Chapter 6

INTERNET TECHNOLOGY IN EDUCATION

The chapter discusses use patterns of Internet in education. Use patterns of Internet include access to, uses of, attitude towards and social impact which are described in this chapter. The chapter concludes with the major findings of the use patterns of Internet in education among both the rural and urban Muslim students studying in higher educational institutions of Silchar town. The history of the Internet emerges back in 1960s when several computer scientists were hired by Pentagon to build a system to decentralize communication network. As a result, the Advanced Research Projects Agency Network (ARPANET) was born. Over the time the network grew rapidly to interconnect numerous universities, research centres as well as commercial organizations. Thereafter, the word and use of the Internet expanded globally. No doubt, with that, Internet use continues to develop rapidly over the years and now millions are using Internet (Colley and Matlby 2008: 2005-2013). Internet originated in a highly masculine context and under male domination. Females have only lately entered this new space, and research has shown that numerous aspects are not facilitating women's use of the Internet. On the contrary, they encounter many barriers. In fact, the typical Internet user which still represents the major group present on-line is the young male in higher education (Wellman and Haythornthwaite 2002). The stratification between those with and without Internet access is creating a digital divide (Katz and Aspden 1996). Moreover, the Internet offers the possibility of contacting and maintaining relationships with people at a distance with an impact on the extension of social and professional affiliation with people met either on-line or in face-to-face situations (Morahan-Martin 1998). Gender-related Internet use has been an ongoing problem as access, in the beginning, was overwhelmingly masculine. More recently, data indicate no gender difference in Internet use in the United States of America (NITA 2002). Internet being a media of recent origin has evoked the interests of educational researchers and media professionals alike. The various parameters for assessing the reach of this medium, such as favourable opinions on the medium, number of people using it, the frequency at which they use it and the time spent on Internet have been used in the following discussion.

I

THE INTERNET ACCESS PATTERNS

This section introduces and discusses access patterns of Internet in education among the students such as Internet access venues, suitable time for Internet access, daily time span of Internet access, types of Internet connectivity, Internet service providers for Internet access, Internet access of other family members', place for Internet learning, level of Internet learning and types of computing platform.

Internet Access Venues

Institutional provision of browsing facilities is still in a rudimentary stage. An ideal situation for education-related browsing would be before or after the class room sessions, in case of which the place of browsing has a significant influence on the benefits of browsing. Of the students, 42 do not access Internet and the rest (453) access Internet. There have

emerged five Internet access venues; namely, home, college/ university/ institute & its library, cyber café, neighbour's house/ friend's house/ relative's house and hostel. Thus, the gender-wise and residence-wise distribution of Internet access venues is given in the following table.

Table 6.1

Internet Access Venues among the Students by Gender and Residence

(Percentage in Parentheses)

Internet Access Venues	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Home	63 (42.28)	58 (64.45)	121 (50.63)	78 (62.9)	57 (63.33)	135 (63.08)	141 (51.65)	115 (63.89)	256 (56.51)
College/ University/ Institute & Its Library	45 (30.21)	38 (40)	83 (34.73)	39 (31.46)	27 (30.01)	66 (30.84)	84 (30.77)	65 (31.1)	149 (32.9)
Cyber Café	101 (67.79)	40 (44.45)	141 (58.1)	59 (47.58)	28 (31.11)	87 (40.65)	160 (58.61)	68 (37.78)	228 (50.33)
Neighbour's House/ Friend's House/ Relative's House	3 (2.01)	--	3 (1.26)	4 (3.23)	6 (6.66)	10 (4.68)	7 (2.57)	6 (3.34)	13 (2.87)
Hostel	2 (1.34)	6 (6.66)	8 (3.35)	2 (1.61)	--	2 (0.93)	4 (1.47)	6 (3.33)	10 (2.21)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearly three fifths of the students (56.51%) access to Internet at home, followed by cyber café (50.33%) and college, university or institute (30.91%) and one tenth number access at friend's house, hostel and library, neighbour's house and relative's house. This pattern is observed across their rural-urban residences, except that the rural students use Internet more at cafes and the urban students at home. Similarly, more males use it at cafes and more females use it home. This is because urban residence provides an occasion for permanent Internet connection whereas the rural students staying in rented houses have to change houses sometimes. On the other hand, the females cannot move out in evenings after they return from education institutions due to security reasons and therefore they too take connection at home or on their mobile. However, the percentage of the female students accessing to Internet outside home, even in educational institutions, is less than the percentage of the male students, perhaps, due to the social norms restricting females' movement outside home. This means that the female students have restricted access to Internet outside home as compared to the male students.

Suitable Time for Internet Access

The time of Internet access may vary according to the rural and urban and gender distribution patterns. Suitable time for Internet access is categorised into five groups; namely, morning, afternoon, evening, night and free time. So, the following table depicts its distribution pattern among the students:

Table 6.2
Suitable Time for Internet Access among the Students by Gender and Residence
(Percentage in Parentheses)

Suitable Time for Internet Access	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Morning	19 (12.75)	17 (18.88)	36 (15.06)	10 (8.06)	9 (10.01)	19 (8.88)	29 (10.62)	26 (14.46)	55 (12.14)
Afternoon	28 (18.79)	15 (16.66)	43 (17.99)	48 (38.71)	22 (24.44)	70 (32.71)	76 (27.84)	37 (20.55)	113 (24.94)
Evening	41 (27.52)	18 (20.01)	59 (24.69)	24 (19.35)	12 (13.33)	36 (16.82)	65 (23.81)	30 (16.66)	95 (20.97)
Night	14 (9.4)	11 (12.22)	25 (10.46)	4 (3.23)	5 (5.55)	9 (4.21)	18 (6.59)	16 (8.89)	34 (7.51)
During free time	59 (39.6)	40 (44.44)	99 (41.42)	45 (36.29)	46 (51.11)	91 (42.52)	104 (38.1)	86 (47.77)	190 (41.94)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over two fifths of the students (41.94%) access Internet during spare time, nearabout a quarter of them (24.94%) access in the afternoon, followed by evening (20.97%), morning (12.14%) and night hours. Thus, Internet access in leisure time is found more than accessing at night due to dependency of their time schedule. The similar patterns observed across rural-urban residences, however, gender difference is perceptible for different hours of a day. Almost similar access is found among males in morning, afternoon and evening and females access more in afternoon and evening but less in morning and night. Thus, the females got more time for Internet access in the afternoons while the males had accessed more in the mornings and evenings. This is because the female students might be doing domestic chores during the mornings and evenings while during the afternoon hours at home or in educational institutions as well as during spare time hours they could access to Internet. Besides, owing to traditional outlooks and security concern of the families towards their females they might be restricted to go out of home during the morning and evening hours to access to Internet in case they do not have this facility at their homes. On the other hand, in a patriarchal society, which these students belong to, such restrictions or domestic engagements are not applicable in case of the male students.

Time Span of Internet Access

It is not only the time but also time span of Internet access among students which gets differentiated under influence of gender and residence. Time span of Internet access is grouped into six groups; viz., less than 1 hour, 1 hour, 2 hours, 3 hours, 4 hours and over 4 hours. So the following table depicts the pattern of time span of Internet access among the students.

Table 6.3
Daily Time Span of Internet Access among the Students by Gender and Residence
(Percentage in Parentheses)

Daily Time Span (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	6 (4.03)	3 (3.33)	9 (3.77)	7 (5.65)	10 (11.11)	17 (7.94)	13 (4.76)	13 (7.22)	26 (5.74)
1	21 (14.09)	14 (15.56)	35 (14.64)	29 (23.39)	31 (34.44)	60 (28.04)	50 (18.32)	45 (25)	95 (20.97)
2	66 (44.3)	29 (32.22)	95 (39.75)	66 (53.23)	29 (32.22)	95 (44.39)	132 (48.35)	58 (32.22)	190 (41.94)
3	35 (23.49)	27 (30)	62 (25.94)	16 (12.9)	16 (17.79)	32 (14.95)	51 (18.68)	43 (23.89)	94 (20.75)
4	16 (10.74)	15 (16.67)	31 (12.97)	4 (3.22)	2 (2.22)	6 (2.81)	20 (7.33)	17 (9.45)	37 (8.17)
> 4	5 (3.35)	2 (2.22)	7 (2.93)	2 (1.61)	2 (2.22)	4 (1.87)	7 (2.56)	4 (2.22)	11 (2.43)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table exhibits that over two fifths of the students (41.94%) have Internet access for two hours in a day, one fifths have Internet access for one hour and three hours and the rest have access for four hours, over four hours or even less than one hour. Two hours of time span of Internet access is found more among the rural male and female students. Of the urban students, about a one third had Internet access of two hours; around a quarter of them had, each, accessed to Internet for the time span of one and three hours and the rest accessed to Internet for either less than one hour or more than three hours a day. By gender, daily Internet access of two hours is the common span of time found among the male and the female students while there are more female students accessing to Internet for a time span of less than two hours and more male students accessing to Internet for a time span of more than two hours a day. This indicates both more domestic engagement and fewer avenues for the female students for access to Internet.

Types of Internet Connectivity

The type of Internet connectivity the students subscribe may differ by its suitability for the gender they are related to. Broadband is defined as high-speed and always on Internet connectivity with a minimum of 1.5 Mbps of data transfer permitting the transfer of large files, especially video files. Types of Internet connectivity among the students include dial-up, mobile, broadband and WLL connection which are shown in the following table.

Table 6.4

Types of Internet Connectivity among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Internet Connectivity	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Dial-up Connection	4 (2.74)	4 (4.44)	8 (3.35)	5 (4.31)	1 (1.11)	6 (2.8)	9 (3.44)	5 (2.77)	14 (3.09)
Mobile Connection	107 (73.29)	52 (57.78)	158 (66.53)	95 (81.89)	66 (73.33)	161 (75.23)	202 (77.1)	118 (65.56)	320 (70.64)
Broadband Connection	23 (15.75)	16 (17.78)	39 (16.32)	9 (7.76)	15 (16.67)	24 (11.21)	32 (12.21)	31 (17.23)	63 (13.91)
WLL Connection	14 (9.59)	19 (21.11)	33 (13.81)	7 (6.03)	8 (8.89)	15 (7.01)	21 (8.02)	27 (15)	48 (10.6)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over three fifths of the students (70.2%) subscribe mobile Internet connection, subsequently followed by Broadband connection, WLL connection and dial up connection. The similar finding is observed from their categories of genders and rural-urban residences. More rural students get Internet connectivity through mobile connection than the urban students. Thus, both the males and the females have the mobile phone and broadband based Internet connectivity, yet the mobile phone based Internet connectivity is higher among the females whereas the WLL based Internet connectivity is more among the males. This indicates that the mobile phone based Internet connectivity is more convenient to the females in view of social restrictions as well as cost affordability. On the other hand, the dial up Internet connectivity is getting obsolete and the mobile broad band Internet connectivity is yet to come up among the students of both the genders.

Internet Service Providers

Internet Service Provider (ISP) refers to a company that provides Internet services including personal and business access to Internet. The service provider provides a software package, username, password and access phone number for a monthly fee. Patterns of Internet Service Providers for Internet access among the students are categorised into two groups; namely, (i) Public sector – BSNL and VSNL and (ii) Private sector – Airtel, Vodafone, Reliance Infocom, Aircel, Idea, Tata Indicom and Sify Broadband. Thus the following table shows patterns of Internet Service Providers for Internet access among the students.

Table 6.5

Internet Service Providers for Internet Access among the Students by Gender and Residence

(Percentage in Parentheses)

Name of Internet Service Providers	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Bharat Sanchar Nigam Limited (BSNL)	43 (29.45)	26 (28.89)	69 (28.87)	37 (31.9)	20 (22.22)	57 (26.64)	80 (30.53)	46 (25.56)	126 (27.81)
Videsh Sanchar Nigam Limited (VSNL)	2 (1.37)	--	2 (0.84)	--	2 (2.22)	2 (0.93)	2 (0.76)	2 (1.11)	4 (0.88)
Tata Indicom	18 (12.33)	20 (22.22)	38 (15.9)	10 (8.62)	13 (14.44)	23 (10.75)	28 (10.69)	33 (18.33)	61 (13.47)
Reliance Infocom	17 (11.64)	10 (11.11)	27 (11.3)	13 (11.21)	6 (6.67)	19 (8.88)	30 (11.45)	16 (8.89)	46 (10.15)
Sify Broadband	1 (0.68)	3 (3.33)	4 (1.67)	--	2 (2.22)	2 (0.93)	1 (0.38)	5 (2.78)	6 (1.32)
Airtel	35 (23.97)	12 (13.33)	47 (19.67)	30 (25.86)	24 (26.67)	54 (25.23)	65 (24.81)	36 (20)	101 (22.3)
Aircel	16 (10.96)	6 (6.67)	22 (9.21)	15 (12.93)	11 (12.22)	26 (12.15)	31 (11.83)	17 (9.44)	48 (10.6)
Vodafone	14 (9.59)	10 (11.11)	24 (10.04)	10 (8.62)	8 (8.89)	18 (8.41)	24 (9.16)	18 (10)	42 (9.27)
Idea	3 (2.05)	5 (5.56)	8 (3.35)	2 (1.72)	5 (5.56)	7 (3.27)	5 (1.91)	10 (5.56)	15 (3.31)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table exhibits that Bharat Sanchar Nigam Limited (BSNL) is the leading Internet Service Provider among over a quarter of the student (27.81%), followed by Airtel (22.3%), Tata Indicom, Aircel, Reliance Infocom, Vodafone, Idea and Videsh Sanchar Nigam Limited (VSNL). By and large, the similar pattern is observed from their categories of genders and rural-urban residences. BSNL is the largest among of the Internet Service Providers of the students, followed by Aircel and Tata Indicom. The distribution pattern of the Internet Service Providers is found more or less similar across the two genders, which indicates that the service provider is chosen at the level of family or institution and therefore gender's influence is neutralized by sheer suitability of a service provider for requirements of the family or institution.

Other Family Members Accessing Internet

Other family members accessing Internet from students' families are father, mother, brother, sister, uncle and aunty. Thus the following table shows their distribution pattern.

Table 6.6
Internet Access of Other Family Members' by Gender and Residence
(Percentage in Parentheses)

Internet Access of Other Members	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=125	Urban N=81	Total N=206	Rural N=109	Urban N=84	Total N=193	Rural N=234	Urban N=165	Total N=399
Father	19 (15.2)	26 (32.1)	45 (21.84)	30 (27.52)	20 (23.81)	50 (25.91)	49 (20.94)	46 (27.88)	95 (23.81)
Mother	3 (2.4)	3 (3.7)	6 (2.91)	2 (1.83)	2 (2.38)	4 (2.07)	5 (2.14)	5 (3.03)	10 (2.51)
Brother	74 (59.2)	56 (69.14)	130 (63.11)	63 (57.8)	67 (79.76)	130 (67.36)	137 (58.55)	123 (74.55)	260 (65.16)
Sister	38 (30.4)	40 (49.38)	78 (37.86)	35 (32.11)	30 (35.71)	65 (33.68)	73 (31.2)	70 (42.42)	143 (35.84)
Uncle	1 (0.8)	5 (6.17)	6 (2.91)	3 (2.75)	--	3 (1.55)	4 (1.71)	5 (3.03)	9 (2.26)
Aunty	--	--	--	1 (0.92)	--	1 (0.52)	1 (0.43)	--	1 (0.25)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over three fifths of the students' (65.16%) brother access Internet at home, over one third's (35.84%) sister access Internet, nearly one fourth' father (23.81%) access Internet and the rest's mother, uncle and aunty also access Internet at home. More young generation siblings in family access to Internet across genders and residences. Males in families have more access to Internet, and females other than young ones have very less access to Internet. In both cases, aunty in families of students does not access Internet because they might have got married at some places. Thus, young people, specifically brother and sister access Internet more than other family members.

Place for Internet Learning

The places for Internet learning are broadly categorised into two groups; namely, institutions and centres of learning, and private space. Thus the following table shows place of Internet learning among the students.

Table 6.7
Place for Internet Learning among the Students by Gender and Residence
(Percentage in Parentheses)

Place for Internet Learning	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Computer Learning Institute	101 (67.79)	44 (52.38)	145 (62.23)	81 (69.83)	38 (44.18)	119 (58.91)	182 (68.68)	82 (48.24)	264 (60.69)
National Institute of Information Technology (NIIT)	8 (5.37)	11 (13.1)	19 (8.15)	7 (6.03)	8 (9.3)	15 (7.43)	15 (5.66)	19 (11.18)	34 (7.82)
GICA Computer Institute	--	6 (7.15)	6 (2.58)	1 (0.86)	5 (5.81)	6 (2.97)	1 (0.38)	11 (6.47)	12 (2.76)
Blue Chip	7 (4.7)	5 (5.95)	12 (5.15)	3 (2.59)	8 (9.3)	11 (5.45)	10 (3.77)	13 (7.64)	23 (5.29)
MICE	2 (1.34)	5 (5.95)	7 (3)	1 (0.86)	8 (9.3)	9 (4.46)	3 (1.13)	13 (7.64)	16 (3.68)
C-DAC	3 (2.01)	3 (3.57)	6 (2.58)	2 (1.73)	3 (3.49)	5 (2.48)	5 (1.89)	6 (3.53)	11 (2.53)
Assam Rifles Academy	1 (0.67)	3 (3.57)	4 (1.72)	3 (2.59)	3 (3.49)	6 (2.97)	4 (1.51)	6 (3.53)	10 (2.3)
Lalani Computer Institute	3 (2.01)	2 (2.38)	5 (2.15)	2 (1.73)	9 (10.47)	11 (5.45)	5 (1.89)	11 (6.47)	16 (3.68)
Career Launcher Silchar Centre	--	2 (2.38)	2 (0.86)	1 (0.86)	2 (2.33)	3 (1.49)	1 (0.38)	4 (2.35)	5 (1.15)
Assam University, Silchar	5 (3.36)	1 (1.19)	6 (2.58)	1 (0.86)	--	1 (0.5)	6 (2.26)	1 (0.59)	7 (1.61)
National Institute of Technology (NIT)	1 (0.67)	1 (1.19)	2 (0.86)	--	--	--	1 (0.38)	1 (0.59)	2 (0.46)
APTECH Computer Institute	--	--	--	--	2 (2.33)	2 (0.99)	--	2 (1.18)	2 (0.46)
IIJT	1 (0.67)	--	1 (0.43)	--	--	--	1 (0.38)	--	1 (0.23)
In College	5 (3.36)	--	5 (2.15)	7 (6.03)	--	7 (3.47)	12 (4.53)	--	12 (2.76)
Computer Institute and University	6 (4.03)	--	6 (2.58)	--	--	--	6 (2.26)	--	6 (1.38)
L. C. C., Silchar	--	--	--	1 (0.86)	--	1 (0.5)	1 (0.38)	--	1 (0.23)
BDPS Computer Learning Institute	--	--	--	1 (0.86)	--	1 (0.5)	1 (0.38)	--	1 (0.23)
At home by Self	--	1 (1.19)	1 (0.43)	2 (1.73)	--	2 (0.99)	2 (0.75)	1 (0.59)	3 (0.69)
At friend's house	3 (2.01)	--	3 (1.29)	--	--	--	3 (1.13)	--	3 (0.69)
Experience	2 (1.34)	--	2 (0.86)	2 (1.72)	--	2 (1)	4 (1.51)	--	4 (0.92)
Cyber cafe	1 (0.67)	--	1 (0.43)	1 (0.86)	--	1 (0.5)	2 (0.75)	--	2 (0.46)
Total (%)	149 (100)	84 (100)	233 (100)	116 (100)	86 (100)	202 (100)	265 (100)	170 (100)	435 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that the place for Internet learning among 60.69% of the students is the computer learning institute and the rest from public places. This is similar across their types of genders and residences because institutions and centres of learning Internet are equipped with computers and Internet facility. Tutorial classes on Internet from these institutes help better understanding of theoretical and practical knowledge among the students.

Level of Internet Learning

Learning via Internet, network or stand-alone computer is termed as Internet learning. The level of Internet learning is categorised into four levels; namely, certificate course, diploma course, degree course and experience. Thus the following table shows the level of Internet learning among the students.

Table 6.8

Level of Internet Learning among the Students by Gender and Residence

(Percentage in Parentheses)

Level of Internet Learning	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Certificate course	55 (36.91)	28 (31.11)	83 (34.73)	63 (50.81)	49 (54.44)	112 (52.34)	118 (43.22)	77 (42.78)	195 (43.05)
Diploma course	69 (46.39)	46 (51.11)	115 (48.12)	43 (34.68)	33 (36.67)	76 (35.51)	112 (41.03)	79 (43.89)	191 (42.16)
Degree course	11 (7.38)	8 (8.89)	19 (7.95)	2 (1.61)	3 (3.33)	5 (2.34)	13 (4.76)	11 (6.11)	24 (5.3)
Experience	15 (10.07)	9 (10)	24 (10.04)	16 (12.9)	5 (5.56)	21 (9.81)	31 (11.36)	14 (7.78)	45 (9.93)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over two fifths, each, of the students' (43.05%) level of Internet learning is certificate and diploma courses and the rest learn through degree course and by experience. The pattern of Internet learning level is similar across genders and residences. Thus, majority of the students have learnt computer and Internet through short-term certificate and diploma courses because the level of Internet learning among the students depends on academic year-ending examination and once it is over they took admission in computer and Internet classes.

Types of Computing Platform

The computing platform is the basic technology of a computer system's hardware and software that defines how a computer is operated and determines what other kinds of software can be used. Typical platforms include a computer architecture, operating system and Runtime libraries. The study has found nine computing platform; viz., Windows XP, Windows 7, Windows Vista, Windows 98, Windows 2000, Windows N. T., Windows 95, Windows Me and Solaris operating systems. Thus the following table shows types of computing platform among the students.

Table 6.9

Types of Computing Platform among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Computing Platform	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Windows XP	81 (54.36)	35 (38.89)	116 (48.54)	85 (68.55)	63 (70)	148 (69.16)	166 (60.81)	98 (54.44)	264 (58.28)
Windows 7	44 (29.53)	49 (54.44)	93 (38.91)	24 (19.35)	14 (15.56)	38 (17.76)	68 (24.91)	63 (35)	131 (28.92)
Windows 95	1 (0.67)	--	1 (0.42)	1 (0.81)	--	1 (0.47)	2 (0.73)	--	2 (0.44)
Windows 98	6 (4.03)	--	6 (2.51)	1 (0.81)	2 (2.22)	3 (1.4)	7 (2.56)	2 (1.11)	9 (1.99)
Windows 2000	3 (2.01)	--	3 (1.26)	3 (2.42)	2 (2.22)	5 (2.34)	6 (2.2)	2 (1.11)	8 (1.77)
Windows Me	--	1 (1.11)	1 (0.42)	1 (0.81)	--	1 (0.47)	1 (0.37)	1 (0.56)	2 (0.44)
Windows N. T.	--	1 (1.11)	1 (0.42)	1 (0.81)	2 (2.22)	3 (1.4)	1 (0.37)	3 (1.67)	4 (0.88)
Solaris	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)
Windows Vista	14 (9.4)	7 (7.78)	21 (8.79)	7 (5.65)	7 (7.78)	14 (6.54)	21 (7.69)	14 (7.78)	35 (7.73)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that the computing platform of near about three fifths of the students (58.28%) is Windows XP, followed by Windows 7 (28.92%) while the rest use Windows Vista, Windows 98, Windows 2000, Windows N. T., Windows 95, Windows Me and Solaris operating systems. Thus, Windows XP is very common among students but the popularity of Windows 7 is also found growing day by day among students for more advanced and better services because Windows XP is an operating system produced by Microsoft for use on personal computers, including home and business desktops, laptops and media centres. Rural students use all types of computing platform but urban students also use these operating systems except Windows 95 and Solaris due to less improved version of operating systems. Windows 95, Windows Me and Solaris are not used by the urban female students. The prevalence of Windows 7 has been found much in the urban areas because of the advanced introduction of this software in such areas.

In sum, the students access to Internet at home, followed by cyber café during spare time for two hours in a day. The students subscribe mobile Internet connection. BSNL leads among the Internet Service Providers among the student. Their brothers access Internet at home. They learn Internet in computer learning institutes through certificate and diploma courses.

II

THE EDUCATIOANL USE OF INTERNET

This section analyzes patterns of Internet use in education of the Muslim students in Silchar town. Educational Uses include searching and downloading study materials, sending and receiving attached documents through e-mail, sharing information via Internet, etc.

Types of Web Browsers Used for Internet Surfing

The web browser is an application software or program designed to enable users to access, retrieve and view documents and other resources on the Internet. The major web browsers are Google Chrome, Firefox, Internet Explorer, Opera and Safari. There are eight types of web browsers found from the study; namely, Microsoft Internet Explorer, Mozilla Firefox, MSN Explorer, Netscape Navigator, Hot java, Opera, Google Chrome and Ask.com. Thus the following table shows types of web browsers used for Internet surfing among the students.

Table 6.10

Types of Web Browsers Used for Internet Surfing among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Web Browser	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Microsoft Internet Explorer	96 (64.43)	56 (62.22)	152 (63.6)	72 (58.06)	54 (60)	126 (58.88)	168 (61.54)	110 (61.11)	278 (61.37)
Mozilla Firefox	47 (31.54)	25 (27.78)	72 (30.13)	40 (32.26)	21 (23.33)	61 (28.5)	87 (31.87)	46 (25.56)	133 (29.36)
Netscape Navigator	8 (5.37)	3 (3.33)	11 (4.6)	4 (3.23)	5 (5.56)	9 (4.21)	12 (4.4)	8 (4.44)	20 (4.42)
MSN Explorer	11 (7.38)	12 (13.33)	23 (9.62)	16 (12.9)	15 (16.67)	31 (14.49)	27 (9.89)	27 (15)	54 (11.92)
Hot java	9 (6.04)	3 (3.33)	12 (5.02)	3 (2.42)	3 (3.33)	6 (2.8)	12 (4.4)	6 (3.33)	18 (3.97)
Google Chrome	--	4 (4.44)	4 (1.67)	1 (0.81)	1 (1.11)	2 (0.93)	1 (0.37)	5 (2.78)	6 (1.32)
Opera	5 (3.36)	1 (1.11)	6 (2.51)	1 (0.81)	--	1 (0.47)	6 (2.2)	1 (0.56)	7 (1.55)
Ask.com	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that 61.37% of the students use Microsoft Internet Explorer browser, subsequently followed by Mozilla Firefox (29.36%), MSN Explorer (11.92%), Netscape Navigator, Hot java, Opera, Google Chrome and Ask.com. The pattern is observed across genders and rural-urban residences of the students. Thus, use of Microsoft Internet Explorer is very common among the students because its features protect computer from virus threat of Internet. Thus, seven categories of web browsers are found for Internet surfing. Among these categories, Microsoft Internet Explorer is much used by students of both the gender because since its debut in 1995, initially called Microsoft Internet Explorer (MSIE), Internet Explorer (IE) has held the title of most popular browser in use, despite strong competition from the likes of Mozilla Firefox, Apple's Safari, Opera and Google Chrome. As with most modern browsers, Internet Explorer supports Java, JavaScript, ActiveX, RSS, CSS and Ajax while also offering features like tabbed browsing, private browsing and built-in malware and phishing protection.

Search Engines Used for Internet Surfing

The web search engine is a software system designed to search for information on the World Wide Web. It operates in the order of web crawling, indexing and searching. There are seven categories of search engines emerging from the study; among them, Google is placed among the favourite search engines as it is characterized by the user friendly interface, despite misgivings about data-collection and advertising practices that are widely seen as intrusive. Thus the following table depicts distribution of search engines among the students.

Table 6.11

Search Engines Used for Internet Surfing among the Students by Gender and Residence (Percentage in Parentheses)

Name of Search Engine	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Google	119 (79.87)	82 (91.11)	201 (84.1)	104 (83.87)	76 (84.44)	180 (84.11)	223 (81.68)	158 (87.78)	381 (84.11)
Yahoo	27 (18.12)	13 (14.44)	40 (16.74)	23 (18.55)	9 (10)	32 (14.95)	50 (18.32)	22 (12.22)	72 (15.89)
Rediffmail	14 (9.4)	12 (13.33)	26 (10.88)	16 (12.9)	9 (10)	25 (11.68)	30 (10.99)	21 (11.67)	51 (11.26)
Hotmail	10 (6.71)	5 (5.56)	15 (6.28)	4 (3.23)	16 (17.78)	20 (9.35)	14 (5.13)	21 (11.67)	35 (7.73)
Sify	7 (4.7)	2 (2.22)	9 (3.77)	3 (2.42)	1 (1.11)	4 (1.87)	10 (3.66)	3 (1.67)	13 (2.87)
Google Chrome	3 (2.01)	7 (7.78)	10 (4.18)	4 (3.23)	--	4 (1.87)	7 (2.56)	7 (3.89)	14 (3.09)
Opera	--	7 (7.78)	7 (2.93)	--	1 (1.11)	1 (0.47)	--	8 (4.44)	8 (1.77)
Ask.com	1 (0.67)	--	1 (0.42)	--	--	--	1 (0.37)	--	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that 84.11% of the students use Google for Internet surfing, followed by Yahoo (15.89%), over one tenth of them (11.26%) use Rediffmail and a small fraction is using Hotmail, Google Chrome, Sify, Opera and Ask.com. Thus, Google users are found more in number than any other users of search engine because it is more fast, reliable and authentic than web browsers.

This distribution of the use of the web search engine is almost similar across genders and rural-urban residences. The use of Google as an important search engine is also found common among the rural students in order to obtain answers for the online quizzes in the course because the Google search can find word-for-word matches for the questions.

Social Networking Websites

The social network websites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. There are ten social networking websites found to be used among the students. They are Gmail, Facebook, Wikipedia, YouTube, Twitter, Orkut, Yahoo Mail, Rediffmail, Hotmail, Berkeley, Hotpop and Sify which are shown in the following table.

Table 6.12
Social Networking Websites among the Students by Gender and Residence
(Percentage in Parentheses)

Name of Social Networking Website	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Gmail	75 (50.34)	60 (66.67)	135 (56.49)	54 (43.55)	42 (46.67)	96 (44.86)	129 (47.25)	102 (56.67)	231 (50.99)
Facebook	49 (32.89)	61 (67.78)	110 (46.03)	45 (36.29)	41 (45.56)	86 (40.19)	94 (34.43)	102 (56.67)	196 (43.27)
Wikipedia	57 (38.26)	25 (27.78)	82 (34.31)	45 (36.29)	15 (16.67)	60 (28.04)	102 (37.36)	40 (22.22)	142 (31.35)
YouTube	19 (12.75)	32 (35.56)	51 (21.34)	9 (7.26)	13 (14.44)	22 (10.28)	28 (10.26)	45 (25)	73 (16.11)
Twitter	22 (14.77)	35 (38.89)	57 (23.85)	3 (2.42)	12 (13.33)	15 (7.01)	25 (9.16)	47 (26.11)	72 (15.89)
Orkut	22 (14.77)	21 (23.33)	43 (17.99)	16 (12.9)	11 (12.22)	27 (12.62)	38 (13.92)	32 (17.78)	70 (15.45)
Yahoo Mail	18 (12.08)	10 (11.11)	28 (11.72)	20 (16.13)	8 (8.89)	28 (13.08)	38 (13.92)	18 (10)	56 (12.36)
Rediffmail	11 (7.38)	12 (13.33)	23 (9.62)	13 (10.48)	10 (11.11)	23 (10.75)	24 (8.79)	22 (12.22)	46 (10.15)
Hotmail	4 (2.68)	3 (3.33)	7 (2.93)	7 (5.65)	13 (14.44)	20 (9.35)	11 (4.03)	16 (8.89)	27 (5.96)
Berkeley	2 (1.34)	--	2 (0.84)	--	1 (1.11)	1 (0.47)	2 (0.73)	1 (0.56)	3 (0.66)
Hotpop	1 (0.67)	--	1 (0.42)	--	--	--	1 (0.37)	--	1 (0.22)
Sify	1 (0.67)	--	1 (0.42)	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that 50.99% of the students use Gmail, subsequently followed by Facebook (43.27%), Wikipedia (31.35%), YouTube (16.11%), Twitter (15.89%), Orkut (15.45%), Yahoo Mail (12.36%), Rediffmail, Hotmail, Berkeley, Hotpop and Sify. There is no significant difference across their genders and rural-urban residences. Facebook was designed for college students. The ubiquitous use of the social networking site by users in the age group between 18 and 24 years old has led to educators and students using Facebook in a number of ways. Indeed, Barseghian (2011) cites 50 reasons for using Facebook in the classroom, including increased collaboration, knowledge sharing and feedback to name just three. Ten websites emerge as rendering social networking services to students. The best social media sites found are Facebook, Gmail and Twitter because each is unique and does what it does better than any other site. Social media users share among themselves day in and day out, giving and receiving information at rapid speeds. They share views and opinions; tips, tricks and projects and helpful information for classes among students.

Place of Internet Use

An ideal situation for education related browsing would be before or after the class room sessions, in which case the place of browsing is a significant influence in the benefits of browsing. There are seven places of Internet use found from; viz., home, cyber cafés, college/university/institute library, friend's house, hostel, neighbour's house and relative's house. Thus the following table shows their distribution pattern among the students.

Table 6.13
Place of Internet Use among the Students by Gender and Residence
(Percentage in Parentheses)

Place of Internet Use	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Home	63 (42.28)	58 .(64.44)	121 (50.63)	78 (62.9)	56 (62.22)	134 (62.62)	141 (51.65)	114 (63.33)	255 (56.29)
Cyber café	94 (63.09)	40 (44.44)	134 (56.07)	58 (46.77)	30 (33.33)	88 (41.12)	152 (55.68)	70 (38.89)	222 (49.01)
College/University/ Institute Library	47 (31.55)	38 (42.22)	85 (35.57)	40 (32.26)	27 (30)	67 (31.31)	87 (31.87)	65 (36.11)	151 (33.34)
Hostel	2 (1.34)	5 (5.56)	7 (2.93)	2 (1.61)	--	2 (0.93)	4 (1.47)	5 (2.78)	9 (1.99)
Neighbour's House	1 (0.67)	--	1 (0.42)	--	1 (1.11)	1 (0.47)	1 (0.37)	1 (0.56)	2 (0.44)
Friend's House	2 (1.34)	--	2 (0.84)	3 (2.42)	5 (5.56)	8 (3.74)	5 (1.83)	5 (2.78)	10 (2.21)
Relative's House	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over a half of the students (56.29%) use Internet at home, nearly a half (49.01%) use in cyber cafés, one third (33.34%) use in educational institutions like college/university/institute library and the rest use in friend's house, hostel, neighbour's house and relative's house. But rural male students do not use Internet in relative's house. The rural female students do not use Internet in neighbour's house. Thus, the rural male students can visit the cyber café at any time for which they are able to use Internet there but this is not permitted for the female students who are restricted to use Internet at home. No urban male student uses it in neighbour's and friend's house. In case of the female students, more or less similar finding is observed while Internet use in hostel is not found but insignificant use in neighbour's and friend's house. In sum, seven places have been found to have used by students for Internet surfing but a large number of them use it at home besides using in cyber cafes. This is so because the students have subscribed Internet facility at home where they can connect their PCs at any time. The rest use public terminals, such as cyber cafes that are emerging in the centre of the town. Thus, the institutional provision of browsing facilities is still in a rudimentary stage. Hence, the students prefer to use at home.

Suitable Time for Using Internet

Suitable time for using Internet is categorised into five groups; namely, morning, afternoon, evening, night and during free time. So the following table depicts its distribution pattern among the students.

Table 6.14

Suitable Time for Using Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Suitable Time for Using Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Morning	15 (10.07)	18 (20)	33 (13.81)	10 (8.06)	8 (8.89)	18 (8.41)	25 (9.16)	26 (14.44)	51 (11.26)
Afternoon	28 (18.79)	15 (16.67)	43 (17.99)	49 (39.52)	21 (23.33)	70 (32.71)	77 (28.21)	36 (20)	113 (24.94)
Evening	39 (26.17)	18 (20)	57 (23.85)	23 (18.55)	11 (12.22)	34 (15.89)	62 (22.71)	29 (16.11)	91 (20.09)
Night	14 (9.4)	11 (12.22)	25 (10.46)	3 (2.42)	4 (4.44)	7 (3.27)	17 (6.23)	15 (8.33)	32 (7.06)
During free time	59 (39.6)	40 (44.44)	99 (41.42)	45 (36.29)	49 (54.44)	94 (43.93)	104 (38.1)	89 (49.44)	193 (42.6)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over two fifths of the students (42.6%) use Internet in free time, nearly about one fourth (24.94%) use in afternoon, one fifth (20.09%) use in evening, over one tenth use in the morning and the least use Internet at night hours. Though similar pattern across their categories of residences is found, gender difference is found. Thus, out of five suitable time for using Internet, the rural male students use Internet mostly during the free time, but the female students are found to have used in afternoon. As most of the female students use Internet at home, hence they use it in afternoon. Students primarily do their social activities besides study and thus, prefer spare hours for Internet usage when they can engage themselves in Internet-related works, starting from searching study materials from Internet to maintaining social relations via Internet. Morning and evening time are used by male students while afternoon is prompted by female students as they are burdened with household works and preparation of daily activities and male students do not have such household chores who study staying at home.

Time Span of Using Internet

Time span is the period of time between two events or during which an event continues. Time span of using Internet is grouped into six groups; viz., less than 1 hour, 1 hour, 2 hours, 3 hours, 4 hours and over 4 hours. Thus the following table depicts the pattern of time span of using Internet among the students.

Table 6.15

Time Span of Using Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Time Span of Using Internet (in hours)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
< 1	10 (6.71)	2 (2.22)	12 (5.02)	9 (7.26)	10 (11.11)	19 (8.88)	19 (6.96)	12 (6.67)	31 (6.84)
1	17 (11.41)	14 (15.56)	31 (12.97)	26 (20.97)	30 (33.33)	56 (26.17)	43 (15.75)	44 (24.44)	87 (19.21)
2	69 (46.31)	31 (34.44)	100 (41.84)	67 (54.03)	30 (33.33)	97 (45.33)	136 (49.82)	61 (33.89)	197 (43.49)
3	35 (23.49)	25 (27.78)	60 (25.1)	15 (12.1)	16 (17.78)	31 (14.49)	50 (18.32)	41 (22.78)	91 (20.09)
4	14 (9.4)	16 (17.78)	30 (24.19)	6 (4.84)	2 (2.22)	8 (3.74)	20 (7.33)	18 (10)	38 (8.39)
> 4	5 (3.36)	2 (2.22)	7 (2.93)	1 (0.81)	2 (2.22)	3 (1.4)	6 (2.2)	4 (2.22)	10 (2.21)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over two fifths of the students (43.49%) use Internet for two hours daily, subsequently followed by three hours (20.09%), one hour (19.21%), less than one hour, four hours and more than four hours. Thus, common finding is observed among the students but difference of gender is found. The data show that majority of the respondents have used Internet for the optimal time. However, the adequacy and quality of browsing depends on the individual and the connectivity available. Thus, the rural male students spend more time in using Internet for educational purposes than the rural female students because for using Internet, searching takes a sizeable time. Thus, two hours of time span in using Internet is common among both the genders, male students can spend up to four hours while this is not the case with female students. Female students spend less time on Internet due to the day-to-day household and other related activities.

Length of Experience in Using Internet

There are five categories of length of Internet using found from the study; viz., less than six months, 7 months-1 year, 1-3 years, 4-6 years and more than 6 years. Thus the following table shows the length of experience in using Internet among the students.

Table 6.16

Length of Experience in Using Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Length of Experience (in years)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
< ½	5 (3.36)	5 (5.56)	10 (4.18)	9 (7.26)	8 (8.89)	17 (7.94)	14 (5.13)	13 (7.22)	27 (5.96)
1/2 – 1	32 (21.48)	14 (15.56)	46 (19.25)	34 (27.42)	19 (21.11)	53 (24.77)	66 (24.18)	33 (18.33)	99 (21.85)
1-3	86 (57.72)	36 (40)	122 (51.05)	69 (55.65)	47 (52.22)	116 (54.21)	155 (56.78)	83 (46.11)	238 (52.54)
4-6	18 (12.08)	28 (31.11)	46 (19.25)	9 (7.26)	11 (12.22)	20 (9.35)	27 (9.89)	39 (21.67)	66 (14.57)
> 6	8 (5.37)	7 (7.78)	15 (6.28)	3 (2.42)	5 (5.56)	8 (3.74)	11 (4.03)	12 (6.67)	23 (5.08)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that over a half of the students (52.54%) have been using Internet for last one to three years, over one fifth (21.85%) have been using Internet for seven to twelve months, over one tenth (14.57%) have been using for four to six years and the least have been using Internet for less than six months and more than six years. Thus, the students most probably started using Internet for educational purposes at the outset of graduation course. Similar pattern is found across genders and rural-urban residences. But comparatively males have longer experience than females lagging behind males in joining Internet using. Thus, five categories of length of Internet using have emerged which reveal that three years of keeping in touch with activities of Internet is found common among the male and female students. This is so because most of the students are studying at the undergraduate degree level and before that there was no such use of Internet at large scale.

Frequency of Using Internet in a Week

It gives an insight into the frequency of use of Internet weekly by students. Frequency is the number of occurrences of a repeating event or usage of Internet per unit time. The frequency of using Internet in a week is typed into six categories; viz., regularly, frequently, occasionally, sometimes, rarely and free time using. Thus the following table shows frequency of using internet in a week among the students.

Table 6.17

Frequency of Using Internet in a Week among the Students by Gender and Residence

(Percentage in Parentheses)

Frequency of Using Internet in a Week	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Regularly	26 (17.45)	31 (34.44)	57 (23.85)	18 (14.52)	19 (21.11)	37 (17.29)	44 (16.12)	50 (27.78)	94 (20.75)
Frequently	12 (8.05)	10 (11.11)	22 (9.21)	16 (12.9)	6 (6.67)	22 (10.28)	28 (10.26)	16 (8.89)	44 (9.71)
Occasionally	86 (57.72)	40 (44.44)	126 (52.72)	68 (54.84)	42 (46.67)	110 (51.4)	154 (56.41)	82 (45.56)	236 (52.1)
Sometimes	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)
Rarely	25 (16.78)	8 (8.89)	33 (13.81)	21 (16.94)	23 (25.56)	44 (20.56)	46 (16.85)	39 (21.67)	85 (18.76)
Free time Using	--	1 (1.11)	1 (0.42)	--	--	--	--	12 (6.67)	12 (2.65)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that over a half of the students (52.1%) use Internet occasionally, one fifth (20.75%) use regularly, near about one fifth (18.76%) use rarely and the rest use frequently, during free time and sometimes. Thus, occasional use of Internet is found among the students. The percentage distribution of frequency of using Internet in a week shows that the frequency of using Internet in a week of more than two fifths of the urban students (45.56%) use Internet occasionally, over one fourth (27.78%) use Internet regularly, followed by rarely while small number of students use Internet frequently and during their spare time. Similar distribution is also coming out among the two genders. Both the male and female students use it occasionally, but male students are found to use it regularly while female students, though use it regularly, are seen to spend time on Internet rarely which depends on the availability of Internet access at home. Male students can go out and visit cyber cafes and other public Internet access points if there is lack of service at home. Only a single male student is found to have used it at their free time besides other frequency of time

Purpose of Using Internet

The purpose of using Internet is categorised into three groups; namely, educational, entertainment and entertainment. So the following table shows the purposes of using Internet among the students.

Table 6.18
Purposes of Using Internet among the Students by Gender and Residence
(Percentage in Parentheses)

Purpose of Using Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Searching study material	100 (67.11)	75 (83.33)	175 (73.22)	106 (85.48)	89 (98.89)	195 (91.12)	206 (75.46)	164 (91.11)	370 (81.68)
Entertainment	24 (16.11)	14 (15.55)	38 (15.89)	11 (8.88)	8 (8.88)	19 (37.85)	35 (12.81)	22 (12.22)	57 (12.59)
Downloading MP3 music	30 (20.13)	45 (50)	75 (31.38)	16 (12.9)	22 (24.44)	38 (17.76)	46 (16.85)	67 (37.22)	113 (24.94)
Downloading free software	9 (6.04)	13 (14.44)	22 (9.21)	4 (3.23)	2 (2.22)	6 (2.8)	13 (4.76)	15 (8.33)	28 (6.18)
Watching video clips	9 (6.04)	22 (24.44)	31 (12.97)	2 (1.61)	13 (14.44)	15 (7.01)	11 (4.03)	35 (19.44)	46 (10.15)
Playing computer games	6 (4.03)	5 (5.56)	11 (4.6)	3 (2.42)	1 (1.11)	4 (1.87)	9 (3.3)	6 (3.33)	15 (13.25)
Sending e-mail	36 (24.16)	15 (16.67)	51 (21.34)	29 (23.39)	27 (30)	56 (26.17)	65 (23.81)	42 (23.33)	107 (23.62)
Video-conferencing	10 (6.71)	21 (23.33)	31 (12.97)	11 (8.87)	17 (18.89)	28 (13.08)	21 (7.69)	38 (21.11)	59 (13.02)
Chatting	22 (14.77)	21 (23.33)	43 (17.99)	14 (11.29)	22 (24.44)	36 (16.82)	36 (13.19)	43 (23.89)	79 (17.44)
Inviting people	4 (2.68)	2 (2.22)	6 (2.51)	--	1 (1.11)	1 (0.47)	4 (1.47)	3 (1.67)	7 (1.55)
E-shopping	12 (8.05)	17 (18.89)	29 (12.13)	20 (16.13)	27 (30)	47 (21.96)	32 (11.72)	44 (24.44)	76 (16.78)
E-commerce	4 (2.68)	3 (3.33)	7 (2.93)	--	--	--	4 (1.47)	3 (1.67)	7 (1.55)
E-governance for family	2 (1.34)	4 (4.44)	6 (2.51)	2 (1.61)	4 (4.44)	6 (2.8)	4 (1.47)	8 (4.44)	12 (2.65)
E-banking	16 (10.74)	28 (31.11)	44 (18.41)	13 (10.48)	32 (35.56)	45 (21.03)	29 (10.62)	60 (33.33)	89 (19.66)
Looking for Internet advertisement	13 (8.72)	51 (56.67)	64 (26.78)	4 (3.23)	58 (64.44)	62 (28.97)	17 (6.23)	109 (60.56)	126 (27.81)
Collecting information about anything	62 (41.61)	30 (33.33)	92 (38.49)	64 (51.61)	46 (51.11)	110 (51.4)	126 (46.15)	76 (42.22)	202 (44.59)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that three fourths of the rural students (75.46%) use Internet for searching study material for education purpose, followed by collecting information about anything (46.15%) and sending e-mail (23.81%) for information purpose. Over three fifths of the males (67.11%) and majority of the females (85.48%) use Internet for searching study materials for education purpose. However, most of the urban students (91.11%) use Internet for searching study materials, followed by collecting information about anything (42.22%). Of them, majority of the male (83.33%) and most of the female (98.89%) students use Internet for searching study materials.

Educational Purposes of Using Internet

The educational purposes of using Internet among the students are grouped into eight categories which are shown in the following table.

Table 6.19

Educational Purposes of Using Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Educational Purpose of Using Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Preparing lessons	15 (10.07)	10 (11.11)	25 (10.46)	13 (10.48)	10 (11.11)	23 (10.75)	28 (10.26)	20 (11.11)	48 (10.6)
Project preparing	27 (18.12)	31 (34.44)	58 (24.27)	16 (12.9)	14 (15.56)	30 (14.02)	43 (15.75)	45 (25)	88 (19.43)
Writing notes	69 (46.31)	51 (56.67)	120 (50.21)	55 (44.35)	68 (75.56)	123 (57.48)	124 (45.42)	119 (66.11)	243 (53.64)
Downloading study materials	107 (71.81)	70 (77.78)	177 (74.06)	98 (79.03)	57 (63.33)	155 (72.43)	205 (75.09)	127 (70.56)	332 (73.29)
Downloading educational software	8 (5.37)	5 (5.56)	13 (5.44)	5 (4.03)	4 (4.44)	9 (4.21)	13 (4.76)	9 (5)	22 (4.86)
Sending e-mails to teachers and friends	52 (34.9)	56 (62.22)	108 (45.19)	45 (36.29)	49 (54.44)	94 (43.93)	97 (35.53)	105 (58.33)	202 (44.59)
Online discussion with teachers and friends	10 (6.71)	26 (28.89)	36 (15.06)	10 (8.06)	10 (11.11)	20 (9.35)	20 (7.33)	36 (20)	56 (12.36)
Video-conferencing with teachers and friends	5 (3.36)	8 (8.89)	13 (5.44)	2 (1.61)	4 (4.44)	6 (2.8)	7 (2.56)	12 (6.67)	19 (4.19)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that downloading study materials (73.29%), writing notes (53.64%) and sending e-mails to teachers and friends (44.59%) are found as major educational purposes for using the Internet among students, followed by project preparing and preparing notes for their upcoming examination. By and large, similar findings are observed from their categories of genders and rural-urban residences.

E-mails Sent in a Month

Electronic mail or e-mail, since 1993, is a method of exchanging digital messages from an author to one or more recipients that operates across the Internet or other computer networks. The students send 1-5, 6-10, 11-15 and more than 15 e-mails in a month which are shown in the following table.

Table 6.20

Number of E-mails Sent in a Month among the Students by Gender and Residence

(Percentage in Parentheses)

No. of E-mails Sent in a Month	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1-5	54 (47.37)	21 (28.77)	75 (40.11)	48 (55.17)	35 (51.47)	83 (53.55)	102 (50.75)	56 (39.72)	158 (46.2)
6-10	43 (37.72)	29 (39.73)	72 (38.5)	31 (35.63)	27 (39.71)	58 (37.42)	74 (36.82)	56 (39.72)	130 (38.01)
11-15	10 (8.77)	19 (26.03)	29 (15.51)	6 (6.9)	3 (4.41)	9 (5.81)	16 (7.96)	22 (15.6)	38 (11.11)
> 15	7 (6.14)	4 (5.47)	11 (5.88)	2 (2.3)	3 (4.41)	5 (3.22)	9 (4.47)	7 (4.96)	16 (4.68)
Total (%)	114 (100)	73 (100)	187 (100)	87 (100)	68 (100)	155 (100)	201 (100)	141 (100)	342 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over two fifths of the students (46.2%) send one to five e-mails in a month, near about two fifths (38.01%) send six to ten e-mails per month and the rest send eleven to fifteen and more than fifteen e-mails in a month. However, more females than males and more rural than urban students send e-mails. Six to ten e-mails are generally sent by the male students whereas female students log in mostly to send not more than five e-mails per month when they need. Sending e-mail depends on the need of forwarding bulk document to one or more individuals at a time so that there will not be any wastage of time.

E-mails Received in a Month

The students receive 1-5, 6-10, 11-15 and more than 15 e-mails in a month which are shown in the following table.

Table 6.21

Number of E-mails Received in a Month among the Students by Gender and Residence

(Percentage in Parentheses)

No. of E-mails Received in a Month	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1-5	7 (6.15)	3 (4.11)	10 (5.34)	9 (10.34)	5 (7.35)	14 (9.04)	16 (7.96)	8 (5.67)	24 (7.01)
6-10	42 (36.84)	14 (19.18)	56 (29.95)	41 (47.13)	18 (26.47)	59 (38.06)	83 (41.29)	32 (22.7)	115 (33.63)
11-15	27 (23.68)	17 (23.29)	44 (23.53)	22 (25.29)	17 (25)	39 (25.16)	49 (24.38)	34 (24.11)	83 (24.27)
> 15	38 (33.33)	39 (53.42)	77 (41.18)	15 (17.24)	28 (41.18)	43 (27.74)	53 (26.37)	67 (47.52)	120 (35.09)
Total (%)	114 (100)	73 (100)	187 (100)	87 (100)	68 (100)	155 (100)	201 (100)	141 (100)	342 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table analyzes the distribution of monthly received e-mails. It demonstrates that one third of the students (33.63%) receive more than six to ten e-mails per month, over one third (35.09%) receive more than fifteen e-mails, nearly one fourth (24.27%) receive eleven to fifteen e-mails and a small segment get one to five e-mails. Male students are found to have received more e-mails than female students as they are in constant touch with Internet

facility of sending and receiving e-mails. Moreover, Internet access patterns reveal that males have more access to Internet than females due to the facility available to them.

Receivers of E-mails

The table highlights receivers of students' e-mails. The study identified five receivers of students' e-mails; viz., friends, teachers, family members, virtual friends and neighbours. Thus the following table shows their distribution pattern.

Table 6.22

Receivers of Students' E-mails by Gender and Residence

(Percentage in Parentheses)

Receivers of Students' E-mails	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=114	Urban N=73	Total N=187	Rural N=87	Urban N=68	Total N=155	Rural N=201	Urban N=141	Total N=342
Teachers	78 (68.42)	51 (69.86)	129 (68.98)	62 (71.26)	45 (66.18)	107 (69.03)	140 (69.65)	96 (68.09)	236 (69.01)
Friends	111 (97.37)	73 (100)	184 (98.4)	86 (98.85)	67 (98.53)	153 (98.71)	197 (98.01)	140 (99.29)	337 (98.54)
Family members	33 (28.95)	34 (46.58)	67 (35.83)	35 (40.23)	20 (29.41)	55 (35.48)	68 (33.83)	54 (38.3)	122 (35.67)
Virtual friends	8 (7.02)	5 (6.85)	13 (6.95)	7 (8.05)	3 (4.41)	10 (6.45)	15 (7.46)	8 (5.6)	23 (6.73)
Neighbours	--	1 (1.37)	1 (0.53)	--	--	--	--	1 (0.71)	1 (0.29)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

It demonstrates that receivers of most of the students' (98.54%) e-mails are friends, followed by teachers (69.01%), family members (35.67%), virtual friends and neighbours. Thus, the use of sending e-mails depends on the educational purposes of the students for which they send e-mails to friends and teachers. Almost similar finding is found from their categories of genders and rural-urban residence. More urban students send e-mails to friends than the rural students but the rural students send more e-mails to teachers than their counterpart. However, none of the females and the rural males sent e-mail to neighbours. It means that face-to-face relationship precedes over e-mail. The patterns of distribution of sending e-mails identified five categories of individuals to whom sending of e-mails is concerned and among them, classmates and teachers are given primary importance including family members because during some urgent time, family members need to be connected through the electronic mail service of Internet. Hailed from different educational domains, the students are well acquainted with the electronic documents and sharing and discussing through such mailing facilities.

Senders of E-mails to Students

The study identified six senders of e-mails to students; namely, friends, teachers, family members, virtual people, neighbours and relative. Thus the table shows senders of e-mails to students.

Table 6.23
Senders of E-mails to Students by Gender and Residence
(Percentage in Parentheses)

Senders of E-mails to Students	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=114	Urban N=73	Total N=187	Rural N=87	Urban N=68	Total N=155	Rural N=201	Urban N=141	Total N=342
Friends	111 (97.37)	72 (98.63)	183 (97.86)	87 (100)	67 (98.53)	154 (99.35)	198 (98.51)	139 (98.58)	337 (98.54)
Teachers	55 (48.25)	43 (58.9)	98 (52.41)	45 (51.72)	32 (47.06)	77 (49.68)	100 (49.75)	75 (53.19)	175 (51.17)
Family members	33 (28.95)	37 (50.68)	70 (37.43)	31 (35.63)	22 (32.35)	53 (34.19)	64 (31.84)	59 (41.84)	123 (35.96)
Virtual friends	29 (25.44)	22 (30.14)	51 (27.27)	15 (17.24)	12 (17.65)	27 (17.42)	44 (21.89)	34 (24.11)	78 (22.81)
Neighbours	--	1 (1.37)	1 (0.53)	--	--	--	--	1 (0.71)	1 (0.29)
Relative	--	--	--	1 (1.15)	--	1 (0.65)	1 (0.5)	--	1 (0.29)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

It shows that senders of most of the students' (98.54%) e-mails are friends, followed by teachers (51.17%), family members (35.96%), virtual people (22.81%) neighbours and relative. Thus, the students mostly receive e-mails from friends because they keep in touch with friends and ask classmates questions about materials covered in the class. The gender distribution of rural and urban students depicts similar finding. The distribution pattern depicts that six categories of people have contact with students through e-mails. The people who are more in touch with students are friends and teachers who are the parts of their education process.

E-mail ID Accounts

E-mail address is used to protect the User ID from public view. The User ID is used in conjunction with a password to permit the user to log into an e-mail system and access e-mail in their mailbox. Ten e-mail ID accounts are found from the study; namely, Gmail, Facebook, Yahoo, Rediffmail, Hotmail Lsu, Berkeley, Hotpop, Sify and Orkut. Thus the following table reveals e-mail ID account of the students.

Table 6.24
E-mail ID Accounts of the Students by Gender and Residence
(Percentage in Parentheses)

E-mail ID Account	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=114	Urban N=73	Total N=187	Rural N=87	Urban N=68	Total N=155	Rural N=201	Urban N=141	Total N=342
Gmail	76 (66.67)	62 (84.93)	138 (73.8)	53 (60.92)	42 (61.76)	95 (61.29)	129 (64.18)	104 (73.76)	233 (68.13)
Yahoo	20 (17.54)	11 (15.07)	31 (16.58)	19 (21.84)	9 (13.24)	28 (18.06)	39 (19.4)	20 (14.18)	59 (17.25)
Rediffmail	14 (12.28)	11 (15.07)	25 (13.37)	16 (18.39)	10 (14.71)	26 (16.77)	30 (14.93)	21 (14.89)	51 (14.91)
Hotmail	8 (7.02)	4 (5.48)	12 (6.42)	10 (11.49)	13 (19.12)	23 (14.84)	18 (8.96)	17 (12.06)	35 (10.23)
Facebook	31 (27.19)	48 (65.75)	79 (42.25)	26 (29.89)	36 (52.94)	62 (40)	57 (28.36)	84 (59.57)	141 (41.23)
Hotpop	2 (1.75)	--	2 (1.07)	--	--	--	2 (1)	--	2 (0.58)
Berkeley	2 (1.75)	--	2 (1.07)	1 (1.15)	1 (1.47)	2 (1.29)	3 (1.49)	1 (0.71)	4 (1.17)
Lsu	3 (2.63)	--	3 (1.6)	2 (2.3)	--	2 (1.29)	5 (2.49)	--	5 (1.46)
Orkut	1 (0.88)	--	1 (0.53)	--	--	--	1 (0.5)	--	1 (0.29)
Sify	2 (1.75)	--	2 (1.07)	--	--	--	2 (1)	--	2 (0.58)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over three fifths of the students (68.13%) have e-mail IDs in Gmail, followed by Facebook (41.23%), Yahoo, Rediffmail, Hotmail Lsu, Berkeley, Hotpop, Sify and Orkut. The similar finding is found across their gender and rural-urban students. But the rural female students do not use Hotpop, Orkut and Sify. No male students have used Berkeley so far. Hotmail users are more among females than males and Berkeley is used by a small fraction of female students. The analysis has found out ten websites where students have e-mail ID accounts. Gmail has dominated other mailing websites among users because of its unique privacy and features and protection from virus threat. Berkeley is not so popular among students because of its lack of awareness. Facebook is used by students because to know each other.

Purposes of Using E-mail

There are four purposes of using e-mails include communication, sending attached documents, discussing study matters and submitting home assignments. Thus the following tables shows their distribution patterns among the students.

Table 6.25

Purposes of Using E-mail among the Students by Gender and Residence

(Percentage in Parentheses)

Purpose of Using E-mail	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=114	Urban N=73	Total N=187	Rural N=87	Urban N=68	Total N=155	Rural N=201	Urban N=141	Total N=342
Communication	14 (12.28)	13 (17.81)	27 (14.44)	12 (13.79)	10 (14.71)	22 (14.19)	26 (12.94)	23 (16.31)	49 (14.33)
Sending attached documents	81 (71.05)	55 (75.34)	136 (72.73)	54 (62.07)	47 (69.12)	101 (65.16)	135 (67.16)	102 (72.34)	237 (69.3)
Discussing study matters	22 (19.3)	23 (31.51)	45 (24.06)	28 (32.18)	21 (30.88)	49 (31.61)	50 (24.88)	44 (31.21)	94 (27.49)
Submitting home assignments	17 (14.91)	27 (36.99)	44 (23.53)	8 (9.2)	11 (16.18)	19 (12.26)	25 (12.44)	38 (26.95)	63 (18.42)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over three fifths of the students (69.3%) send e-mails for sending attached documents, followed by discussing study matters (27.49%), submitting home assignments (18.42%) and communication (14.33%). Thus, using e-mails for sending attached documents is found as the major purpose among rural and urban students. This may be because students become busier and more serious about their studies and do not prioritize much time for instant messaging. Similar distribution is observed among the two genders. Both the male and female students have emphasized on sending any attached documents which is the foremost purpose of opening e-mail account in Gmail and other mailing websites. The reason for higher proportion of students possessing computers and accessing Internet in the study is due to affordability.

Other Family Members Using Internet

Other family members using Internet from students' families are father, mother, brother, sister, uncle and aunty. Thus the following table shows their distribution pattern.

Table 6.26

Other Family Members Using Internet by Gender and Residence

(Percentage in Parentheses)

Other Family Members Using Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=140	Urban N=90	Total N=230	Rural N=124	Urban N=90	Total N=214	Rural N=264	Urban N=180	Total N=444
Father	18 (12.86)	26 (28.89)	44 (19.13)	28 (22.58)	19 (21.11)	47 (21.96)	46 (17.42)	45 (25)	91 (20.5)
Mother	4 (2.86)	3 (3.33)	7 (3.04)	4 (3.23)	1 (1.11)	5 (2.34)	8 (3.03)	4 (2.22)	12 (2.7)
Brother	79 (56.43)	57 (63.33)	136 (59.13)	64 (51.61)	67 (74.44)	131 (61.21)	143 (54.17)	124 (68.89)	267 (60.14)
Sister	38 (27.14)	40 (44.44)	78 (33.91)	34 (27.42)	30 (33.33)	64 (29.91)	72 (27.27)	70 (38.89)	142 (31.98)
Uncle	1 (0.71)	5 (5.56)	6 (2.61)	4 (3.23)	--	4 (1.87)	5 (1.89)	5 (2.78)	10 (2.25)
Aunty	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.38)	--	1 (0.23)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that three fifths of the students' brother (60.14%) use Internet, near about one third's (31.98%) sisters use Internet, one fifth's (20.5%) father use Internet and the

rest's mother, uncle and aunty use Internet. The categories of genders and rural-urban residence reveal the similar findings. But in case of female students, use of Internet is absent among uncles. This is so because the younger generation has different intentions to use Internet and spend time on Internet for their study and competitive examination and older generation uses according to their needs. As mothers of students are engaged in household works and manage home for which they cannot go through Internet. Besides, lack of technical knowledge on the part of their mothers is an important factor for low Internet use among them.

Internet Technological Features Considered Indispensable

Internet has become indispensable to many students in their daily lives. There are twelve Internet technological features found indispensable among the students; namely, e-mail, World Wide Web, online discussion, Internet phone, Java/Java script, digital signatures, Internet fax, streaming audio over Internet, streaming video over Internet, video-conferencing over Internet, audio conferencing over Internet and 3-D environments. Thus the following table shows their distribution pattern among the students.

Table 6.27

Internet Technological Features Considered Indispensable among the Students by Gender and Residence

(Percentage in Parentheses)

Internet Technological Features Considered Indispensable	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
E-mail	52 (34.9)	40 (44.44)	92 (38.49)	51 (41.13)	38 (42.22)	89 (41.59)	103 (37.73)	78 (43.33)	181 (39.96)
World Wide Web	103 (69.13)	58 (64.44)	161 (67.36)	106 (85.48)	60 (66.67)	166 (77.57)	209 (76.56)	118 (65.56)	327 (72.19)
Online discussion	58 (38.93)	36 (40)	94 (39.33)	41 (33.06)	36 (40)	77 (35.98)	99 (36.26)	72 (40)	171 (37.75)
Internet phone	9 (6.04)	5 (5.56)	14 (5.86)	--	7 (7.78)	7 (3.27)	9 (3.3)	12 (6.67)	21 (4.64)
Java/Java script	5 (3.36)	10 (11.11)	15 (6.28)	2 (1.61)	8 (8.89)	10 (4.67)	7 (2.56)	18 (10)	25 (5.52)
Digital signatures	5 (3.36)	11 (12.22)	16 (6.69)	8 (6.45)	11 (12.22)	19 (8.88)	13 (4.76)	22 (12.22)	35 (7.73)
Internet fax	9 (6.04)	7 (7.78)	16 (6.69)	3 (2.42)	4 (4.44)	7 (3.27)	12 (4.4)	11 (6.11)	23 (5.08)
Streaming audio over Internet	8 (5.37)	9 (10)	17 (7.11)	3 (2.42)	9 (10)	12 (5.61)	11 (4.02)	18 (10)	29 (6.4)
Streaming video over Internet	7 (4.7)	8 (8.89)	15 (6.28)	3 (2.42)	9 (10)	12 (5.61)	10 (3.66)	17 (9.44)	27 (5.96)
Video-conferencing over Internet	30 (20.13)	22 (24.44)	52 (21.76)	18 (14.52)	23 (25.56)	41 (19.16)	48 (17.58)	45 (25)	93 (20.53)
Audio conferencing over Internet	23 (15.44)	20 (22.22)	43 (17.99)	18 (14.52)	22 (24.44)	40 (18.69)	41 (15.02)	42 (23.33)	83 (18.32)
3-D environments	3 (2.01)	2 (2.22)	5 (2.09)	1 (0.81)	1 (1.11)	2 (0.93)	4 (1.47)	3 (1.67)	7 (1.55)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearabout three fourth of the students (72.19%) have considered World Wide Web, followed by e-mail (39.96%), online discussion (37.75%), video-conferencing (20.53%), audio conferencing over Internet (18.32%), digital signatures,

streaming audio over Internet, streaming video over Internet, Java/Java script, Internet fax, Internet phone and 3-D environments. The major pattern among the rural students is that over three fifths of the male (69.13%) and majority of the female (85.48%) students consider the World Wide Web as indispensable Internet technology. More or less similar pattern is emerging from their gender distribution of the Internet technologies indispensable, but females are less enthusiastic than males about Java script and Internet fax. Enthusiasm for World Wide Web, e-mail and online discussion is revealed mostly by both the genders as these features are basic needs for using Internet for students' education because discussion on mobile phones becomes as the students have to pay per minute on phone calls while social networking websites and online discussion through World Wide Web they can discuss a lot regarding study matters.

Mode of Retrieving Information from Internet

Four essential modes of retrieving information are found, such as taking print out of important information downloaded from Internet, downloading in Compact Disc (CD)/pen drive, noting down important information and retaining information in memory. The modes of retrieving information from Internet are highlighted in the following table.

Table 6.28

Mode of Retrieving Information from Internet among the Students by Gender and Residence (Percentage in Parentheses)

Mode of Retrieving Information from Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Retain in memory	6 (4.03)	4 (4.44)	10 (4.18)	6 (4.84)	3 (3.33)	9 (4.21)	12 (4.4)	7 (3.89)	19 (4.19)
Note down important information	38 (25.5)	15 (16.67)	53 (22.18)	35 (28.23)	26 (28.89)	61 (28.5)	73 (26.74)	41 (22.78)	114 (25.17)
Take print out of important information	111 (74.5)	67 (74.44)	178 (74.48)	96 (77.42)	70 (77.78)	166 (77.57)	207 (75.82)	137 (76.11)	344 (75.94)
Download in Compact Disc (CD)/pen drive, etc.	44 (29.53)	43 (47.78)	87 (36.4)	20 (16.13)	17 (18.89)	37 (17.29)	64 (23.44)	60 (33.33)	124 (27.37)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that three fourths of the students (75.94%) retrieve information by taking print out of important information downloaded from Internet, followed by downloading in Compact Disc (CD)/pen drive (27.37%), noting down important information (25.17%) and retaining information in memory. Taking print out of useful information is found as the easiest way to go through study materials because there is no harm of continuously sitting in front of the computer to see the soft copy of acquired data from Internet. By their gender, similar way of retrieving the online information is found among rural and urban students. From the analysis, four essential way of retrieving information has emerged which are tabulated. Retaining in memory may not concrete for students and sometimes, they can forget useful information related to study. Therefore, they retrieve collected data from Internet in concrete shape by taking print out of reference materials and downloading in CD or pen drive.

In sum, the students use Google for Internet surfing besides using social networking Gmail and Facebook. The students use Internet at home, followed by cyber cafés in free time for two hours daily. They use Internet occasionally for downloading study materials. The students send one to five e-mails in a month to friends, teachers, etc. They receive more than six to ten e-mails from friends and teachers per month and have e-mail IDs in Gmail, Facebook, etc. for sending attached documents. The students retrieve information by taking print out of important information downloaded from Internet.

III

ATTITUDE PATTERNS OF INTERNET IN EDUCATION

Attitudinal issues are also thought to play a significant role in Internet learning adoption. It indicates that through motivation and perception, attitudes are formed and students make decisions. Thus, attitudes directly influence decision making. This section analyzes the patterns of attitude towards Internet in education of Muslim students in Silchar town.

Extent of Internet Likeness

The table highlights the extent of likeness of Internet among the students. The extent of likeness is categorized into four categories showing particularly the three levels of extent about expressing likeness, such as low, medium and high and cannot say. Thus, the following table shows extent of Internet likeness among the students.

Table 6.29

Extent of Internet Likeness among the Students by Gender and Residence

(Percentage in Parentheses)

Extent of Internet Likeness	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
To a large extent	12 (8.05)	10 (11.11)	22 (9.2)	13 (10.48)	8 (8.89)	21 (9.81)	25 (9.15)	18 (10)	43 (9.49)
To a larger extent	68 (45.64)	35 (38.89)	103 (43.1)	63 (50.81)	45 (50)	108 (50.47)	131 (47.99)	80 (44.44)	211 (46.58)
To the largest extent	66 (44.3)	44 (48.89)	110 (46.03)	45 (36.29)	35 (38.89)	80 (37.38)	111 (40.66)	79 (43.89)	190 (41.94)
Can't say	3 (2.01)	1 (1.11)	4 (1.67)	3 (2.42)	2 (2.22)	5 (2.34)	6 (2.2)	3 (1.67)	9 (1.99)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

It reveals that over two fifths, each, of the students (46.58%) like Internet to a larger extent and to the largest extent (41.94%), followed by to a large extent and cannot say. There is no significant difference across their residences but the males like Internet more than the females. Thus, the students like Internet to a larger extent because the success of an electronic study largely depends on students' willingness to accept it. Thus, the high point of likeness is found among the urban male students while moderate acceptance is found among the urban female students. The Internet learning is still at the early stage of development. The students' attitude towards online learning is known as the main factor that affects e-learning potential.

Effectiveness of Internet

The table highlights the effectiveness of Internet among the rural and urban Muslim students according to their genders. It is categorized into four categories showing particularly the three medium of effectiveness, such as not effective, moderately effective and extremely effective and cannot say about expressing views. Thus the following table shows effectiveness of Internet among the students.

Table 6.30

Effectiveness of Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Effectiveness of Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Extremely effective	48 (32.21)	44 (48.89)	92 (38.49)	48 (38.72)	39 (43.33)	87 (40.65)	96 (35.16)	83 (46.11)	179 (39.51)
Moderately effective	94 (63.09)	41 (45.56)	135 (56.49)	72 (58.06)	46 (51.11)	118 (55.14)	166 (60.81)	87 (48.33)	253 (55.85)
Can't say	5 (3.36)	3 (3.33)	8 (3.35)	2 (1.61)	4 (4.45)	6 (2.81)	7 (2.56)	7 (3.89)	14 (3.09)
Not effective	2 (1.34)	2 (2.22)	4 (1.67)	2 (1.61)	1 (1.11)	3 (1.4)	4 (1.47)	3 (1.67)	7 (1.55)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that Internet is moderately effective among over a half of the students (55.85%), followed by extremely effective (39.51%), cannot say and not effective. Thus, Internet is effective because online learning provides significant opportunities for students to actively engage in their learning process through active participation. But the motivating factor among the students to actively participate and contribute in online learning is challenging because the perceived lack of relevance and usefulness seems to hinder students' motivation with minimal content. Similar pattern is across their genders but males find Internet extremely effective other than females because using Internet technology tools include flexibility, convenience and accessibility for students to complete their learning anytime and anyplace. Internet is very effective among the urban male students while it is moderately effective among the urban female students because confusion, anxiety, apprehension in writing and difficulty in phrasing, and time constraints are some reasons attributed for the female students' passivity or nonparticipation in the moderate effectivity of Internet.

Level of Comfortability with Internet

The table analyses level of comfortability with Internet among the students. The level of comfortability is categorized into five categories showing particularly the five points of comfortability from positive to negative; namely, very comfortable, comfortable, neither comfortable nor uncomfortable, uncomfortable and very uncomfortable. Thus the following table shows their distribution patterns.

Table 6.31
Level of Comfortability with Internet among the Students by Gender and Residence
(Percentage in Parentheses)

Level of Comfortability with Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Very comfortable	70 (46.98)	42 (46.67)	112 (46.86)	53 (42.74)	45 (50)	98 (45.79)	123 (45.05)	87 (48.33)	210 (46.36)
Comfortable	75 (50.34)	45 (50)	120 (50.21)	62 (50)	40 (44.44)	102 (47.66)	137 (50.18)	85 (47.22)	222 (49.01)
Neither comfortable nor uncomfortable	3 (2.01)	1 (1.11)	4 (1.67)	7 (5.64)	5 (5.56)	12 (5.61)	10 (3.66)	6 (3.34)	16 (3.53)
Uncomfortable	1 (0.67)	2 (2.22)	3 (1.26)	1 (0.81)	--	1 (0.47)	2 (0.74)	2 (1.11)	4 (0.88)
Very uncomfortable	--	--	--	1 (0.81)	--	1 (0.47)	1 (0.37)	--	1 (0.22)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearly half of the students (49.01%) feel comfortable in using Internet, followed by very comfortable (46.36%). The rest feel neither comfortable nor uncomfortable, uncomfortable and very uncomfortable. The reason behind it is that interaction and the quality of interaction among the students are considered as an essential part of the academic process which lacks in Internet. The use of Internet allows students to increasingly interact with other students for course materials and resources. Male students do not feel very uncomfortable in using Internet which is present among the female students because students generally have a positive attitude towards Internet use and spend more time with online tools. This implies that they like satisfy with their online experiences and become more responsible for their learning process. Both the urban male and female students do not feel very uncomfortable in using Internet due to the adequate preparation in using the online information and easy navigation function of hyperlinks to increase their contribution.

Level of Satisfaction with Internet

The table analyses level of satisfaction with Internet among the students. The level of satisfaction is categorized into five categories showing particularly the five points of satisfaction from positive to negative; namely, very satisfied, satisfied, neither satisfied nor unsatisfied, unsatisfied and very unsatisfied. Thus the following table shows their distribution patterns.

Table 6.32

Level of Satisfaction with Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Level of Satisfaction with Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Very satisfied	63 (42.28)	42 (46.67)	105 (43.93)	56 (45.16)	43 (47.78)	99 (46.26)	119 (43.59)	85 (47.22)	204 (45.03)
Satisfied	81 (54.36)	42 (46.67)	123 (51.46)	61 (49.19)	42 (46.67)	103 (48.13)	142 (52.01)	84 (46.67)	226 (49.89)
Neither satisfied nor unsatisfied	2 (1.34)	3 (3.33)	5 (2.09)	5 (4.03)	3 (3.33)	8 (3.74)	7 (2.57)	6 (3.33)	13 (2.87)
Unsatisfied	2 (1.34)	1 (1.11)	3 (1.26)	1 (0.81)	2 (2.22)	3 (1.4)	3 (1.1)	3 (1.67)	6 (1.33)
Very unsatisfied	1 (0.68)	2 (2.22)	3 (1.26)	1 (0.81)	--	1 (0.47)	2 (0.73)	2 (1.11)	4 (0.88)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that nearly a half of the students (49.89%) are satisfied with Internet, followed by very satisfied (45.03%), neither satisfied nor unsatisfied, unsatisfied and very unsatisfied. Similar observation is found among the two genders of the rural and urban students. Thus, both the male and female students feel very satisfied after Internet usage because of the affordability and accessibility of this technology in the urban setting.

Perception about Internet

In order to understand attitude and perception of the students towards Internet, some statements on behalf of students were formulated for the study. These statements were based on the five-point of Lickert scale of attitude measurement. These are tabulated below:

Statement I: The use of Internet makes study interesting.

The statement "The use of Internet makes study interesting." depicts whether Internet makes study interesting or not among the students. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. So the following table shows the pattern of responses of this statement among the students.

Table 6.33

Students' Opinions on "The use of Internet makes study interesting." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	40 (26.85)	17 (18.89)	57 (23.85)	26 (20.97)	19 (21.11)	45 (21.03)	66 (24.18)	36 (20)	102 (22.52)
Agree	102 (68.46)	68 (75.56)	170 (71.13)	93 (75)	64 (71.11)	157 (73.36)	195 (71.43)	132 (73.33)	327 (72.19)
Can't say	4 (2.68)	3 (3.33)	7 (2.93)	4 (3.22)	4 (4.45)	8 (3.74)	8 (2.93)	7 (3.89)	15 (3.31)
Disagree	2 (1.34)	1 (1.11)	3 (1.26)	1 (0.81)	3 (3.33)	4 (1.87)	3 (1.1)	4 (2.22)	7 (1.54)
Absolutely disagree	1 (0.67)	1 (1.11)	2 (0.83)	--	--	--	1 (0.36)	1 (0.56)	2 (0.44)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearabout three fourths of the (72.19%) agree that the use of Internet makes study interesting, followed by absolutely agree (22.52%), cannot say, disagree and absolutely disagree. By and large, similar finding is observed from categories of genders and residences. But the rural and urban female students absolutely disagree to the statement. Thus, the students agree to the statement because it is interesting to work with Internet and they can get immediate result of searching which is one of the advantages of Internet.

Statement II: I like to search topics from Internet.

The statement "I like to search topics from Internet." depicts whether the students like to search topics from Internet or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. So the following table shows the pattern of responses of this statement among the students.

Table 6.34

Students' Opinions on "I like to search topics from Internet." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	8 (5.37)	6 (6.67)	14 (5.86)	16 (12.9)	5 (5.56)	21 (9.81)	24 (8.79)	11 (6.11)	35 (7.73)
Agree	134 (89.93)	82 (91.11)	216 (90.38)	105 (84.68)	83 (92.22)	188 (87.85)	239 (87.55)	165 (91.67)	404 (89.18)
Can't say	6 (4.03)	2 (2.22)	8 (3.35)	2 (1.61)	2 (2.22)	4 (1.87)	8 (2.93)	4 (2.22)	12 (2.65)
Disagree	1 (0.67)	--	1 (0.41)	1 (0.81)	--	1 (0.47)	2 (0.73)	--	2 (0.44)
Absolutely disagree	--	--	--	--	--	--	--	--	0
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that most of the students (89.18%) agree that they like to search topics from Internet, followed by absolutely agree, cannot say and disagree. But there is no response of absolutely disagree among the students. Thus, the similar gender and rural-urban patterns are found among the students. Urban male and female students have not given response of disagree because Internet is effective. When the students write a topic or question on the search engine and click on the search button, they see that automatically results come out. This makes them to like to search topics from Internet. Thus, both the rural and urban male and female students have positive perception in searching topics from Internet.

Statement III: The quality information is very easy to find on the web.

The statement "The quality information is very easy to find on the web." shows whether the students very easily find quality information on the web or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. So the following table shows the pattern of responses of this statement among the students.

Table 6.35

Students' Opinions on "The quality information is very easy to find on the web." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	18 (12.08)	13 (14.44)	31 (12.97)	24 (19.35)	5 (5.56)	29 (13.55)	42 (15.38)	18 (10)	60 (13.25)
Agree	82 (55.03)	59 (65.56)	141 (59)	60 (48.39)	66 (73.33)	126 (58.88)	142 (52.01)	125 (69.44)	267 (58.94)
Can't say	31 (20.81)	12 (13.33)	43 (17.99)	24 (19.35)	13 (14.44)	37 (17.29)	55 (20.15)	25 (13.89)	80 (17.66)
Disagree	12 (8.05)	6 (6.67)	18 (7.53)	12 (9.68)	5 (5.56)	17 (7.94)	24 (8.79)	11 (6.11)	35 (7.73)
Absolutely disagree	6 (4.03)	--	6 (2.51)	4 (3.23)	1 (1.11)	5 (2.34)	10 (3.67)	1 (0.56)	11 (2.42)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearly three fifths of the students (58.94%) agree that the quality information is very easy to find on the web, followed by cannot say (17.66%), absolutely agree (13.25%), disagree and absolutely disagree. The similar pattern is found across their genders and rural-urban residences. Thus, the rural and urban male and female students mostly agree to the statement because sometimes students search and do not find relevant topics and old writers' work in libraries of college/ university. When they use Internet for searching these topics and works, they get reference material or link to those reference materials.

Statement IV: I like to share information and ideas with my friends.

The statement "I like to share information and ideas with my friends." shows whether the students like to share information and ideas with their friends or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. Thus the following table shows the pattern of responses of this statement among the students.

Table 6.36

Students' Opinions on "I like to share information and ideas with my friends." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	20 (13.42)	16 (17.78)	36 (15.06)	20 (16.13)	13 (14.44)	33 (15.42)	40 (14.65)	29 (16.11)	69 (15.23)
Agree	122 (81.88)	69 (76.67)	191 (79.92)	97 (78.23)	75 (83.33)	172 (80.37)	219 (80.22)	144 (80)	363 (80.13)
Can't say	4 (2.68)	5 (5.55)	9 (3.77)	5 (4.03)	2 (2.23)	7 (3.27)	9 (3.3)	7 (3.89)	16 (3.53)
Disagree	2 (1.34)	--	2 (0.84)	2 (1.61)	--	2 (0.94)	4 (1.47)	--	4 (0.89)
Absolutely disagree	1 (0.68)	--	1 (0.41)	--	--	--	1 (0.36)	--	1 (0.22)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that four fifths of the students (80.13%) agree that they like to share information and ideas with their friends, followed by absolutely agree (15.23%), cannot say, disagree and absolutely disagree. By and large, similar finding is found across their genders and residences. The rural female students absolutely disagree to it but the urban students completely disagree to it. Thus, the students agree to the statement because they mutually discuss study matters with their friends and use e-mails for sharing study materials downloaded from Internet with their friends.

Statement V: Online courses and small-group learning help a lot.

The statement "Online courses and small-group learning help a lot." depicts whether online courses and small-group learning help students a lot or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. Thus the following table shows the pattern of responses of this statement among the students.

Table 6.37

Students' Opinions on "Online courses and small-group learning help a lot." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	10 (6.71)	12 (13.33)	22 (9.21)	15 (12.1)	8 (8.89)	23 (10.75)	25 (9.16)	20 (11.11)	45 (9.93)
Agree	92 (61.74)	46 (51.11)	138 (57.74)	67 (54.03)	50 (55.56)	117 (54.67)	159 (58.24)	96 (53.33)	255 (56.29)
Can't say	32 (21.48)	23 (25.56)	55 (23.01)	25 (20.16)	18 (20)	43 (20.09)	57 (20.88)	41 (22.78)	98 (21.63)
Disagree	7 (4.7)	8 (8.89)	15 (6.28)	11 (8.87)	12 (13.33)	23 (10.75)	18 (6.59)	20 (11.11)	38 (8.39)
Absolutely disagree	8 (5.37)	1 (1.11)	9 (3.76)	6 (4.84)	2 (2.22)	8 (3.74)	14 (5.13)	3 (1.67)	17 (3.76)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that over a half of the students (56.29%) agree that online courses and small-group learning help students a lot, followed by cannot say (21.63%). By and large, similar finding is found from their categories of genders and residences. The students agree to it because collaborative learning in online environment can take the form of discussion among the whole class or within smaller groups. Online courses offer the opportunity to create a highly social learning environment characterised by participation and interactivity for students. Group activities through online learning are important way to gain experience in collaboration and develop skills in critical thinking, self-reflection and co-construction of knowledge.

Statement VI: Internet allows for effective sharing of experiences.

The statement "Internet allows for effective sharing of experiences." reveals whether Internet allows for effective sharing of experiences among the students or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree

and absolutely disagree. Thus the following table shows the pattern of responses of this statement among the students.

Table 6.38

Students' Opinions on "Internet allows for effective sharing of experiences." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	20 (13.42)	12 (13.33)	32 (13.39)	17 (13.71)	7 (7.78)	24 (11.21)	37 (13.55)	19 (10.56)	56 (12.36)
Agree	95 (63.76)	51 (56.67)	146 (61.09)	67 (54.03)	51 (56.67)	118 (55.14)	162 (59.34)	102 (56.67)	264 (58.28)
Can't say	23 (15.44)	16 (17.78)	39 (16.32)	23 (18.55)	18 (20)	41 (19.16)	46 (16.85)	34 (18.88)	80 (17.66)
Disagree	6 (4.03)	7 (7.78)	13 (5.44)	13 (10.48)	12 (13.33)	25 (11.68)	19 (6.96)	19 (10.56)	38 (8.39)
Absolutely disagree	5 (3.35)	4 (4.44)	9 (3.76)	4 (3.23)	2 (2.22)	6 (2.81)	9 (3.3)	6 (3.33)	15 (3.31)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearabout three fifths of the students (58.28%) agree that Internet allows for effective sharing of experiences, followed by cannot say (17.66%). The number of males found more who agree to it than females. By and large, similar finding is found across their genders and rural-urban residences. Thus, the students agree to it because they effectively share experiences through Internet which allows teachers and students to collaborate electronically throughout the process.

Statement VII: I prefer to choose the specific topics to study within a course.

The statement "I prefer to choose the specific topics to study within a course." shows whether the students prefer to choose the specific topics to study within a course or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. Thus the following table shows the pattern of responses of this statement among the students.

Table 6.39

Students' Opinions on "I prefer to choose the specific topics to study within a course." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	19 (12.75)	17 (18.89)	36 (15.06)	21 (16.94)	13 (14.44)	34 (15.89)	40 (14.65)	30 (16.67)	70 (15.45)
Agree	122 (81.88)	67 (74.44)	189 (79.08)	97 (78.23)	72 (80)	169 (78.97)	219 (80.22)	139 (77.22)	358 (79.03)
Can't say	6 (4.03)	2 (2.22)	8 (3.35)	5 (4.03)	2 (2.22)	7 (3.27)	11 (4.03)	4 (2.22)	15 (3.31)
Disagree	2 (1.34)	4 (4.45)	6 (2.51)	1 (0.8)	3 (3.34)	4 (1.87)	3 (1.1)	7 (3.89)	10 (2.21)
Absolutely disagree	--	--	--	--	--	--	--	--	0
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that nearabout four fifths of the students (79.03%) agree that they prefer to choose the specific topics to study within a course, followed by absolutely agree (15.45%). Thus, irrespective of their genders and residences majority of the students agree to the statement because they can only learn what they want to learn, whether it is online or in the institution and choosing topics from the course structure gives the students a clear idea about their study.

Statement VIII: Learning via Internet is acceptable to me.

The statement "Learning via Internet is acceptable to me." shows whether learning via Internet is acceptable to students or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. So the following table shows the pattern of responses of this statement among the students.

Table 6.40

Students' Opinions on "Learning via Internet is acceptable to me." by Gender and Residence (Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	12 (8.05)	13 (14.44)	25 (10.46)	17 (13.71)	11 (12.22)	28 (13.08)	29 (10.62)	24 (13.33)	53 (11.7)
Agree	95 (63.76)	56 (62.23)	151 (63.18)	76 (61.29)	61 (67.78)	137 (64.02)	171 (62.64)	117 (65)	288 (63.58)
Can't say	28 (18.79)	10 (11.11)	38 (15.9)	18 (14.52)	5 (5.56)	23 (10.75)	46 (16.85)	15 (8.33)	61 (13.47)
Disagree	12 (8.05)	10 (11.11)	22 (9.21)	9 (7.25)	11 (12.22)	20 (9.35)	21 (7.69)	21 (11.67)	42 (9.27)
Absolutely disagree	2 (1.35)	1 (1.11)	3 (1.25)	4 (3.23)	2 (2.22)	6 (2.8)	6 (2.2)	3 (1.67)	9 (1.98)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over three fifths of the students (63.58%) agree that learning via the Internet is acceptable to them, followed by cannot say (13.47%). The similar pattern is observed across their genders and rural-urban categories. Thus, it indicates that students have positive attitudes towards Internet using as a learning tool and viewed the learning environment as supportive of using Internet for learning. Therefore, they agree to the statement.

Statement IX: I would like to communicate with my teachers by e-mail.

The statement "I would like to communicate with my teachers by e-mail." shows whether the students like to communicate with their teachers by e-mail or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. Thus the following table shows the pattern of responses of this statement among the students.

Table 6.41

Students' Opinions on "I would like to communicate with my teachers by e-mail." by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	7 (4.7)	9 (10)	16 (6.69)	11 (8.87)	8 (8.89)	19 (8.88)	18 (6.59)	17 (9.44)	35 (7.72)
Agree	90 (60.4)	52 (57.78)	142 (59.41)	71 (57.26)	50 (55.56)	121 (56.54)	161 (58.97)	102 (56.67)	263 (58.06)
Can't say	48 (32.21)	10 (11.11)	58 (24.27)	34 (27.42)	8 (8.89)	42 (19.63)	82 (30.04)	18 (10)	100 (22.08)
Disagree	3 (2.01)	17 (18.89)	20 (8.37)	5 (4.03)	23 (25.56)	28 (13.08)	8 (2.93)	40 (22.22)	48 (10.6)
Absolutely disagree	1 (0.68)	2 (2.22)	3 (1.26)	3 (2.42)	1 (1.1)	4 (1.87)	4 (1.47)	3 (1.67)	7 (1.54)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that nearabout three fifths of the students (58.06%) agree that they would like to communicate with their teachers by e-mail, followed by cannot say (22.08%). By and large, the similar finding is found across their genders and rural-urban categories. Thus, they agree to it because they have basic skills in using Internet and this perceived learning environment in university has encouraged them to use Internet as learning tool for communication with teachers resulting in improved relation between teachers and students.

Statement X: I would like to co-operate on a learning task with people from different regions.

The statement "I would like to co-operate on a learning task with people from different regions." Indicates whether the students like to co-operate on a learning task with people from different regions or not. The response categories were grouped into five types; namely, absolutely agree, agree, can't say, disagree and absolutely disagree. Thus the following table shows the distribution of responses of this statement among the students.

Table 6.42

Students' Opinions on "I would like to cooperate on a learning task with people from different regions" by Gender and Residence

(Percentage in Parentheses)

Response Type	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Absolutely agree	12 (8.05)	8 (8.89)	20 (8.37)	10 (8.06)	4 (4.44)	14 (6.55)	22 (8.06)	12 (6.67)	34 (7.5)
Agree	71 (47.65)	36 (40)	107 (44.77)	49 (39.52)	31 (34.44)	80 (37.38)	120 (43.96)	67 (37.22)	187 (41.28)
Can't say	58 (38.93)	15 (16.67)	73 (30.54)	51 (41.13)	16 (17.79)	67 (31.31)	109 (39.93)	31 (17.22)	140 (30.91)
Disagree	6 (4.03)	28 (31.11)	34 (14.23)	12 (9.68)	35 (38.89)	47 (21.96)	18 (6.59)	63 (35)	81 (17.88)
Absolutely disagree	2 (1.34)	3 (3.33)	5 (2.09)	2 (1.61)	4 (4.44)	6 (2.8)	4 (1.46)	7 (3.89)	11 (2.43)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that over two fifths of the students (41.28%) agree that they would like to co-operate on a learning task with people from different regions, subsequently followed by cannot say (30.91%) and disagree (17.88%). By and large, the similar finding is observed across their genders and rural-urban residences. Thus, rural male students are found to work more with other people from different places than their counterparts. Collaboration and co-operation with people from outside Barak Valley can enhance their relation regarding study purpose and perhaps, they agree to the statement due to this factor.

Source of Motivation for Using Internet

Sources of motivation for using Internet are grouped into four categories, such as easy to find materials, less time consuming, low cost and searching educational material. Thus sources of motivation for using Internet among the students are described in the following table.

Table 6.43

Source of Motivation for Using Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Source of Motivation for Using Internet	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=149	Urban N=90	Total N=239	Rural N=124	Urban N=90	Total N=214	Rural N=273	Urban N=180	Total N=453
Easy to find materials	57 (38.26)	28 (31.11)	85 (35.56)	40 (32.26)	20 (22.22)	60 (28.04)	97 (35.53)	48 (26.67)	145 (32.01)
Less time consuming	112 (75.17)	50 (55.55)	162 (67.78)	95 (76.62)	66 (73.33)	161 (75.24)	207 (75.83)	116 (64.45)	323 (71.3)
Low cost	5 (3.36)	15 (16.67)	20 (8.37)	11 (8.87)	14 (15.56)	25 (11.68)	16 (5.86)	29 (16.11)	45 (9.93)
Searching Educational material	--	1 (1.11)	1 (0.42)	--	--	--	--	1 (0.56)	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that the source of motivation for using Internet among over three fifths of the students (71.3%) is less time consuming, followed by easy to find materials (32.01%). Rural students as well as urban female students do not find searching educational material as the source of motivation for using Internet. Thus, irrespective of genders and residences, similar finding is observed from data. They subscribe broadband connectivity and mobile Internet connection takes less time to provide study materials to students.

In sum, the students like Internet to a larger extent and to the largest extent. Internet is moderately effective among the students. They feel comfortable and satisfied in using Internet. The students agree that the use of Internet makes study interesting. Most of them agree that they like to search topics from Internet. As Internet is less time consuming technology, it motivates them to use in education.

IV

THE IMPACT OF INTERNET IN EDUCATION

Students are a unique population, occupying a middle ground between childhood and adulthood, between work and leisure. College students have been at the forefront of social change since the end of World War II. Use of Internet is part of students' daily routine, because they have grown up with computers. It is integrated into their daily communication habits and has become a technology as ordinary as telephone or television. Students use

Internet nearly as much for social communication as they do for their education. But just as they use Internet to supplement the formal parts of their education, they go online to enhance their social lives (Jones 2002). This section is concerned with the social impact of Internet in education among the students of Silchar town.

Impact of Internet on Gender Relations

The impact of Internet on gender relations is grouped into four categories; namely, shared study materials via Internet/ e-mail, shared study materials with male/female friends, teachers, etc., made and connected with new male/ female friends through social networking sites to expand educational understanding and improved gender relations with female/male friends through e-mail, online discussion, etc./ reduced gender gap. Thus the following table reveals impact of Internet on gender relations among the students.

Table 6.44

Impact of Internet on Gender Relations among the Students by Gender and Residence

(Percentage in Parentheses)

Impact of Internet on Gender Relations	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Shared study materials via Internet/ e-mail	36 (37.89)	26 (28.89)	62 (33.51)	30 (33.33)	32 (35.56)	62 (34.44)	66 (35.68)	58 (32.22)	124 (33.97)
Shared study materials with male/female friends, teachers, etc.	9 (9.48)	24 (26.66)	33 (17.84)	11 (12.22)	22 (24.44)	33 (18.33)	20 (10.81)	46 (25.56)	66 (18.08)
Made and connected with new male/ female friends through social networking sites to expand educational understanding	15 (15.79)	14 (15.56)	29 (15.68)	13 (14.45)	11 (12.22)	24 (13.33)	28 (15.13)	25 (13.89)	53 (14.52)
Improved gender relations with female/male friends through e-mail, online discussion, etc./ Reduced gender gap	35 (36.84)	26 (28.89)	61 (32.97)	36 (40)	25 (27.78)	61 (33.9)	71 (38.38)	51 (28.33)	122 (33.43)
Total (%)	95 (100)	90 (100)	185 (100)	90 (100)	90 (100)	180 (100)	185 (100)	180 (100)	365 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table that one third of the students (33.97%) shared study materials via Internet/ e-mail, followed by improved gender relations with female/male friends through e-mail, online discussion, etc./ reduced gender gap (33.43%). By and large, the similar finding is found from their categories of genders and residences. E-mail using has helped students very much sharing study materials because it has saved their time.

Advantages of Internet in Education

The advantage indicates merits and usefulness of Internet using among the students. The study found six categories of advantages of Internet using among the students which are shown in the following table.

Table 6.45

Advantages of Internet among the Students by Gender and Residence

(Percentage in Parentheses)

Advantages of Internet in Education	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Knowledge of products from Internet advertising	7 (4.7)	8 (8.89)	15 (6.28)	8 (6.45)	5 (5.56)	13 (6.07)	15 (5.49)	13 (7.22)	28 (6.18)
Less time consuming technology	28 (18.79)	40 (44.45)	68 (28.45)	27 (21.77)	22 (24.44)	49 (22.89)	55 (20.14)	62 (34.44)	117 (25.83)
Availability of online information and services in Internet	--	13 (14.44)	13 (5.44)	6 (4.85)	22 (24.46)	28 (13.09)	6 (2.21)	35 (19.44)	41 (9.05)
Ability to communicate with friends, people, etc. and places within a short tome	6 (4.03)	3 (3.33)	9 (3.77)	2 (1.61)	4 (4.44)	6 (2.81)	8 (2.93)	7 (3.89)	15 (3.32)
Cheap and cost effective	38 (25.5)	5 (5.56)	43 (17.99)	26 (20.97)	8 (8.88)	34 (15.89)	64 (23.45)	13 (7.23)	77 (16.99)
Getting references on Internet to complete home assignments, project preparation, etc.	70 (46.98)	21 (23.33)	91 (38.07)	55 (44.35)	29 (32.22)	84 (39.25)	125 (45.78)	50 (27.78)	175 (38.63)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearly two fifths of the students (38.63%) are of the opinion that they are getting references on Internet to complete home assignments, project preparation, etc. is the major advantage of Internet using in education, followed by less time consuming technology (25.83%). By and large, similar finding is observed across their categories of genders and residences. Thus, according to views of majority of the students Internet is very useful in getting references on Internet to complete home assignments, project

preparation, etc. because earlier study materials were available to the libraries and there was lack of latest sources in hands of the students which is now filled by the advent of Internet.

Disadvantages of Internet in Education

The disadvantage indicates the demerits and problems faced by the students in using Internet. The study found twelve categories of disadvantages of Internet among the students which are shown in the following table.

Table 6.46

Disadvantages of Internet in Education among the Students by Gender and Residence

(Percentage in Parentheses)

Disadvantage of Internet in Education	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Excessive dependent on Internet	37 (24.83)	14 (15.56)	51 (21.34)	28 (22.58)	7 (7.79)	35 (16.36)	65 (23.81)	21 (11.67)	86 (18.98)
Discouragement to use books, printed materials, etc.	31 (20.81)	17 (18.89)	48 (20.08)	35 (28.23)	23 (25.56)	58 (27.1)	66 (24.18)	40 (22.22)	106 (23.4)
Lack of authenticity of materials	17 (11.41)	20 (22.22)	37 (15.48)	11 (8.87)	13 (14.44)	24 (11.21)	28 (10.26)	33 (18.33)	61 (13.47)
Unwanted advertisements on Internet	--	11 (12.22)	11 (4.6)	2 (1.61)	10 (11.11)	12 (5.61)	2 (0.73)	21 (11.67)	23 (5.08)
Spending excess time on Internet	13 (8.72)	13 (14.44)	26 (10.88)	9 (7.26)	27 (30)	36 (16.82)	22 (8.06)	40 (22.22)	62 (13.69)
Pornographic sites and pictures/ Accessing illegal information	10 (6.71)	3 (3.33)	13 (5.44)	14 (11.29)	1 (1.11)	15 (7.01)	24 (8.79)	4 (2.22)	28 (6.18)
Using Internet via computer is injurious to health/ eyes	--	5 (5.57)	5 (2.09)	6 (4.84)	4 (4.44)	10 (4.67)	6 (2.2)	9 (5)	15 (3.31)
Addiction towards Internet	--	4 (4.44)	4 (1.68)	5 (4.03)	3 (3.33)	8 (3.74)	5 (1.83)	7 (3.89)	12 (2.65)
Social disconnect/ Psychological effect	17 (11.41)	3 (3.33)	20 (8.37)	7 (5.65)	2 (2.22)	9 (4.22)	24 (8.79)	5 (2.78)	29 (6.4)
Not always reliable source	15 (10.07)	--	15 (6.28)	3 (2.42)	--	3 (1.4)	18 (6.59)	--	18 (3.97)
Hacking	5 (3.36)	--	5 (2.09)	2 (1.61)	--	2 (0.93)	7 (2.56)	--	7 (1.55)
Lack of access to mobile Internet	4 (2.68)	--	4 (1.67)	2 (1.61)	--	2 (0.93)	6 (2.2)	--	6 (1.32)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that disadvantage of Internet in education among nearabout one fourth of the students (23.4%) is discouragement to use books, printed materials, etc., followed by excessive dependent on Internet (18.98%), spending excess time on Internet (13.69%) and lack of authenticity of materials (13.47%). By and large, similar finding is observed across their categories of genders and residences. The discouragement to use books, printed materials, etc. is found as the major disadvantage of Internet because when students start using computer, they find less enthusiasm to use printed materials.

Views for Solving Problems of Internet

The students face problems in Internet using and hence, the table, under twelve categories of their views shows the distribution patterns.

Table 6.47

Views of the Students for Solving Problems in Internet Using by Gender and Residence

(Percentage in Parentheses)

Views for Solving Problems in Internet Using	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Signing out whenever enter into new websites with e-mail ID	15 (10.07)	11 (12.22)	26 (10.88)	17 (13.71)	7 (7.78)	24 (11.21)	32 (11.72)	18 (10)	50 (11.04)
Looking after the server problem by ISPs	44 (29.53)	33 (36.67)	77 (32.22)	38 (30.65)	27 (30)	65 (30.37)	82 (30.04)	60 (33.33)	142 (31.35)
Less posting of unwanted advertisements on Internet	17 (11.41)	12 (13.33)	29 (12.13)	15 (12.1)	19 (21.11)	34 (15.89)	32 (11.72)	31 (17.22)	63 (13.91)
Sound mind to work honestly on Internet	6 (4.03)	15 (16.67)	21 (8.79)	4 (3.23)	20 (22.22)	24 (11.21)	10 (3.66)	35 (19.44)	45 (9.93)
Providing digital environment in colleges/ universities	12 (8.05)	18 (20)	30 (12.55)	16 (12.9)	14 (15.56)	30 (14.02)	28 (10.26)	32 (17.78)	60 (13.25)
Using Inverter	5 (3.36)	1 (1.11)	6 (2.51)	8 (6.45)	3 (3.33)	11 (5.14)	13 (4.76)	4 (2.23)	17 (3.75)
Comparing incorrect data with published data	11 (7.38)	--	11 (4.6)	5 (4.03)	--	5 (2.34)	16 (5.86)	--	16 (3.53)
Installation of anti-virus program	13 (8.72)	--	13 (5.44)	11 (8.87)	--	11 (5.14)	24 (8.79)	--	24 (5.3)
Opening government-aided cyber cafes	9 (6.04)	--	9 (3.77)	4 (3.23)	--	4 (1.88)	13 (4.76)	--	13 (2.87)
Using reference books on technical terms	4 (2.68)	--	4 (1.67)	--	--	--	4 (1.47)	--	4 (0.88)
Copy and paste of webpage in MS-Word	7 (4.7)	--	7 (2.93)	--	--	--	7 (2.56)	--	7 (1.55)
Visiting only good websites set for educational purpose	6 (4.03)	--	6 (2.51)	6 (4.83)	--	6 (2.8)	12 (4.4)	--	12 (2.64)
Total (%)	149 (100)	90 (100)	239 (100)	124 (100)	90 (100)	214 (100)	273 (100)	180 (100)	453 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that nearabout one third of the students (31.35%) are of the opinion that ISPs should look after the server problem, subsequently followed by (13.91%) have stated that less posting of unwanted advertisements on Internet, providing digital environment in colleges/ universities (13.25%) and signing out after entering into new websites with e-mail ID (11.04%). Thus, providing access to Internet in college/ university

can enhance maximum use of Internet in education among students because they stay in departments of college or university most of the time and during their off periods, they can avail such facilities. Hence, the students stay in the campus for a long time and without going here and there, they can concentrate on self-learning activities for their upcoming examinations.

In sum, the students shared study materials via Internet/ e-mail with male and female friends. They are getting references on Internet to complete home assignments but it discourages to use books, printed materials, etc. They are of the opinion that ISPs should look after the server problem. There are major patterns of Internet in education among the students found from the study. The major findings of the chapter are summarised on the basis of following major patterns:

1. Nearly three fifths (56.51%) access to Internet at home, followed by cyber café (50.33%). Over two fifths of the students (41.94%) access Internet during spare time.
2. Over two fifths of the students (41.94%) have Internet access for two hours in a day. Over three fifths of the students (70.2%) subscribe mobile Internet connection.
3. Bharat Sanchar Nigam Limited (BSNL) is the leading Internet Service Provider among over a quarter of the student (27.81%).
4. Over three fifths of the students' (65.16%) brother access Internet at home.
5. The place for Internet learning among 60.69% of the students is the computer learning institute. Over two fifths, each, of the students' (43.05%) level of Internet learning is certificate and diploma courses.
6. 61.37% of the students use Microsoft Internet Explorer browser and 84.11% use Google for Internet surfing.
7. 50.99% of the students use Gmail, subsequently followed by Facebook (43.27%).
8. Over a half of the students (56.29%) use Internet at home, followed by (49.01%) cyber cafés. Over two fifths of the students (42.6%) use Internet in free time.
9. Over two fifths of the students (43.49%) use Internet for two hours daily. Over a half of the students (52.1%) use Internet occasionally. Nearabout three fifths (73.29%) use Internet for downloading study materials.
10. Over two fifths of the students (46.2%) send one to five e-mails to friends, teachers, etc. in a month. One third of the students (33.63%) receive more than six to ten e-mails from friends, teachers, etc. per month.
11. Over three fifths of the students (68.13%) have e-mail IDs in Gmail, followed by Facebook (41.23%). Over three fifths (69.3%) send e-mails for sending attached documents.
12. Three fourths of the students (75.94%) retrieve information by taking print out of important information downloaded from Internet.
13. Over two fifths, each, of the students (46.58%) like Internet to a larger extent and to the largest extent (41.94%).
14. Internet is moderately effective among over a half of the students (55.85%).
15. Nearly half of the students (49.01%) feel comfortable and nearly a half (49.89%) are satisfied with Internet in using Internet.
16. Nearabout three fourths of the (72.19%) agree that the use of Internet makes study interesting.

17. Most of the students (89.18%) agree that they like to search topics from Internet.
18. The source of motivation for using Internet among over three fifths of the students (71.3%) is less time consuming.
19. One third of the students (33.97%) shared study materials via Internet/ e-mail.
20. Nearly two fifths of the students (38.63%) are of the opinion that they are getting references on Internet to complete home assignments.
21. Disadvantage of Internet in education among nearabout one fourth of the students (23.4%) is discouragement to use books, printed materials, etc.
22. Nearabout one third of the students (31.35%) are of the opinion that ISPs should look after the server problem.

To conclude, it can be said that Internet has become an important tool in education of the Muslim students pursuing higher education. The female students are also gradually moving forward in accessing and using Internet. Still, the male students are ahead in accessing to and using Internet in studies as majority of the female students are confined to Internet accessed at home which has put restrictions upon their use of Internet.