

## A Comparative Study of Attitude of B.Ed. and M.Ed. Students towards Using Internet in their Studies

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### Abstract

New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching. Technology can individualize and customize the curriculum to match learner's developmental needs as well as personal interests. Technology may transform the educational content and motivate students towards lifelong learners. Technology is likely to be more successful when the software, the purpose for instruction and learning objectives matches teachers understanding of learners need; to memorize and respond to predetermined answers. Equally important is an appropriate matching of the levels of student's knowledge and prerequisite skills and expectations of the software. The use of Internet in Computer is increasing by the students because it has been made mandatory and prescribed in the curriculum due to its importance in the global world.

The present study reveals that the M.Ed. students have favorable attitude towards using internet as compared to B.Ed. students. It also find out that the urban B.Ed. and M.Ed. students have better attitude towards using internet as compared to rural B.Ed. and M.Ed. students because the Internet facility is easily available in cities as compared to villages. It is concluded that a large number of B.Ed. & M.Ed. students have relatively favorable attitude towards using internet.

**KEYWORDS:** Technology, Attitude , Internet, .B.Ed Students, M.Ed Students, Software , Computer

### INTRODUCTION

Today, information is everything and it forms the part of any progressive thinking. Information is being recorded, published and disseminated through several media, though the print media still dominates. Nowadays, scholar's work requires the application on broader scale of new methods and means of searching, processing, storage and transfer of information. Controlling information has a direct relation with the information explosion, which is one of the ever-growing phenomena in the world.

So, the Government of India's Ministry of Education has recently started implementing a project of Computer education in the country. It has been launched as a pilot project for introducing Computer Literacy and internet knowledge in Schools (class) in collaboration with the Department of Electronics. At the first instance, 250 schools all over the country were brought under the purview of this project and training courses were organized for the teachers in the selected Resource Centers. Gradually all the schools would be covered in a phased manner. This has raised a wave of discussion in the country why computer in the field of education also? There has very often been hue and cry when computer has entered into the arena of industry, business, banking, examination and so on. It is usually complained that computer will replace the man and unemployment will be rampant as a result of this.

The even expanding field of education among the human race has necessitated a continuous modification and innovation of its technology. The present

growth in innovation techniques of teaching and learning had been resulted in such an outburst of explosion of science and technology. Educational researchers have indicated the need for a systematic approach for the effective teaching and learning education literature has emphasized teaching as an art, learning as a scheme, which depends on instructional objectives, appropriate instructional design and proper media selection. The commitment of the teacher and the school to the learner lies on these three key learning resources.

## **INTERNET AND TEACHER EDUCATION**

Education system around the world are under increasing pressure to use new technology like internet to teach students the knowledge and skills they need in the 21st century for improving the quality of education through the diversification of contents and methods and promoting experimentation innovation, the diffusion and sharing information and best practice. With the emerging new technology like internet, the teaching profession is evolving from an emphasis on teacher-centered, lecture base instruction to student centered, interactive learning environments. Designing and implementing successful internet-enabled teacher education programs is the key to fundamental, wide ranging education reforms. Teacher education institutions are faced with the challenge of preparing a new generation of teacher to effectively use the new learning tools in their teaching practices. Teacher education institutions may either assumes a leadership role in the transformation of education or be left behind in the swirl of rapid technological change for education to reap the full benefits of internet in learning. It is essential that pre and in-service teachers are able to effectively use these new tools for learning. Teacher education institutions and programs must provide the leadership for pre and in service teachers and model the new pedagogies and tools for learning.

## **STATEMENT OF THE PROBLEM**

The problem selected for the study may be stated as “**A COMPARATIVE STUDY OF ATTITUDE OF B.ED. AND M.ED. STUDENTS TOWARDS USING INTERNET IN THEIR STUDIES**”. By undertaking this problem to study, we can find the B.Ed., and M.Ed. students attitude towards internet in their studies.

## **OPERATIONAL DEFINITIONS**

**(a) Attitude :** An emotional reaction towards a person or thing is usually designated as an „Attitude It is actually a personal response to an object, developed through experience which can be called favorable or unfavorable. Attitude may be towards concrete or abstract things. Attitude is defined in different ways by many psychologists. According to Morgan (1934), “Attitudes are literally mental postures, a guide for conduct to which each new experience is referred before a response is made”. Thus attitude may be regarded as a readiness or preparation for response.

**(b) B.Ed Students-**The B.Ed. students use Internet because it has been prescribed in their Paper V- ICT so the attitude of B.Ed students to use internet in using E-mail, searching the topic of their interest as prescribed in the syllabus.

**(c) M.Ed Students:** The M.Ed. students use Internet because it has been prescribed in their Paper III- Research Methodology and statistics so the attitude of M.Ed students to use internet in using E-mail, searching the topics of research for preparing their dissertation as prescribed in the syllabus.

**(d) Computer:** Computer or an electronic data processing machine is one of the greatest innovations of the scientist in the present era. This was originally owned only by the wealthiest industries and now. It has become common equipment, which is used in various organizations for computer and hence it has been taken to the classroom. The western scenario manifests the use of computer in every walk of their daily life needless to emphasize the condition of Indian educational setting, which has a very big constraint of economic recession. However, these constraints have not hindered the introduction of computer in India.

**(e)Internet:** Cambridge International Dictionary of English defines Internet as “large system of many connected computers around the world which people use to communicate with each other”. (Network of networks) The internet knowledge is the knowledge of the basic theoretical aspects of the internal and its practical application.

According to Douglas E. Comer (2003) internet is “the collection of networks and routers that use the TCP/IP protocol suite and function as a single, large network. The internet reaches government, commercial and educational organization around the world.

Internet, the students can get the application in the internet and apply through online. Nowadays, online learning becomes very popular among college students.

### **OBJECTIVES OF THE PRESENT STUDY**

The following are the objectives of the present study:

- i) To study the attitude of B.Ed. & M.Ed. students towards using Internet in their studies.
- ii) To study the attitude of Male B.Ed. & M.Ed students towards using Internet in their studies.
- iii) To study the attitude of female B.Ed & M.Ed. students towards using Internet in their studies.
- iv)To study the attitude of Male and female B.Ed. students towards using Internet in their studies.
- v) To study the attitude of Male and female M.Ed. students towards using Internet in their studies
- vi)To study the attitude of Rural & Urban B.Ed. students towards using Internet in their studies.
- vii)To study the attitude of Rural & Urban M.Ed. students towards using Internet in their studies

### **HYPOTHESES OF THE STUDY**

The following hypotheses have been formulated of the present study

- i) There is no significant difference in the attitude B.Ed. & M.Ed. students towards using the Internet in their studies.
- ii) There is no significant difference in the attitude of male B.Ed. & M.Ed. students towards using the Internet in their studies.
- iii) There is no significant difference in the attitude of female B.Ed. & M.Ed. students towards using the Internet in their studies.
- iv) There is no significant difference in the attitude of male & female B.Ed. students towards using the Internet in their studies.
- v) There is no significant difference in the attitude of male & female M.Ed. students towards using the Internet in their studies.
- vi) There is no significant difference in the attitude of Rural & Urban B.Ed. students towards using the Internet in their studies.

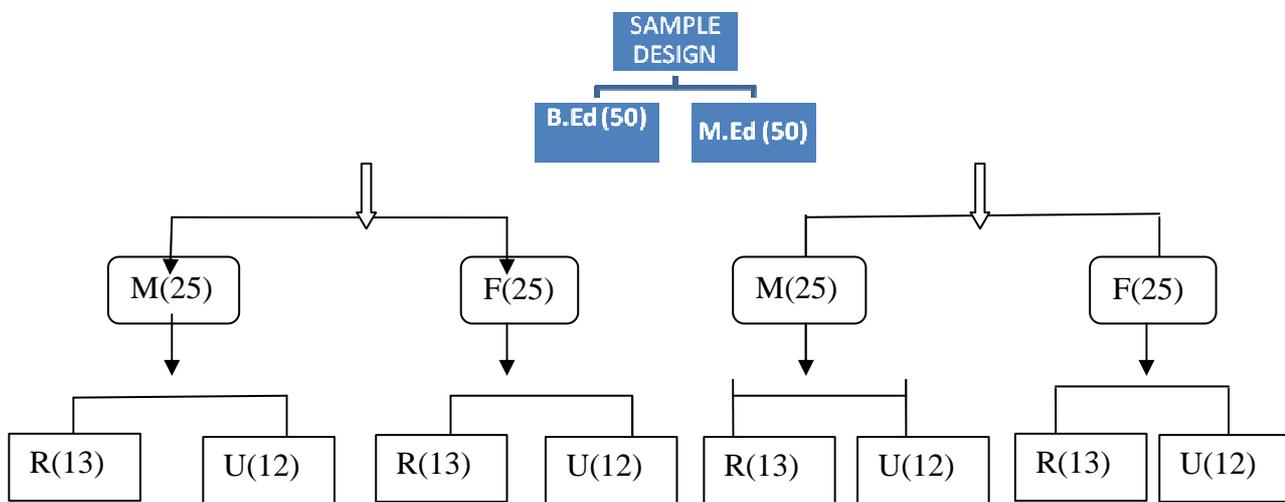
vii) There is no significant difference in the attitude of Rural & Urban M.Ed. students towards using the Internet in their studies.

**METHOD OF THE STUDY**

In the present study, normative survey method is employed to describe and interpret what exists at present. It involves some types of comparison or contrast and attempts to discover the relationship between existing non-manipulated variables. The normative study to educational problems is one of the most commonly used approaches.

**SAMPLE OF THE STUDY**

In the present study, sample was selected as the 50 B.Ed. & 50 M.Ed. students from Sirsa. The data were collected from 100 students from two Education colleges, which were selected at random.



**Name of B.Ed. & M.Ed. Institutes in Sirsa**

Sr. No.	Name of Institution	B.Ed Students	M.Ed. Students
1.	Sah Satnam Ji (PG) College of Education, Sirsa	25	25
2.	Jan Nayak Ch. Devi Lal (PG) College of Education, Sirsa	25	25

**TOOL USED IN THE STUDY**

In the present investigation, the standardized tool used by the investigator to study the Attitude of B.Ed. and M.Ed students towards using internet in their studies was developed and validated by Dr. S. Rajasekar. This tool consists of 24 statements. 14 of them are favourably worded and the remaining 10 are unfavourably worded. Each statement is set against a five point scale of, “STRONGLY AGREE”, “AGREE”, “UNDECIDED”, “DISAGREE” AND “STRONGLY DISAGREE”. The arbitrary of weights of 5,4,3,2,1 are given in that order for the favorable statement and the scoring is reversed for the unfavorable statement. An individual’s score is the sum of all the scores of 24 statements. The scores in the scales range from 24 to 120 in the direction of most unfavourableness. Any one who get a score of above 40 indicates that he/she has a favorable attitude towards using internet and a score of 24-30 indicates that he/she has an unfavorable attitude towards using internet. The maximum score one can get in this scale is 120. Higher score indicates the favourable attitude towards using Internet in their studies.

**STATISTICAL TECHNIQUES** The following Statistical Techniques were adopted to realize the given objectives and to test the hypotheses.

- I. Descriptive Analysis (Mean and S.D)
- II. Test of Significance (t-test)

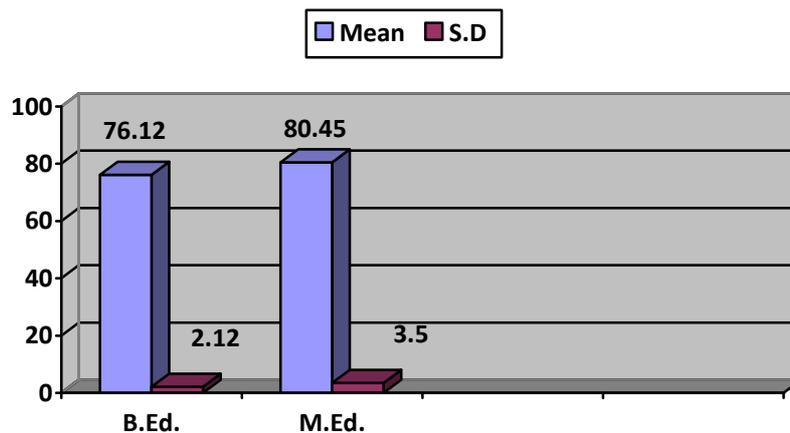
**Results:**

**Hypothesis No. - I:** There is no significant difference between the attitude of B.Ed. & M.Ed. students towards using Internet in their studies.

**Table 1.1**  
**Mean, SD & ‘t’ test of B.Ed. & M.Ed. students towards using Internet in their studies.**

Sr. No.	Nature of Variable	N	M	SD	df	‘t’ value	Level of Significant	
1.	B.Ed. Students’ Attitude towards using Internet in their studies.	50	76.12	2.12	98	7.50	Significant at both level i.e. at .05 & 0.01 level.	
2.	M.Ed. Students’ Attitude towards using Internet in their studies	50	80.45	3.50				
<b>df=98, Standard Table Values</b>					<b>0.05 level =1.98</b>			<b>0.01 level =2.63</b>

Fig 4.1

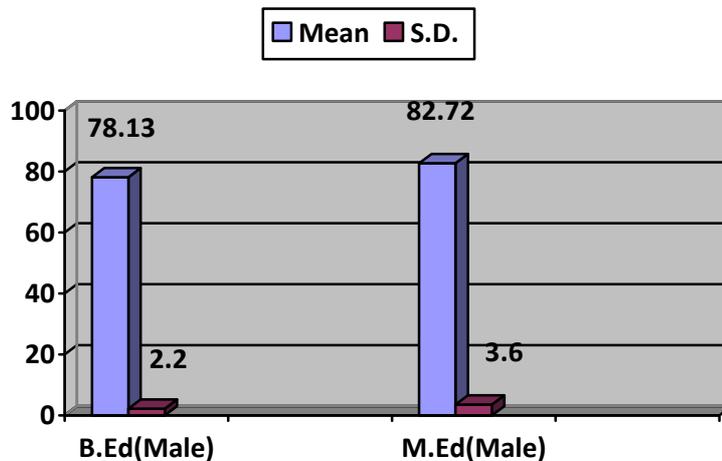


**Interpretation -** According to table No. 1.1, Mean, SD of 50 B.ED. students & 50 M.Ed. students are 76.12, 80.45 & 2.12 & 3.50 respectively. The calculated (t) value is 7.50, which is more than standards table value i.e. 1.98, at .05 level & 2.63 at .01 level of significance, so hypothesis No. I is rejected & there is significant difference between B.Ed. & M.Ed. students towards using Internet in their studies. It is also concluded that the mean value of M.Ed. students i.e. 80.45, which is more than B.Ed. students i.e. 76.12, which also interprets that the attitude of M.Ed. students is better than B.Ed. students towards using Internet in their studies.

**Hypothesis No. II** – There is no significant difference in the attitude of Male B.Ed. & M.Ed. students towards using Internet in their studies.

**Table 1.2**  
**Attitude of Mean, SD & ‘t’ ratio of Male B.Ed. & M.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	Df	‘t’ value	Level of Significant
1.	Male B.Ed. Students’ Attitude towards using Internet in their studies.	25	78.13	2.20	48	5.44	Significant at both level i.e. at .05 & 0.1 level.
2.	Male M.Ed Students’ Attitude towards using Internet in their studies	25	82.72	3.60			
<b>df=48, Standard Table Values 0.05 level =2.01</b> <b>0.01 level =2.68</b>							



**Interpretation** - According to table No. 1.2, Mean, S.D of male 25 B.Ed. & 25 M.Ed. students are 78.13, 82.72 & 2.2, 3.6 respectively. The calculated (t) value is 5.44, which is more than standards table value i.e 2.01, at .05 level of significance & 2.68 at .01 level of significance, so hypothesis No. II is rejected & there is significant difference between B.Ed. & M.Ed. male students towards using Internet in their studies. It is also concluded that the mean value of M.Ed. male students i.e. 82.72 is more than B.Ed. male students i.e. 78.13, which also interprets that the attitude of M.Ed. male students is better than B.Ed. male students towards using Internet in their studies.

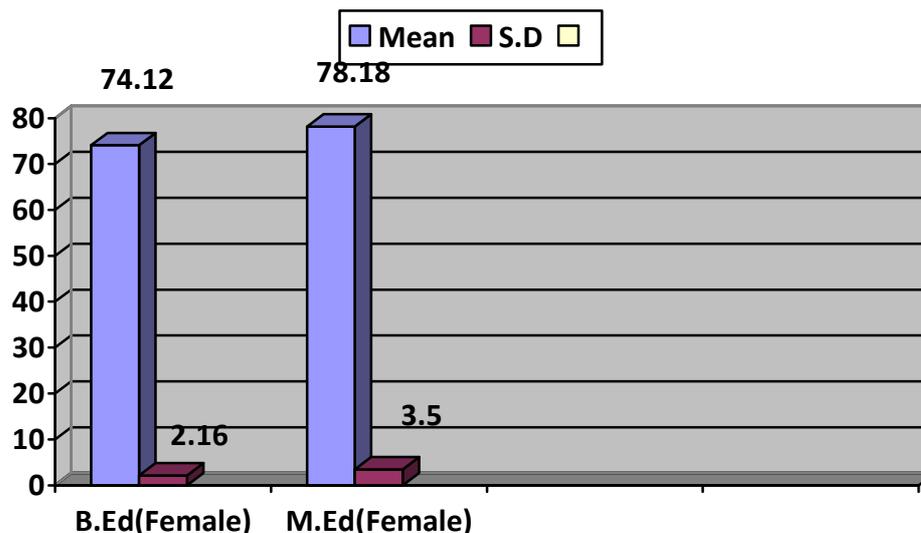
**Hypothesis No.III -**

There is no significant difference in the attitude of female B.Ed. & M.Ed. students towards using Internet in their studies.

**Table 1.3**  
**Mean, SD & ‘t’ ratio of Attitude of female B.Ed. & M.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	Df	‘t’ value	Level of Significant
1.	Female B.Ed. Students’ Attitude towards using Internet in their studies.	25	74.12	2.16	48	4.93	Significant at both level i.e. at .05 & 0.1 level.
2.	Female M.Ed. Students’ Attitude towards using Internet in their studies	25	78.18	3.50			

**df=48,                      0.05 level =2.01**  
**0.01 level =2.68**



**Interpretation -** According to table No. 1.3, Mean, S.D of 25 B.Ed. & 25 M.Ed. female students are 74.12, 78.18 & 2.16, 3.5 respectively. The calculated (t) value is 4.93, which is more than standard table value i.e. 2.01, at .05 level of significant & 2.68 at .01 level of significance, so hypothesis No. III is rejected & there is significant difference between female B.Ed. & M.Ed. students towards using Internet in their studies. It is also concluded that the mean value of M.Ed. female students i.e. 78.18, which is more than B.Ed. female students i.e. 74.12, which also interprets that the attitude of M.Ed. female students is better than B.Ed. female students towards using Internet in their studies.

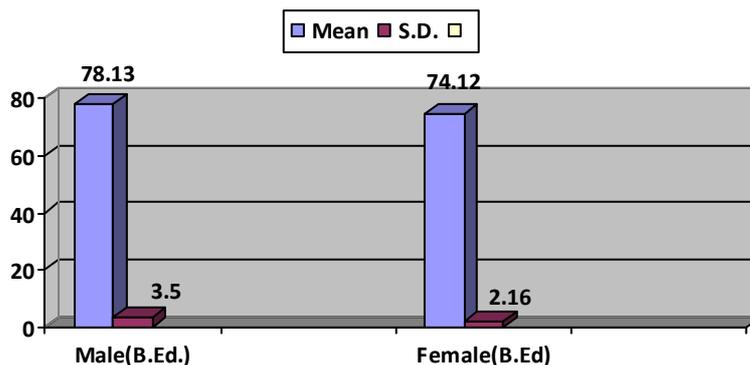
**Hypothesis No.IV -**

There is no significant difference in the attitude of Male & female B.Ed. students towards using Internet in their studies.

**Table 1.4**

**Mean, SD & ‘t’ ratio of Attitude of Male & Female B.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	Df	‘t’ value	Level of Significant
1.	Male B.Ed. Students Attitude towards using Internet in their studies.	25	78.13	3.5	48	4.87	Significant at both level i.e. at .05 & 0.1 level
2.	Female B.Ed. Students Attitude towards using Internet in their studies	25	74.12	2.16			
<b>df=48,</b>					<b>0.05 level =2.01</b> <b>0.01 level =2.68</b>		



**Interpretation -** According to table 1.4 Mean, SD of 25 Male and 25 Female B.Ed. students are 78.12, 74.12 & 3.5 & 2.16 respectively. The calculated ‘t’ value is 4.87, which is more than the standard table value i.e. 2.68 at .01 level & 2.01 at 0.05 level of significance, so hypothesis No. IV is rejected & there is significant difference between B.Ed. Male & female students. It is also concluded that the mean value of B.Ed. male students is more than the mean value of the female B.Ed. students which are 78.13, 74.12 respectively. It is interpreted that the attitude of B.Ed. male students is better than female B.Ed. students towards using internet in their studies.

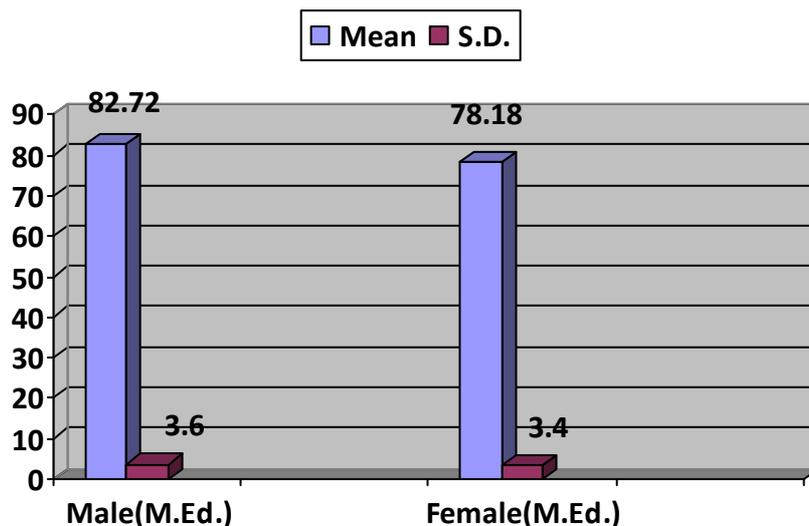
**Hypothesis No.- V**

There is no significant difference in the attitude of Male & female M.Ed. students towards using Internet in their studies.

**Table 1.5**

**Mean, SD & ‘t’ ratio of Attitude of Male & Female M.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	Df	‘t’ value	Level of Significant
1.	Male M.Ed. Students Attitude towards using Internet in their studies.	25	82.72	3.60	98	4.58	Significant at both level i.e at .05 & .01 level
2.	Female M.Ed. Students Attitude towards using Internet in their studies	25	78.18	3.40			
		<b>df=48,</b>		<b>0.05 level =2.01 0.01 level =2.68</b>			



**Interpretation -** According to table 1.5 Mean, SD of 25 Male students and 25 Female M.Ed. students are 82.72, 78.18 & 3.6 & 3.4 respectively. The calculated ‘t’ value is 4.58, which is more than the standard table value i.e 2.63 at .01 level & 2.01 at 0.05 level of significance, so hypothesis No. V is rejected & there is significant difference between M.Ed. Male & female students. It is also concluded that the mean value of male M.Ed. students is more than the mean value of the female M.Ed students which are 82.72, 78.18 respectively. It is interpreted that the attitude of male M.Ed. students is better than female M.Ed. students towards using internet in their studies.

**Hypothesis No- VI**

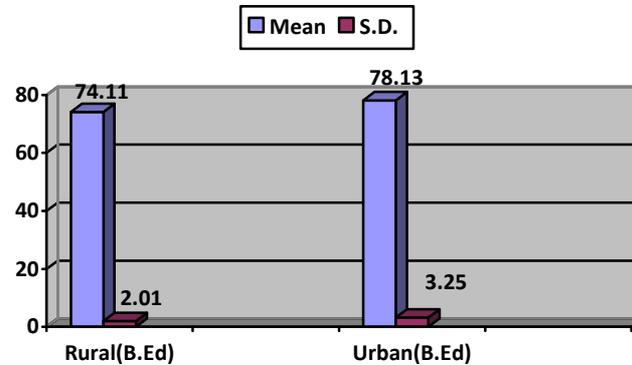
There is no significant difference in the attitude of Rural & Urban B.Ed. students towards using Internet in their studies.

**Table 1.6**  
**Mean, SD & ‘t’ ratio of Attitude of Rural & Urban B.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	‘t’ value	Level of Significant
1.	Rural B.Ed. Students’ Attitude towards using Internet in their studies.	25	74.11	2.01	6.89	Significant at both level i.e at .05 & .01 level
2.	Urban B.Ed. Students’ Attitude towards using Internet in their studies	25	78.13	3.25		
		<b>df=48,</b>		<b>0.05 level =2.01</b>		
				<b>0.01 level =2.68</b>		

**Interpretation -** According to table 1.6 Mean, SD of 25 Rural and 25 Urban B.Ed. students are 74.11, 78.13 & 2.01 & 3.25 respectively. The calculated ‘t’ value is 6.89, which is more than the standard table value i.e 2.68 at .01 level & 2.01 at 0.05 level of significance, so hypothesis No.VI is rejected & there is significant difference

between B.Ed. Rural & Urban students. It is also concluded that the mean value of Urban B.Ed. students is more than the mean value of the Rural B.Ed students which are 78.13, 74.11 respectively. It is interpreted that the attitude of Urban B.Ed. students is better than Rural B.Ed. students towards using internet in their studies



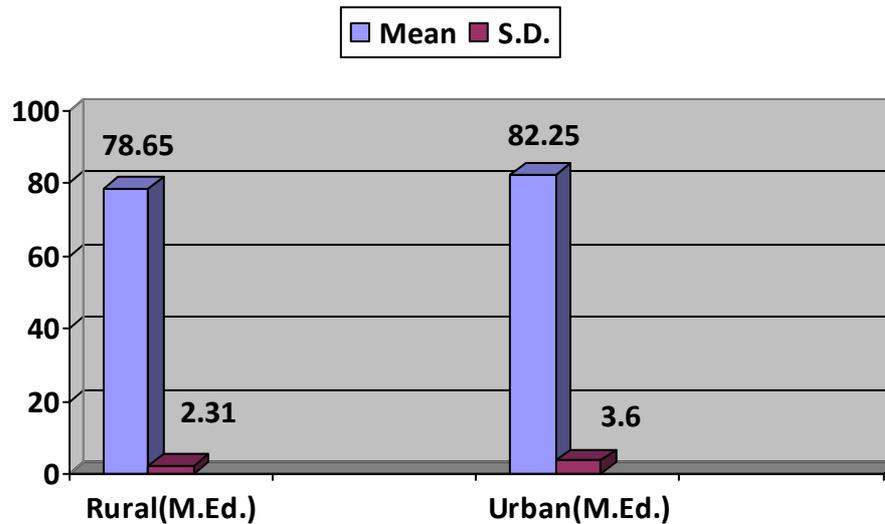
**Hypothesis No.- VII**

There is no significant difference in the attitude of Rural & Urban M.Ed. students towards using Internet in their studies.

**Table 1.7**  
**Mean, SD & ‘t’ ratio of Attitude of Rural & Urban M.Ed. students towards using Internet in their studies**

Sr. No.	Nature of Variable	N	M	SD	df	‘t’ value	Level of Significant
1.	Rural M.Ed. Students’ Attitude towards using Internet in their studies.	25	78.65	2.31	48	4.21	Significant at both level i.e at .05 & .01 level
2.	Urban M.Ed. Students’ Attitude towards using Internet in their studies	25	82.25	3.60			
		<b>df=48,</b>		<b>0.05 level =2.01</b>		<b>0.01 level =2.68</b>	

**Interpretation -** According to table 1.7 Mean, SD of 25 Rural and 25 Urban M.Ed. students are 78.65, 82.25 & 2.31 & 3.60 respectively. The calculated ‘t’ value is 4.21, which is more than the standard table value i.e 2.68 at .01 level & 2.01 at 0.05 level of significance, so hypothesis No.VI is rejected & there is significant difference between M.Ed. Rural & Urban students. It is also concluded that the mean value of Urban M.Ed. students is more than the mean value of the Rural M.Ed students which are 82.25, 78.65 respectively. It is interpreted that the attitude of Urban M.Ed. students is better than Rural M.Ed. students towards using internet in their studies.



### FINDINGS :

1. There exists a significant difference between the attitude of M.Ed and B.Ed students towards using Internet in their studies. The mean value of M.Ed students i.e 80.45 which is more than B.Ed students i.e 76.12 , so it is concluded that the attitude of M.Ed students towards using Internet is better than B.Ed students in Sirsa
2. There exists a significant difference between the attitude of male B.Ed and M.Ed students towards using Internet in their studies. The mean value of male M.Ed students i.e 82.72 which is more than male B.Ed students i.e 78.63 , so it is concluded that the attitude of male M.Ed students towards using Internet is better than male B.Ed. students in Sirsa.
3. There exists a significant difference between the attitude of female B.Ed. and M.Ed. students towards using Internet in their studies. The mean value of female M.Ed. students i.e. 78.18 which is more than female B.Ed. students i.e. 74.12 , so it is concluded that the attitude of female M.Ed. students towards using Internet is better than female B.Ed. students in Sirsa.
4. There exists a significant difference between the attitude of male B.Ed. and female M.Ed. students towards using Internet in their studies. The mean value of male B.Ed. students i.e. 78.13 which is more than female M.Ed. students i.e. 74.12 , so it is concluded that the attitude of male B.Ed. students towards using Internet is better than female M.Ed. students in Sirsa.
5. There exists a significant difference between the attitude of male M.Ed. and female M.Ed. students towards using Internet in their studies. The mean value of male M.Ed. students i.e. 82.72 which is more than female M.Ed. students i.e. 78.18 , so it is concluded that the attitude of male M.Ed. students towards using Internet is better than female M.Ed. students in Sirsa district.
6. There exists a significant difference between the attitude of rural B.Ed. and urban B.Ed. students towards using Internet in their studies. The mean value of urban B.Ed. students i.e. 78.13 which is more than rural B.Ed. students i.e. 74.11 , so it is concluded that the attitude of urban B.Ed. students towards using Internet is better than rural B.Ed. students in Sirsa.

7. There exists a significant difference between the attitude of rural M.Ed. and urban M.Ed. students towards using Internet in their studies. The mean value of urban M.Ed. students i.e. 82.25 which is more than rural M.Ed. students i.e. 78.65, so it is concluded that the attitude of urban M.Ed. students towards using Internet is better than rural M.Ed. students in Sirsa.

## DISCUSSION

The findings got out by the investigator for the present study are prescribed in the light of the empirical studies made earlier in this field. In the present study a large number of students have a favorable attitude towards using internet. This gets support from a few earlier studies. This study is supported by Agostinho, Hedberg and Lefoe (1998) they described how the world wide was implemented in a graduated course. The interactions that took place among the students and between the strategies can be supported by the web of a particular note, the course content focused on technology based learning, thus students were immersed in an authentic learning environment. The article chronicles the various strategies that students implemented to facilitate the problem solving process and concluded by way of issues to conclude when implementing such strategies within web based learning environments . This study is also supported by Siju Abraham (2003) . He conducted a study entitled “internet awareness among the college teachers of physics”. He reported that the internet awareness is very essential learning process. The rural college physics teachers need training programme for knowing physics related websites. Gender of the students causes significant difference in respect of their attitude towards using internet in the present study. This gets support from a few earlier studies but in an earlier study the gender causes no significant differences in respect of their attitude towards using internet. In the present investigation educational qualification and locality causes significant difference in respect of their attitude towards using internet .

## CONCLUSION

The present study reveals that the M.Ed. students have favorable attitude towards using internet as compared to B.Ed. students. It also find out that the urban B.Ed. and M.Ed. students have better attitude towards using internet as compared to rural B.Ed. and M.Ed. students because the Internet facility is easily available in cities as compared to villages. It is concluded that a large number of B.Ed. & M.Ed. students have relatively favorable attitude towards using internet.

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