86% rural students have high perception on tablet and laptop distribution scheme and 85% urban students have high level of perception, which is more than perception of rural students. 16% rural students have low perception whereas 15% urban students have low perception.

Table 6. – Perception of rural and urban students towards tablet and laptop distribution scheme on the basis of median.

LEVEL OF PERCEPTION	RURAL STUDENTS	STUDENTS PERCEPTION	URBAN STUDENTS	STUDENTS PERCEPTION
	N	%	N	%
Above median	84	84	85	85
Below median	16	16	15	15
TOTAL	100	100	100	100

9.3.3. Interpretation based on T-Test

The score of rural and urban students were compared and it was found that the mean value of rural students was found to be 86.37 whereas the mean values of urban students were found to be 82.21. The value of T-test, 2.223 indicates that there is no significant difference between the two groups at 0.01% level of significance hence the hypothesis nr. 2 is accepted.

Table 7. – Perception of rural and urban students on tablet and laptop distribution on the basis of T-test.

	N	MEAN	SD	T-VALUE	REMARKS
Rural	100	86.37	13.95	2.23	Insignificant
Urban	100	82.21	13.18		

9.4. *Perception of 10th passed and 12th passed students on tablet and laptop distribution scheme*

The fourth objective of the study is to study the difference between 10th passed and 12th passed students on tablet and laptop distribution scheme. To test this objective quartile deviation, median and T-test were calculated. The result of this objective was discussed as below:

9.4.1. Interpretation based on quartile deviation

The *Table 8* shows that 53.91%, 40.87% and 5.22% of 10th passed students have high average and low level of perception towards tablet and laptop distribution scheme respectively. The above table shows that 41.18%, 51.76% and 7.06% of 12th passed students have high, average and low level of perception on tablet and laptop distribution scheme respectively.

Table 8. – Perception of 10th passed and 12th passed students on tablet and laptop distribution scheme.

LEVEL OF PERCEPTION	10TH PASSED STUDENTS PERCEPTION		12TH PASSED STUDENTS PERCEPTION	
	N	%	N	%
High perception	62	53.91	35	41.18
Average perception	47	40.87	44	51.76
Low perception	6	5.22	6	7.06
TOTAL	115	100	85	100

9.4.2. Interpretation based on median

The *Table 9* shows perception of 10th passed and 12th passed students on Tablet and laptop distribution scheme on the basis of median. The results conclude that 84.35% 10th passed students have high perception on tablet and laptop distribution scheme and 15.65% of 10 passed students have low perception toward scheme. The result conclude that 84.71% 12th passed students have high perception toward scheme and 15.29% 12th passed students have low perception towards the scheme.

Table 9. – Perception of 10th and 12th passed students on tablet and laptop distribution scheme on the basis of median.

LEVEL OF PERCEPTION	10TH PASSED STUDENTS PERCEPTION		12TH PASSED STUDENTS PERCEPTION	
	N	%	N	%
Above perception	97	84.35	72	84.71
Below perception	18	15.65	13	15.29
TOTAL	115	100	85	100

9.4.3. Interpretation based on T-test

The score of 10th passed students were compared with 12th passed students. The mean value of 10th passed students was found to be 84.72 whereas the mean value of 12th passed was found to be 86.25. The value of T-test which is 0.520 indicates that there is no significance difference between the two groups at 0.01% level of significance. Hence hypothesis nr. 4 is accepted.

Table 10. – Perception of 10th passed and 12th passed students on tablet and laptop distribution.

QUALIFICATION	N	MEAN	SD	T-VALUE	REMARKS
10th passed	115	84.72	13.209	0.520	Insignificant
12th passed	85	86.25	13.043		

10. CONCLUSIONS

In view of the result of this study, following conclusions have been drawn:

1. On the basis of results it is concluded that there exists a favourable perception of students on laptop and tablet distribution scheme. So this hypothesis is accepted.
2. There exists no significant difference between the perception of girls and boys. So this hypothesis is accepted.
3. On the basis of result it is concluded that there exists no significant difference between rural and urban students on their perception. So this hypothesis is accepted.
4. It is concluded that there exists no significant difference between perception of 10th passed and 12th passed students. So the hypothesis is accepted.

11. SUGGESTIONS

Based on the above findings and observations the following suggestions can be made:

The present study can be conducted to other districts also. This could provide an opportunity to have a comparative analysis of institutional or government programs in different regions. The perception of students, teachers,

parents and institutional heads can also be examined to have a comprehensive understanding of use of ICT and issues related to it.

The present study can be carried out with large sample size. The growing young population and their needs are rising. A study with a sample of primary, secondary and college students can provide wide and valuable information about the needs and aspirations of young people.

Since the rural areas are still lacking on the availability and use of ICT, the study can be carried out to identify the problems faced by students in using laptop in those areas.

The study can be carried out to identify difference in perceptions at national, state and district level. The study can also be carried out to identify difference in perceptions on the basis of board and streams of study.

12. RECOMMENDATIONS

1. The scheme is quiet useful for students who still cannot afford to buy laptops or tablets. This step of the government can motivate students and develop more and more positive attitude towards ICT and its applications.
2. There are certain infrastructural barriers that create a digital gap among developed and developing societies. In a country like India, facilities of electricity, internet and skilled personnel services are pre-requisite for the introduction of any digital program. Hence, electricity should reach all over state in such a way the scheme should be useful for all students.
3. There is always a problem of quality versus quantity in an economy such as that of India. Teachers, guides and experts are available in abundance but India still lacks quality personnel. The human development schemes are needed to create quality personnel. The students should be given opportunities to learn more and more technology by technical expert for improving their skills.
4. Internet facilities and video conferencing faculties should be extended. So that the students can make reference to the best resource materials and interact with their educational experts.
5. Online learning facilities should be extended to all students.
6. In a developing country like India, the needs and aspirations of young people are running ahead of the policies and programs made by the government. A sustainable approach is required for youth development to make the rising population a boon for the society.

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RIASSUNTO

Se il diciottesimo secolo è stato definito l'età della ragione, il diciannovesimo quello dell'industria e il ventesimo quello della rivoluzione, il ventunesimo secolo potrebbe essere riconosciuto come l'età delle TIC. Questo è infatti il momento storico in cui i giovani di tutto il mondo sono coinvolti nell'acquisire nuove conoscenze e competenze costantemente e in ogni contesto della vita quotidiana. Il presente studio mira a indagare l'efficacia di un programma governativo rilevata attraverso la percezione degli studenti. Il programma è volto a fornire e distribuire tablet e computer portatili alle scuole superiori e alle università pubbliche. Il campione intervistato è composto da 200 ragazzi e ragazze, studenti liceali e universitari. I risultati complessivi hanno rivelato che vi è una percezione favorevole degli studenti verso tale programma del Governo U.P. Nel presente studio sono stati esaminati anche fattori come il genere, la provenienza sociale e la percezione degli studenti appartenenti ai primi livelli di scolarizzazione.

Keywords: Computer portatili, Percezione, Studenti, Tablet, TIC.

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