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AWARENESS OF GOVERNMENT LAPTOP UTILITY VALUE AMONG COLLEGE STUDENTS

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ABSTRACT

Keywords:

INTRODUCTION

The role of education for individual growth and social development is unquestionable. Education includes all the influences which act upon an individual during his passage from cradle to grave. In other words, 'Education is life and life is Education'. It is not the giving of facts and details alone, but it is a man making process.

The Indian Education Commission (1964-1966) observes that education must serve as a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals.

In olden days education was teacher centered. Now the trend is changing towards pupil or child centeredness. Here arises the wide scope of Educational Technology as a supportive measure.

EDUCATION: MEANING AND DEFINITIONS

In its derivative sense, the term education may be understood as 'educare'. Educare is a Latin word and it means 'to nourish', 'to bring up', 'to raise'. Educating a child means nourishing or bringing up the child according to certain ends or aims.

According to **John Dewey**, Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities.

According to **Gandhiji**, Education means an all-round drawing out of the best in child and man, body, mind and spirit. Gandhiji's definition includes the physical, intellectual and spiritual aspects of human personality.

According to **Vivekananda**, "Education means the manifestation of divine perfection already existing in man".

Herbert defines "Education as the development of good moral character".

EDUCATIONAL TECHNOLOGY: CONCEPTS

The word 'Technology' is derived from the Greek words 'technic' which means 'art of skill' and 'logia' means science of study. Technology occupies the prominent place in the teaching learning process. The purpose of Educational Technology is to improve the effectiveness of teaching learning process in formal or informal setting and utilizing scientific principles.

DEFINITION OF EDUCATIONAL TECHNOLOGY

According to the council of Educational Technology (U.K), "Educational Technology is the development, application and evaluation of systems, techniques and teaching aids to improve the process of human learning".

The commission of Instructional technology (USA) prescribes that "Educational Technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and employing a combination of human and non-human resources to bring about more effective instructions". Essentially Educational Technology is a rational problem solving approach to education, a way of thinking scientifically and systematically about learning and teaching. Educational Technology also refers to the application of engineering principles in the development of electro – mechanical equipment used for instructional purposes.

ADVANTAGES OF USING EDUCATIONAL TECHNOLOGY

1. To stimulate speedy technological development of the country.
2. To promote the efficiency of education.
3. To improve the effectiveness of instruction.
4. For providing equal educational opportunities.
5. For transmission of knowledge.
6. For imparting quality education.
7. For solving problems of Indian education.
8. It is helpful in development of science.
9. It gives direct contact to the students with social and physical environment.
10. It gives experience varying from abstract to concrete.

11. It can be used to teach for any age or ability groups.
12. It reduces the burdens of teaching and gives clarity of the subject matter.

LAPTOPS AND LITERACY

Regular writing and editing by computer, and many other desirable uses of technology, require more regular access to computers than that afforded in the typical classroom. In recent years, an increasing number of school districts across the country are experimenting with one-to-one laptop programs, in which all the students are provided with individual laptops for use during the school day, and in many cases, at home. Studies suggest that the most frequent use of laptops in such programs occurs in their language arts classes, where students write papers with laptops, conduct online research, and otherwise use computer-based and online tools to work with texts. Much of the initial research on laptop programs has been highly descriptive, explaining how students and teachers make use of laptops in instruction; illuminating the attitudes teachers, students, and parents have toward laptop programs; and portraying case studies of effective or ineffective laptop instruction in particular contexts. Many of these studies suggest that laptop use is particularly valuable in the language arts classroom, based on reports of students and teachers, amount and types of recorded technology use, and qualitative analysis of student work.

MODES OF INTERACTION IN CLASSROOM

The modes of interaction presented below are analyzed based on their interactional characteristics, interaction that affected mutual monitoring, co presence and barriers of perception, that is, the basis for a middle region. But, it is not sufficient to state that the studied classroom shares the characteristics of a middle region. We also need to break down the studied middle region into its interactional parts. Hence, the different modes of interaction are analysed based on their characteristics and relationship towards the situation as a middle region. To assist the discussion around these modes they also need a name.

a. Inter situational Interaction

When students engage in interaction with persons not in the same physical location, the barriers of perception that Goffman (1963) use to define a situation can be questioned. If a situation is defined by the physical setting, online interaction involving people in different locations would have to be understood as a new, combined situation: a *middle region* framed and defined by the situational norms from several situations. Rather than focusing on our un-aided perception that acts as a delimiter of a situation, the notion of perceptual field is less rigid and focuses on mediated presence in all its various forms. Students talk about these dynamics in the perceptual field as comforting. In educational situations students have access to online friends for support, advice and to pass the time. But, there is a distinct difference between students' motivations for engaging in inter-situational interactions. Obviously it is a difference if the interaction is initiated by the student or by one online, non-local contact, that is, if you are the initiator or receiver. Many students talked about the opportunity to engage in inter situational interaction as a kind of a safety valve. At times, when the lecture felt irrelevant they engager's in inter situational interaction, not to disconnect them completely from the situation, but to make it bearable. However, it is also a fact that many students felt a need to have strong self-discipline to deal with a constant temptation. The increase of the perceptual field and the expansion of the reach of the situation that the technology makes possible is a challenge for the individual to handle.

b. Trans situational Interaction

The perspective presented here sees students' interactions as an ongoing continuous unfolding stream of activities. What they do with their laptops is obviously connected to previous activities. Almost every single resource used on their laptop is accumulating use history over time. For example web browsers collect history information of the past visited web pages, they could also be adapted with included bookmarks, quicklinks, autofill functions, which are more dependent on users interest, previous use and effort to design a local setup of the browser. IM, Face book, Skype and other communication tools are dependent on students adding new contacts over time, they also support search and history of previous communication. As users access these resources, developed over time, we argue that they engage in past interactions. Interactions could in this sense form a chain of connections between different situations. Our interaction and information history is embedded in our technology: documents, log files, open tabs, play lists and documents are always present. The technology together with this information supports the transcending of procedures and patterns from one situation to another.

c. Extra situational Interaction

In extra situational interaction we point out a mode where students actually stop partaking in the co-located activities. In some ways they even stop to continuously and attentively concern themselves with addressing the locally present persons or interaction. Students can engage in extra situational interaction using mobile technologies, and obviously it can be achieved without any technology support – students occasionally let their minds wander in class, even before mobile technologies were commonly available. The reasons for extra situational interaction are different but sometimes not as arbitrary as one may think. Some students attend lectures with the intention to participate but resign to the online temptations. Others attend explicitly to engage in extra situational interaction in parallel to the lecture and only listen in to certain specific parts. Thus, during the lecture they work on other assignments and engage with the situated interaction when specific topics are up for discussion. The technology is used to make the surrounding situation stay out of the students super local situation. The interaction mode is a mode that is characterised by its excluding qualities.

d. Intra situational Interaction

Student access to several screens around them in the classroom allows for non-verbal interaction. Participants within the same context engage in mutual monitoring of other participants' on-screen activities, which allows for interaction concerning specific content or use. For example, on-screen material is used for engaging in nonverbal interaction through pointing and gesturing towards the student's own, or other students' screen. The on-screen resources employed in the intra-situational interaction vary from very closely related to the topic of the lecture to topics obviously non-related. It is observable how particular activities or use spread within the classroom.

However, intra situational interaction also addresses the activities among students, which employs online resources for the interaction. This interaction is less visibly accessible, in particular to the teachers. The mediating resources include IM, Face book, Skype and other similar services. These allow co-located students to add a channel of interaction to what can be heard and seen in the lecture hall. Such "back channels" allow participants to communicate around the content of the lecture as a collective activity. This extra layer allows for interaction in pairs as well as groups of students. As such it includes some and excludes others from part of the interaction. The mutual monitoring of the participants of the situation is thus affected. While some students have access to all the different layers of the interaction, others, including the teacher, are partly unaware of the different channels.

USES OF LAPTOPS IN TEACHING AND LEARNING

The following is a list of instructional activities appropriate for use with laptops and Tablet PCs. Although, listed as in-class and out-of-class activities, many of the strategies overlap and can be used in either environment. As with all instructional technologies, laptops and Tablets can enhance teaching by helping achieve specific learning outcomes within the course.

IN THE CLASSROOM:

Student collaboration:

Various teaching and learning strategies can be used promote critical thinking and collaboration among students. Facilitate problem-based learning and team-based learning by having students integrate laptops as devices for research, communication, and development. Working together using computer-based resources, discussion boards, email, and synchronous chat rooms, students can identify issues, share ideas and propose solutions to authentic problems.

Student assessments:

Use laptops after lectures and discussions to assess students' comprehension of materials. Administer low-stakes quizzes and anonymous surveys through Blackboard's assessment tools. Quizzes are automatically graded and results posted in the course grade book. Keep students on track by providing instant feedback and guidance, even in large classes. Challenge students to identify and post key concepts from the lecture on the course discussion board. Classmates can review and comment.

Debates

Divide students into teams. Introduce controversial course topics that can be debated using the discussion board. Various groups can be established and assigned specific tasks, such as researching ideas, organizing information, writing opening arguments, and providing summaries.

Peer reviews and editing

Students exchange files and papers, and then use word processing software to evaluate and critique their classmates' work. Using track changes, students have the opportunity to provide detailed feedback to peers. Papers and comments can be posted on the discussion board or emailed directly between students. Students learn to give and receive constructive criticism, and can update their work accordingly.

Development of computer-based projects

Using software, including freeware and shareware appropriate to the discipline, students design and develop projects that can be delivered and evaluated on the computer. Allow learners to utilize existing skills and build valuable new ones, while interacting with course content on a deeper level.

OUT OF THE CLASSROOM

Online collaboration

Students use a variety of web-based communication tools to interact with course content, technology and each other. Discussion boards, email, blogs, and instant messaging make it easy to share information and exchange ideas. Social software such as online bookmarking services, wikis, and whiteboards introduces another layer to online collaboration. These tools allow students to aggregate and organize knowledge, and allow instructors to track individual student contributions to processes and products.

Online research

Take advantage of the FSU libraries' electronic journals and databases to augment students' abilities locate, evaluate and synthesize information.

Real-time interaction

Groups of students use the online collaboration/chat tool in Blackboard to meet in real-time and discuss projects, work on assignments and study for upcoming tests.

Virtual field trips and web quests

The Internet is full of comprehensive and well-designed web sites from a variety of non-profit, commercial and government organizations. These sites offer students access to rich and varied resources that may otherwise be

inaccessible due to location. Enhance learner's experiences with virtual field trips to sites that present course topics and ideas in a variety of contexts. A web quest is a popular online group activity in which students examine and evaluate a set of instructor-recommended resources and items. Group members take on specific roles and are challenged to work together to locate information, answer questions, and develop an understanding of a specific topic or idea.

Digital media

Use multimedia, including images, audio recordings, podcasts and videos to demonstrate processes and improve explanation of concepts outside of class.

ADVANTAGES

Laptops are embraced because of the technological tools they offer combined with their portability. Not only are they becoming more popular for home use, but many schools are starting to incorporate them into their classrooms as well. Several advantages exist for students using laptops, including more efficient and detailed note taking, faster writing and editing, and convenient group work and study. Laptops offer these advantages to students no matter what their grade.

More Efficient Note Taking

Taking notes by hand can be time-consuming and taxing on the hand. When students have laptops, they can type their notes directly into a document. Electronic note taking is both faster and more flexible. Digital note taking allows students to index and organize their study material automatically, quickly search for information by keyword and share notes with other students. Digital notes can be stored and backed up so they are not lost -- unlike paper notes -- which may become destroyed or lost. While students can take notes on a desktop computer at home, only a laptop allows them to take notes when they are in class, where they receive much of their information. Notes can then be accessed at any time or place since the laptop is portable.

More Options for Writing and Editing

Laptops can help students write papers more easily as well. Typing can make the writing process go faster, and the tools in word processing software make it easier for students to edit their work. By writing on laptops instead of a desktop computer, students can work at home, in the library or during work time in class. A project to give students laptops in the classroom in Maine resulted in an increase in student writing achievement, according to The National Writing Project. Eighty percent of students in the project said they would rather use their laptop to do their work and were more likely to edit their work using their laptop. In addition, 75 percent said that laptops helped them to be better organized, while 70 percent said laptops helped them improve the quality of their work.

Facilitates Group Work

Group work is integral to student success. Students who learn how to work in a team and benefit from the strengths of other students in the group learn material in a new way. Laptops facilitate group work by allowing students to meet at any location -- whether it's a library, school room or a student's home -- and access all the materials they may need, including classroom notes, journal articles, online research or software for creating videos, slide shows or other items they may need for presentations. Wherever students have access to the Internet, they can also easily share files with one another.

Accessibility and Connectivity

One of the biggest advantages of laptops is that they allow students to access information wherever they can get an Internet connection. With more places offering free Wi-Fi, getting an Internet connection is easier than ever. This accessibility allows students to study whenever they have the time -- no matter where they are. Greater access to notes and educational tools like education programs and websites can improve student performance in the classroom.

A laptop or note book facilitates learning in many ways:

- The laptop along with references and notes is with you always and the internet libraries and other website have tools that help students' format assignments and references in MLA or APA formats.
- With a laptop a student can take notes in class, type up assignments, share notes, and work with groups on projects.
- Students can use the internet to speak to and communicate with family and friends without incurring huge phone bills.
- Laptops enable students to watch films and video clips as well as download music from the net.
- Students even use laptops for creating software and designing things to earn a little pocket money. Those with writing or research skills can consider freelance writing.
- There are students to launch websites while students along with friends and these ventures become huge successes creating millionaires.
- Online libraries and other websites allow students to download whole books online. It save time and money and students can read books published as far back as the 18th century to new ones.
- Laptops make students self sufficient and they learn to type, manage their schedules, learn to budget by using online planners, and become citizens of the world.
- A laptop with an internet connection encourages learning and keeps students abreast of news. Online news sites cover not just a state or country but the whole world.
- Laptops encourage students to be technological

whizzes. They keep abreast of all that's new in the world.

PRICELESS LAPTOP SCHEME

The state government of Tamil Nadu has launched a scheme for the students of the Government schools and Government colleges. Under this scheme, the Government will distribute laptops for free. These laptops are given to those who have secured a certain percentage in the school examinations and secure eligibility to get the free laptop from the Tamil Nadu Govt. The same is applicable to those studying in government colleges. This laptop giving scheme was originally launched by the Jayalalitha Government in the year of 2011 and was planned to complete the project in different phases.

Improvisation of teaching methods by incorporating computer-based-learning has paved way to numerous facets of teaching and learning. The innovative scheme of the Tamil Nadu State government in providing FREE LAPTOP to all college students is a milestone in higher education, especially for the economically deprived students of Tamil Nadu. The Tamil Nadu State Government issues laptops to school students when they are pursuing higher secondary studies (or) immediately they leave the school after completing their higher secondary courses. The feature is that the Govt. puts the laptops directly in the hands of the end users, with no rule for the school or the teacher. The main motives behind disbursing laptops are to empower students to pursue their higher studies. Considering the fact that a large percentage of our students are from rural areas, the laptops give them an opportunity to use the computer for preparing their assignments: they also become conversant with power point presentations, document works etc. This distribution of cost free laptops to the students has reduced the gap between rural and city students.

NEED OF LAPTOPS FOR COLLEGE STUDENTS

The AIDMK government felt that providing digital education right from the beginning is very important. The knowledge of computers must be given right from the school level. So those students who study in Govt. schools and colleges were aimed to be distributing free laptops. Also the Govt. undertaking schools were also included in this scheme. The free laptop distribution will be done in Class X level and Class XII level of school students and for colleges, the first year and third year is selected.

The for school students, the students must pass the class X level and class XII level of school examinations. For the college students of Govt. colleges, students must be in the undergraduate courses like Bachelor of Science (B. Sc.), Bachelor of Arts (B. A.), Bachelor of Commerce (B. Com.), etc. They will have to fill the application form of the scheme which no not needs any fee and submit it to subscribe for the free laptop scheme of the Tamil Nadu Govt.

Eligible

The scheme was launched in September 2011, to coincide with the birth anniversary of Dravidian Stalwart C.N.Annadurai. Students of Government and Government-aided schools and colleges from Plus Two onwards to Under Graduates, including those pursuing Enginering and Polytechnic Colleges are eligible for benefitting of the scheme. Identification of the beneficiaries should be done by the Heads of Institutions ensuring the distribution only to regular and genuine students and it should be ensured that there is no duplication.

MEDIA OPINION

An excellent scheme

In a pioneering initiative, the Tamil Nadu government is providing free laptops to students of government-run and government-aided higher secondary schools, arts and science colleges, engineering colleges, and polytechnic colleges. The scheme, which will cover 912,000 students this year at a cost of Rs.912 crore, is designed to give a major boost to Information Technology literacy. Social welfare programmes intended to increase enrolment and reduce dropout rates in schools are not new to Tamil Nadu, which was the first State to introduce a comprehensive nutritious noon meal scheme. Boys and girls in schools run and aided by government are being provided free uniforms and text books. From this year, under another novel scheme envisaged by Chief Minister Jayalalithaa, pupils in classes X, XI and XII will be given cash incentives to complete schooling. Even in this context, the free laptops scheme is exceptional - backed by a serious pedagogic effort, it could have a far-reaching impact on improving access to higher education for boys and girls from poor and needy families across the State. All higher secondary schools in Tamil Nadu have computer labs but students do not get sufficient exposure to computing, not to mention coding and programming. The free laptop scheme could open up a whole new world of knowledge-based opportunities to a generation of students who hope to do well in higher education and then in the job market.

As Eric Schmidt, chairman of Google, emphasised recently in his MacTaggart lecture at the Edinburgh International TV Festival, there is a need to reignite children's passion for science, engineering, and math's. "I was flabbergasted to learn that today computer science isn't even taught as standard in U.K. schools," he told his British audience while recalling how the British Broadcasting Corporation in the 1980s not only broadcast programming for kids about coding but also shipped more than a million BBC micro computers into schools and homes. "Your IT curriculum," he pointed out, "focuses on teaching how to use software, but gives no insight into how it's made. That is just throwing away your great computing heritage." Taking a cue from this, Tamil Nadu can forge ahead by introducing computer science immediately after primary school. At present, only classes XI and XII have a structured curriculum in computer science; and though the School Education Department introduced it as a subject in

class VI last academic year, intending to extend it up to class X this year, schools have not received textbooks or the syllabus. Equipping every school with the necessary infrastructure and appointing trained computer teachers should be the next big step towards achieving equity and universality in computer education. (The Hindu, 19/09/2011).

INCREASES COMPUTER LITERACY

Tamil Nadu government's free laptop scheme for school and college students has shown positive results with every third household in the state having one computer-literate member. Tamil Nadu government's free laptop scheme for school and college students has shown positive results with every third household in the state having one computer-literate member.

According to the Annual Status of Education Report published by the NGO Pratham in January this year, the percentage of households having a member who can operate a computer has risen from 14.3% in 2010 to 30.1% in 2014. An interesting observation is that the sharp jump in the percentage started in 2011, when the scheme was introduced.

In case a student was not provided a free laptop during school, they are eligible to apply for it when they enter college. According to a professor at one of the private universities where the scheme is in effect, "Students find the laptops very useful once they join college. Students coming from rural areas often don't know how to use the laptop until they join a good private college. They have the opportunity to use the computer to do homework for computer-related subjects. Besides, they have wifi facility which encourages them to learn".

However, at government colleges it has been reported that these laptops are hardly used, especially in the arts and sciences colleges, because the colleges do not have the necessary infrastructure. Also there have been delays in distributions. In Coimbatore, the distribution began as late as 2013.

LAPTOP'S UTILITY VALUE AMONG COLLEGE STUDENTS

Our statement government provide welfares scheme to the society. The Government has been encouraging students through various welfare schemes at higher education level. It is the main reason for higher rate of enrolment of students at collegiate education. This research attempts to find out the extent to which Tamilnadu State Government's Cost Free Laptop Computer Scheme brought continuous improvement in the higher education field.

The research is to find how the technical resource is utilized by the students. The information is collected from many students who are using laptops. The research is used to analyze for what purpose the students using laptops more whether for an academic or non academic field.

This study is expedient to apply laptop usage in right direction for youth and create cognizance among youth that proper use of computer usage become a solid tool to educate, inform and groomed the mentality level of youth computer usage refine their living style of public especially for youth it is also create an responsiveness that how it is effecting the social life the deteriorate social norm, society standards and ethics of society and create awareness among youth the aspect of computer.

Laptop usage has both positive and negative impacts. On the positive side, it is informative, gaining knowledge, easy to store, reducing time, easy to transfer, presentation, golden tool in learning process. Additional functions like take notes, drawings, animations. In negative aspect side, instead of learning, if students are prefer entertaining and fun oriented activities. It will spoil class room atmosphere, watching films, postures sometimes it is moves to anti social activities too. The technology is a knife, the thing is how we use that, Tamilnadu government provides free laptop for students, and now a day's most of the students step in to the college with laptop due to the government policy. So it seems usage laptop is high in modern days. So the investigator to study about awareness of Laptop's utility value among college students.

CONCLUSION

The major aim of this research work is to predict the effectiveness of Priceless Government laptop scheme of Tamil Nadu. This study finds that there is convincing evidence that the laptop program has contributed much to improvement of students‟ performance. The laptops have given to Government / Government aided school and college students, who are basically from a poor family. So, it is a gift for those who cannot afford the price of owing laptops. The laptop provided by the Government is not only useful for that one particular person but also to the whole family, either the sister or brother of him/her can make use of that laptop for their school projects and also for their further studies.

It improves the technical skills of both school and college students. Though it has certain disadvantages (distraction of students in the classroom, using laptop for non-academic purposes more than academic activities like playing games and watching movies), the scheme's objective of enhancing students ‟ knowledge is achieved. As per as our survey, we analyzed that the issue of Priceless Government laptop scheme is truly a boon to all students. Hence Tamilnadu Government by offering laptop computers has enhanced enrolment rate of students.

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