A Study on Use of the Internet by Teachers and Students of Surkhet Campus (Education)

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Abstract

This study aims at identifying percentage of teachers and students using the Internet and find out purposes and problems of its use in Surkhet Campus (Education). Questionnaires (295) were distributed to 37randomly selected teachers and 258 students selected from all levels, shifts, sexes and subjects using stratified proportionate random sampling method. Questionnaires were administered individually to the teachers and collectively to the students in their classrooms to ensure the excellent (100%) response rate. The result revealed that 46.12% students and 78.37% teachers use the Internet. Many students (34.49%) and teachers (70.27%) use it for getting general information followed by accessing online newspapers (48.64%), getting help in teaching learning (45.94%), sending and receiving e-mails (43.24%), research (40.54%), chatting (37.83%), social networking (32.43%), entertainment (32.43%), Skype conversation (24.32%), downloading free software (18.91%),online education (16.21%),and downloading books and journals and studying online journals (5.40%) by teachers and chatting (28.68%), accessing online newspaper (27.51%), social networking (19.76%), sending and receiving e-mails (18.60%), getting help in teaching learning (14.72%), downloading free software (9.30%), Skype conversation, (8.13%), research (0.38%), and online studies (0.38%) by students. Many students (44.18%) and teachers (32.43%) do not use it at the campus because they do not own a device and few other problems. A good number of teachers were found habitual with varied Internet applications and services.

Key words: Internet browsing, ICT, ODL, e-learning, virtual teaching

Introduction

The Internet is a worldwide system of interconnected computer networks. It is the world's largest computer network that links computer terminals together via wires or telephone lines in a Web of networks and shared software. For Gil (n.d.), "the Internet is a massive public spider web of computer connections. It connects personal computers, mainframes, cell phones, GPS unit, music players, soda pop machines, car alarms, and even dog collars". The most popular features of the Internet are electronic mail(e-mail), blogs (web logs or journals), discussion groups, online conversations like instant messaging or chats, wikis (websites that anyone or the Internet can edit), adventure or role playing games, information retrieval, e-commerce, internet-based telephone service (Voice over IP(VoIP)), and web mashups (in which third parties combine their web-based data and services with those of other companies) (The Columbia Electronic Encyclopedia, 2004). It is a daily tool for millions of people belonging to different professions. It has been functioning as the information superhighway in the present era. Anyone possessing a computer, mobile, laptop, with the Internet connection; or other internet enabled devices, can use the Internet. It is not owned by any single person or government.

Technology has changed the traditional ways of teaching and learning. It has influenced pedagogy and developed far-reached implications in the educational institutions. The Internet has supported in developing different strategies of knowledge creation and transmission to millions of scholars, students, and educationists throughout the world. It is a tool of low cost global connectivity. The World Wide Web (WWW), a system of creating, organizing, and linking documents that can be

browsed over the Internet easily, is its magical realm where individuals can post their digital contents for everyone else. Different commercial Web browsers (like Google) are used to retrieve documents or Web pages stored in the Web sites and display them on any computer screen in a simple manner for those who want to use it. The Internet has brought this sudden revolution in connectivity in recent years.

The Origin and Expansion of the Internet

It is very difficult to determine when and how the Internet began. But at least we can say that the Internet began with the first connection of two computers, although we do not know exactly when and where that occurred. Perhaps, it was in 1957 by Advanced Research Projects Agency in the USA. Banks (2008, p. 2) states:

> The generally accepted story is that someone at the Pentagon decided it would be a good idea to build a computer Network that could survive a nuclear strike. The Advanced Research Projects Agency (ARPA) built a network called ARPANET; it initially connected university computers. The Department of Defense (DoD) later changed the name to DARPANET (for Defense Advanced Research Agency Network) and more computers were added.

In 1957, Soviet Union successfully launched the first artificial satellite, Sputnik and proved that the United States was in the second place in technology. Later, MIT engineering scholar/student Leonard Kleinrock noticed the inadequacy of the telephone system for linking computers and developed mathematical theories for packet networks. In 1962, he published a paper stating the idea of organizing and transmitting data in fixed-length blocks for accuracy control and reliability. Another MIT scholar J. C. R. Licklider also inferred new forms of social interaction through computers and introduced a concept called "Galletic Network". They moved a project in collaboration and eventually in 1969 the cabled Internet Message Processor (IMP) to University of California in Los Angles (UCLA) started moving the data bits back and forth between two machines (computers). Then they were able to send the first internet message. Stating to this message, Banks (ibid., p. 4) writes:

> The first message sent over a computer network was supposed to be "login", but it was truncated to "lo" by a system crash. In one sense this was appropriate, "Lo!" being short for "Lo and behold!" It took an hour to bring the system back up before "login" could be transmitted from UCLA to Stanford.

By the end of 1969, computers at two more universities -UC at Santa Barbara and University of Utah were connected to the network. UCLA claimed to be the first station in nationwide computer network. Then, circulation and development of the Internet went faster than the webs of tsunami throughout the world.

The Internet flattened our horizon and the whole universe. The ten forces that flattened the world viz. the fall of Berlin Wall that flattened alternatives to free market capitalism and allowed for the concept of the world as a single market, the date that Netscape went public- the Internet and the web came together to connect people globally, the workflow software- a quiet revolution that no one realized happening, uploading that allows individuals or communities to put information on the Web, outsourcing, offshorting like when a company moves one of its factories to another country for various reasons, supply-chaining - a method of collaborating horizontally among suppliers, retailers, and customers to create value, insourcing by which the companies became aware of more avenues to sell and produce their products as well as to buy materials, in-forming, (Google, Yahoo!, and MSN Web Search), and

the steroidslike like digital mobile, personal, and virtual technologies that augment and strengthen other flatteners (Friedman, 2005) are based on ICTs. Many of the flatteners are the Internet based. In this regard, we can claim that the Internet has brought more than what we can visualize in our mind.

Use of the Internet in Instruction

The Internet plays a vital role in teaching, learning, and research purposes. In this globalized and rapidly evolving world, ICT skills are very important both for teachers and students. Education is no longer occurring in traditional classrooms only. It has transcended the classroom boundaries and moved into other media including internet-based teaching. The Internet has radically shaped higher education. It has opened the door of Open and Distance Learning (ODL). While education continues to expand in traditional classrooms, the growth of education utilizing distance learning, particularly the Internet-based classroom must be continued (Kupczynski & Hooper, 2006).

The Internet has made teaching learning easier, affordable, and comfortable. It has attracted many adult learners who are professionally engaged elsewhere throughout the world. Many branded universities of the world have introduced different online courses for their students and teachers. The internet has been a tool to strengthen ODL modality over the conventional face-to-face instruction. Students can learn any course offered to them from their own workplaces with limited guidelines of the instructors. It can be predicted that such students will certainly be increased in Higher Education (HE) in coming days. In the words of Kirkup and Kirkwood (2005), "Over the last 15 years the discourse about HE teaching has been couched in terms of transformation (of learning) and revolution in technology. Any change that appears to demonstrate less than this looks disappointing".

Learning has now changed into e-learning. It is a way of getting international exposure in HE for the students. It leads to the way of ODL that can hold the pressure of the thousands of working migrants, and part time students officially. Jeanne et al. (2013) state that most colleges and universities will find soon that they need to attract more adult and part-time students, who want all or many of their courses online, because over the next decade the population of 18-to-24-years-olds will not increase. It was growing in the past. Shifts in the student demographic, coupled with the fact that the tuition has increased at a rate that most families find unaffordable, lead many experts to believe that it is time to question the current model which offers courses mainly on weekdays between 9 am and 5 pm from September to May and gives way to include some online course offerings at a discount to attract students.

Use of the internet has been growing rapidly in Nepal also. Although no known surveys have been carried out to estimate the number of Internet users, we can claim that they are multiplying very fast. From the beginning of the Internet service in 1995 (ITU, 2000), Nepali users of the Internet by 2000 became 50,000 which reached 2,690,162 in 2012. Facebook users were1,940,820 by 2012 in Nepal. This was 0.2% of the Internet users in Asia (Miniwatts Marketing Group, 2013). Most of those users are from urban areas of Nepal, because more than 90% of Internet access points are located in urban areas which are occupied by around 15% of total population in Nepal HLCIT, 2004, cited in Sæbø and Thapa, 2012).

The general lack of awareness about the utility of ICT in education and knowledge about ICTs and their use in education has made it difficult to deploy ICTs in the field of instruction in Nepal. As some 80% of the online content and a large proportion of education software produced in the world are in English, language barrier has also been noticed in the Internet use (infoDev, 2010). Further there is not any provision of effective monitoring of students' use of the Internet to make sure that they do not visit irrelevant and socially undesirable sites

(ibid., p. 14). A careful and integrated approach to introduce the computer and Internet in instruction is needed in developing countries where there are limited resources and fully stocked libraries. If teachers and students use the Internet successfully, they can explore a new world of learning and empowerment to compete in the global knowledge based economy (ibid., p. 19).

Government of Nepal, (Master Plan, 2013) has made a strategic plan to use ICTs in education to achieve its broader goals. It has accepted the truth that effective integration of ICT in teaching learning process strengthens access to education, enhances quality, and promotes equity in education. It says "The need for ICT in education has been realized." (p. 9). MOE has vividly prepared its visions, missions, goals, and objectives related to ICT in education. For ICT enabled instruction Internet connection to the educational institutions (schools) has been considered essential. This initiative is the milestone for the Internet use by the teachers and students in Nepal.

Surkhet Campus (Education)

Surkhet Campus (Education) was established in 2029 B. S. in Nepalgunj and was transferred to Surkhet formally on 24th Ashadh 2040 (Introductory Booklet, 2069BS). It is situated in Birendranagar Municipality-9, Campus Road, Surkhet. It is a leading Unitary Constituent Campus of Category "A" of Tribhuvan University, the eldest and densely populated university of Nepal established in 1959 AD. Students from Mid and Far Western Development Regions of Nepal including other parts of the country are enrolled in this campus. The campus has been running its Master's Degree programmes in seven subjects and Bachelor's Degree in 13 subjects under Tribhuvan University, Faculty of Education (FoE). It is explicitly presented in the diagram below:

B.Ed. Level

1. Nepali Education
2. English Education
3. Health and Physical Education
4. Mathematics Education
5. Population Education
6. Economics Education
7. Educational Planning and Management
8. Geography Education
9. History Education
10. Political Science Education
11. Early Childhood Development Education
12. Science Education
13. Information Communication and Technology Education (ICTE)

Note: The campus runs One Year B. Ed. Programme in all subjects except ICT and Science Education.

M. Ed. Level

1. Educational Planning and Management
2. Curriculum and Evaluation Education
3. Nepali Education
4. Health Education
5. English Education
6. Population Education
7. Mathematics Education

Note: The campus has started to deliver Curriculum and Evaluation Education, Nepali Education, and Health Education subjects through ODL mode recently.

Figure 1: Programmes of Surkhet Campus Education

The campus owns its own fully furnished ICT lab equipped with 31 computers and well managed E-library having 20 computers connected with 512 kbps capacity Internet (line that is dedicated and non-interrupted permanent line), six multi-media projectors, and eight ICT friendly classrooms managed and furnished comfortably. Almost all the administrative sections are equipped with

computers with the Internet connection. It owns three power generators for power back up in the case of power cut. Most of the teaching staff are ICT literate and 20 percentage of them are ICT skilled persons. Some of the teachers have already attended online teacher training courses launched from home and abroad, using e-mail, Skype, Nicenet, Blackboard, Wiki, Blogs, Dropbox, and other Internet tools. They are authorized members of national and international professional organizations. They access national and international peer-reviewed journals. One third of the administrative staff are ICT literate and 20% of them are ICT skilled. The campus is encouraging the teaching staff to own their own laptops and the administrative staff to learn basic ICT skill with its substantive support. Some of the teachers have already been introduced multimedia projection, Internet browsing, and computer assigned teaching in M. Ed. classes. The Campus as a whole is very much positive to the use of ICTs and the Internet use.

As a constituent campus of TU, it has provided quality HE for the general public with nominal fee. Recently, FoE of TU where 106,866 (31% of the total students in TU) are enrolled (Shrestha, 2013) has launched ODL in three subjects (Curriculum and Evaluation, Nepali, and Health Education in M.Ed.) collaborating with National Centre for Educational Development (NCED) - that needs to upgrade qualification of its 13,000 secondary level teachers, in six different campuses of TU (Surkhet Campus (Education) is one of them). FoE started the journey, conducted different seminars on ODL, and visited the universities of Sri Lanka and Finland. Finally, Teacher Training College (TTC), JAMK, and HAMK universities of Finland joined hands. ODL is hoped to be effective to upgrade teachers in the context that due to inadequate salary, 90% of the teachers have second jobs after teaching (Shrestha, 2013) and the government cannot provide scholarship or manage substitute teachers to run the schools. ToT on ODL pedagogy has been started in Sanothimi campus and it trained 70 teachers from six campuses (completed first and second phase). The first batch of the students has been enrolled. FoE is in the process of extending the ODL in other subjects. ICTs and the Internet are the sole instruction media in ODL except few face-to-face contact sessions, the SLM, and final paper pencil tests.

Statement of the Problem

Internet use has been a recent discipline of modern academy. It has helped to familiarize with new knowledge in present era. Teachers and students have realized the importance of ICT based instruction and needs of the Internet in teaching and learning. In many cases, ICT has been used to replicate existing teaching trends by improving presentation quality by an online repository of course by adding some additional features enabling learners to access materials whenever they choose (Krkup & Krikwopod, 2005).

The teachers and students of Surkhet Campus (Education) seem to have been using the Internet for different purposes. Few teachers have even attended online teacher training courses from the universities abroad. Online learning/education/instruction is less expensive to deliver/access than book/classroom-based education. It does not require physical plant. It is accessible to learners anywhere in the world.

There are many difficulties that the teachers and students of Surkhet Campus (Education) are facing while using the Internet. The campus owns ICT infrastructures and ODL programme. Yet, percentage of the teachers and students, their purposes, prospects, potentialities, willingness, and problems in using the Internet has not been explored. In such context, it was an urgent need to study it minutely.

Rationale of the Study

The study on use of the Internet by teachers and students of Surkhet Campus (Education) was most desirable to find out the context, percentage,

purposes, prospects, potentialities, willingness, and problems of Internet use by them to promote teaching and learning. This study has explored the needs, wants, purposes, percentage, problems, limitations, expectations, and possibilities of teachers and students in Internet use. Moreover this study has opened the door to search future solutions and guidelines for the stakeholders to improve the conventional book-based and lecture-based instruction and introduce ICTs in instruction. It has urged the campus administration/ stakeholders to encourage the teachers and students to furnish their teaching and learning by use of the Internet and ICTs, and stand strong to compete globally.

Objectives of the Study

1. To find out the percentage of teachers and students using the Internet in Surkhet Campus (Education).
2. To examine the purpose, locate their problems, and enlist their perceptions in Internet use.
3. To suggest some pedagogical implications.

It also tried to answer to many other questions related to the issue.

The Hypotheses of the Study

Null Hypothesis I

Many teachers and students of Surkhet Campus (Education) do not use the Internet owing to their personal or institutional problems.

Alternative Hypothesis

Many teachers and students of Surkhet Campus (Education) use the Internet in spite of their personal or institutional problems.

Null Hypothesis II

Most of the teachers and students of the campus have not browsed or explored the Internet for academic purpose.

Alternative Hypothesis

Most of the teachers and students of the campus have browsed or explored the Internet for academic purpose.

Justification of the Study

The study is a novel reference and a milestone in the field of using the Internet in educational institutions in Surkhet district and particularly in Surkhet Campus (Education). It helps the concerned authorities and stakeholders think about solving problems of teachers and students. The study shows the vivid picture of the campus in use of the Internet.

The study also informs the campus administration about the perception of the teachers and students in use of the Internet. It is further meaningful in the context that the campus owns ICT infrastructures and ODL programme.

Limitations of the Study

This study was a survey study conducted using questionnaires to teachers and students of Surkhet Campus (Education). Because of the constraints of time and budget, the research has the following limitations:

1. The scope of the study was limited to Surkhet Campus (Education) only.
2. The study was concentrated to the Internet use by teachers and students of the campus in the record at the time of study.
3. The sample selection of the students was done in the classroom. Thus, it did not include the absentees.

It was also difficult to collect information regarding use of new technology since the respondents were hesitated to inform what they were/are not practicing well or much perfect at.

Literature Review

The resercher has reviewed the literature available on the topic of the Internet use by teachers, students, faculty members, and library staff in educational institutions in this section. The literature states that no any specific studies have been carried out regarding use of the Internet in campuses for teaching learning purposes in Nepal. However, the following research studies related to this study throughout the world are reviewed here.

Kumr and Kaur (2006) in their study, carried out to analyze the use of the Internet by teachers and students in Engineering Colleges of Punjab, Haryana, and Himachal Pradesh States of India using a well structured questionnaire distributed among 792 teachers and 1,188 undergraduate students selected randomly. They received 1,603 (i.e. 658 from teachers and 945 from students) questionnaire back duly filled yielding 80.9% response rate. The result of the survey showed the benefits of using the Internet over conventional documents. It was found that the Internet has become a vital instrument for teaching, research, and learning process of those respondents. Its use in the college under study still seemed to be in a state of infancy at early maturation.

Sin and Son (2007) in their study to find the teachers' views on use of the Internet for teaching EFL distributed a questionnaire online and offline to document their perceptions and perspectives to 150 Korean secondary school EFL teachers in Kyungki and Chungnam provinces in Korea, of them 101 (52 males and 49 female) between 23 to 60 years with 5 to 25 years of teaching experience returned duly filled. It was found that a majority of EFL teachers actually used the Internet for their teaching purposes. They owned positive views on the Internet use. The difficulties seemed to be caused by the huge amount of information available on the Internet and limited time to seek useful information. It was suggested that schools should be provided with modern, functional computer facilities assisted by technical support.

Baniabdelrahman, Bataineh, and Bataineh, (2007) studied Jordanian EFL students' perceptions in their use of the Internet for both general (e. g. email, chat, aimless browsing, games, and music) and EFL learning (e. g. practicing various language skills, vocabulary, and structure through instructional software) purpose and potential effect of gender and class level on these perceptions using questionnaire to all EFL students at the Department of Curriculum and Instruction and Department of English at Yarmouk University Irbid, Jordan in the second semester undergraduate programmes of the academic year 2003/2004 consisting of 210 (56 male and 154 female students of whom 49 were first, 50 second, 40 third, and 71 fourth year)students. It was found that about 36% of the respondents frequently or always use browsers to view documents, 35% use the Internet for personal purposes, 33% use mailing lists and discussion groups, and 27% use electronic mail. Small percentage of 16%, 13%, 12%, and 7% were reported using the World Wide Web (WWW), File Transfer Protocol (FTP), Web Course Tools (Web CTs), and Remote Computing respectively. More than 65% respondents informed they never/ rarely use the Internet for any EFL learning purposes, except for locating authentic materials and texts((41%), developing speaking skills through chat (33%), and developing writing skills through reports (30%). In general, using the Internet for EFL learning processes was fairly week. There was not any significant effect of gender and level on the respondents' use of the Internet for general and EFL learning purposes except the third year students were found to perceive themselves as more frequent users of the Internet for general purpose than their second year counterparts.

Awoleye et al. (2008) in their study carried out to examine the attitude of tertiary institution teachers in Nigeria in use of the Internet from seven tertiary institutions comprising four Universities, two Polytechnics, and one College of Education purposively from south-western Nigeria randomly, distributed some 760 questionnaires among the lecturers across 24 faculties, and 511 of them were received yielding 67% response rate found that about 96.7% teachers have access to a PC and 84.9% have self owned PCs. Access to the Internet was 88.6% that mostly traced to cyber cafes (49.8%). Slightly over half of respondents (54.4%) claimed to have access point in their offices and one out of every five had Internet connections at home. They found that 40.8% and 37.5% have

more than five years of experience using computer and the Internet respectively and a paltry 8.5% have used both the computer and Internet for less than one year across the institutions. Nearly 53% teachers were found to be frequent with the use of the computer out of which 45% spend up to five hours on a weekly basis. In average, time spend online per teacher was calculated at about five hours per week.

Bhatti (2010) studied to explore the extent of internet usage, to solicit and investigate the purpose of internet use, and to find out the problems faced by the faculty members in the changing higher education environment at the Islamia University of Bhawalpur, Pakistan in seeking information on the Internet using a survey questionnaire to150 faculty members selected randomly from 15 departments from Faculty of Arts, Faculty of Islamic Learning, Faculty of Education, and Faculty of Science, (responses from100 faculty members were received (response rate 66%)). It showed that the Internet has radical impact on the changing higher education environment. The use of Internet there for teaching, learning, and research purpose was much higher than expected. Among all, members in the Faculties of Science were making most use of the Internet. Academic resources offered online in the disciplines were reported to be inadequate. They reported the lack of formal training about how to locate the resources fast and easily. Slow speed, lack of computers, lack of time, and lack of access from home were found to be the major problems.

Herring (2011) in his study, carried out to examine students' and teachers' views of information literacy in school assignments used questionnaire, group interviews (with the teachers and students), and individual interviews (with the librarians) and revealed that there was a range of understanding amongst students about the value of information literacy skill such as brainstorming, concept mapping, reading for information and understanding, note taking, and writing an assignment. Their views on information literacy skills range from the superficial to a deeper level. The students had preference for electronic sources of information over printed sources. Teachers also opined to use electronic media and sources to encourage critical thinking of students.

Loan (2011) in a study to assess the Internet use by college students and find their problems across disciplines, using a questionnaire based survey method among college students in Kashmir Valley including students from general sciences, social sciences and humanities, business and commerce, and computer sciences revealed that the students of computer science make use of the Internet the most followed by students of business and commerce, general science, social science and humanities students respectively. He found that students of business and commerce lead in using the Internet for information, students of computer science use it for communication purpose and students of social sciences and humanities use it for education purposes compared to others. Information overload is the most common problem faced by students of all faculties while searching the relevant information. He found that students of general sciences, social sciences and humanities, and business and commerce faced institutional curbs to internet access.

Maheshwari and Arulchenvan (2012) carried out a study to find out the teachers' and students' attitude and usage of ICT in teaching learning and to identify the gaps in the effective usage of ICT among them selecting a sample of 448 students from different discipline of engineering using questionnaire and interviewing 42 teachers from various departments from Anna University. The study showed that the students were comfortable with and had access to latest technology. They were aware of the pros and cons of technology and extensively using ICT for various activities but had used occasionally for teaching learning process and stilled relayed on classroom teaching and textbooks for academic requirements. Teachers were found gradually moving from lecture based

teaching to interactive teaching using multiple media. They preferred power point presentation for teaching and were open to online submission of assignments and doubt clarification. The teachers were active web content provider and reported the infrastructure inability, syllable pressure, and lack of appreciation and training as barriers in implementing ICT in higher education. They revealed that teachers' use of technology will promote students' learning and encourage students in ICT based learning communicating them the importance of educational content available online.

Nigel (2013) mentions that mobile devices have been accepted overwhelmingly by Advanced Placement Teachers and students who participate in the National Writing Project. Nearly three quarters of those teachers surveyed reported that cell phones are in use in assignments in and outside of class. Almost half reported that their students are using tablets and e-readers in and outside of class. It was found that those teachers tend to be more tech-proficient than the average American adults and tend to integrate technology into their classrooms. It revealed that there are disparities between older and younger teachers. It found that 80 percent of those surveyed said they use the Internet and other digital tools at least once a week to find content that engages their students, 75percent said that the Internet increased the range of content and skills about which they must be knowledgeable, and 41percent mentioned that the Internet has a major impact on their workload.

Purcell et al. (2013) conducted a survey to find out how teachers are using technology at home and in their classrooms among 2,462 Advanced Placement (AP) and National Writing Project (NWP) teacher in America. It showed that digital tools were widely used in their classrooms and professional lives. Yet many of the high school and middle schoolteachers worried about the low-income students' obstacles in bringing technology into their teaching. There were striking differences in the roles of technology between wealthier school districts and poorer school districts. The survey revealed clearer generational differences among teachers in the comfort with technology. Many teachers said that the Internet had a positive impact on their ability to access content, resources, and materials for their teaching. They reported that they share ideas with other teachers, parents and students on the Internet. It has added new demands to their lives.

Methodology

The following methodology was used to carry out the study:

Population and Sample

At the time of the study (2070 Jestha) 4,637 students were enrolled in the campus. Among them, 258 students were selected using stratified proportionate random sampling method (to represent students from all subjects and both sexes) and 37 teachers out of 61 randomly. More than 5% of B. Ed. students of both morning and day shifts studying different subjects and 10% of M. Ed. students studying different subjects were selected proportionately from different subjects and shifts using the lottery to ensure the random selection. The detailed description of the sample of students selected for the study is presented in Appendix I. More than 60% of full time working teachers were selected randomly (using fishbowl draw) as sample for the study. Among 37 teachers selected as the sample, 3 were female and 34 were male.

Description of Research Instrument

A set of questionnaire to teachers and students each were used to elicit use of the Internet, purposes, problems, and everything else about it as a research tool. Almost same items were included to the teachers and students except two items (14 & 16). Questionnaire to the teachers included 20 items. Among them, 12 items consisted of only one correct response and 8 items one or more alternatives as the potential responses. Questionnaire to the students included one more item asking them whether they enjoyed filling-up the questionnaire form, to which all

said 'Yes'. The items used in the questionnaire to the students and teachers are appended to the article (Appendix II and Appendix III). The questionnaires were administered with introduction of the study, its purpose and confidentiality of their responses. It was stated that their responses would not be used elsewhere and identity be disclosed at any cost.

To ensure reliability and effectiveness of the instrument it was pilot tested on five teachers and 20 students of the campus after they were examined by two experts. The questionnaire was administered personally in their classes to students and individually to teachers to ensure the excellent (100%) response rate as well to avoid any misunderstanding while responding to the items.

Data Analysis

The data collected from the respondents were coded using tables separately. Sex wise comparison was made among the teachers and shift wise, subject wise, and sex wise comparisons were made among the students about use of the Internet. Frequency and percentage were calculated accompanied by descriptive analysis of the responses. The general view of all the respondents was acquired by using percentiles, graphs, and tables. The responses of the teachers and the students were also compared and analyzed in each item separately to observe their exposure, frequency, practice, problems, and limitations of their Internet browsing both for academic and non-academic purposes.

Results

Responses of each of the items of the questionnaires for the teachers and students were obtained and compared statistically and descriptively. The responses (sex wise) of the students from both shifts were added and total frequency and percentage were also calculated. The result of the analysis and interpretation of each item/issue asked are presented in the tables below with brief explanations:

Table 1: Use of the Internet by the Students and the Teachers

Internet Use	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	35.41%	74.35%	25.49%	53.94%	46.72%	26.66%	51.72%	43.18%	**46.12%**	**78.37%**
No	64.58%	25.64%	74.50%	46.05%	53.27%	73.33%	48.27%	56.81%	**53.87%**	**21.62%**

Table 1 shows that a majority of the students do not use the Internet unlike the teachers but more than 50% boys use it. Only one quarter of the girls from Day Shift and M. Ed. use the Internet but 74.35% boys from B.Ed. morning shift use it. More than three quarters of the teachers use the Internet.

Table 2: Frequency of the Internet Use

Frequency	Students								Teachers
	B. Ed. Students					M. Ed. Students		Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)			
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Everyday	2.08%	15.38%	1.96%	7.89%	6.54%	6.66%	10.34%	9.09%	**6.97%**	**24.32%**
Two to three days a week	10.41%	33.33%	7.84%	9.21%	13.55%	13.33%	6.89%	4.54%	**12.01%**	**27.02%**
Once a week	14.580%	15.38%	5.88%	15.78%	36.84%	0%	17.24%	15.90%	**13.56%**	**8.10%**
Once every two weeks	2.08%	0%	1.96%	7.89%	3.73%	0%	3.44%	2.27%	**3.48%**	**2.70%**
Once a month	4.16%	10.25%	7.84%	13.15%	9.34%	6.66%	13.79%	11.36%	**9.68%**	**16.21%**

Table 2 shows that most of the respondents used the Internet once a week. Only 6.97% students and 24.32% teachers used it daily while 9.68% students and 16.21% teachers used it once a month. Many teachers (27.07%) use it two to three days a week.

Table 3: Amount of Time Spent on the Internet

Time Amount	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Less than one hour	25%	25.64%	9.80%	22.36%	20.56%	26.66%	27.58%	27.27%	**21.70%**	**21.62%**
One to two hours	8.33%	41.02%	15.68%	26.31%	22.42%	0%	24.13%	15.90%	**21.31%**	**48.68%**
Three to five hours	0%	7.69%	0%	5.26%	3.27%	0%	3.44%	2.27%	**3.10%**	**5.40%**
More than five hours	0%	0%	0%	0%	0%	0%	0%	0%	**0%**	**2.70%**

Table 3 shows that many teachers (48.68%) use the Internet for one to two hours in one seating and a majority of the students (21.70%) for less than one hour. Only 2.70% teachers use it for more than five hours.

Table 4: Learning of the Internet Use

Learning	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Coaching by friends/ family members	27.08%	28.20%	11.76%	27.63%	23.83%	13.33%	24.13%	20.45%	**23.25%**	**40.54%**
Other institutions	12.50%	43.58%	11.76%	31.57%	24.76%	20%	20.68%	20.45%	**24.03%**	**10.81%**
On your own	16.66%	28.20%	5.88%	5.26%	12.14%	0%	3.44%	2.27%	**7.36%**	**10.81%**
Attending formal classes in campus	0%	7.69%	0%	1.31%	1.92%	0%	6.89%	4.54%	**2.32%**	**23.43%**
Others...	2.08%	5.12%	5.88%	9.21%	6.07%	6.66%	6.89%	6.81%	**5.42%**	**0%**

Table 4 presents that for most of the respondents, help from friends or family members made them able to use the Internet. More than one fifth (23.43%) of the teachers learned it by attending formal classes in campus (that the campus had managed earlier). A majority of the students (24.03%) learned it from other (computer) institutions. Some students (5.42%) learned it from their offices where they are working at or by reading books or manuals.

Table 5: Location of the Internet Use

Location	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
At home	31.25%	46.15%	15.68%	31.57%	30.37%	26.66%	41.37%	36.36%	**31.39%**	**62.16%**
At campus	12.50%	15.38%	1.96%	7.89%	6.07%	0%	3.44%	2.27%	**5.42%**	**29.72%**
At friend's home	0%	20.51%	0%	10.52%	7.47%	0%	6.89%	4.54%	**6.97%**	**18.91%**
In cyber	0%	41.02%	15.68%	30.26%	24.76%	0%	17.24%	11.36%	**22.48%**	**16.21%**
Others...	2.08%	2.56%	5.12%	10.52%	5.60%	6.66%	3.44%	4.54%	**5.42%**	**10.81%**

Table 5 displays that a majority of the teachers (62.16%) and students (31.39%) used it at their home and many teachers (29.72%) and a few students (5.42%) at campus. Many students (22.48%) and some teachers (16.21%) used it in a cyber. Few students (5.42%) use it at their schools or offices where they are engaged to. For some teachers (10.81%) the location was not fixed. They used it anywhere they find like the next school or institution they are working at or the E-library.

Table 6: Device Utilized to Use the Internet

Device Used	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
On mobile	31.25%	5.28%	15.68%	34.21%	32.24%	26.66%	31.03%	29.54%	**31.78%**	**35.13%**
On desktop	14.58%	46.15%	13.72%	32.89%	26.63%	6.66%	20.68%	15.90%	**24.80%**	**45.94%**
On laptop	10.41%	20.51%	7.84%	6.57%	10.28%	0%	17.24%	11.36%	**10.46%**	**48.64%**
Others...	0%	2.56%	0%	11.84%	4.67%	6.66%	0%	2.27%	**4.26%**	**0%**

As shown in Table 6, many students (31.78%) used the Internet on mobile but teachers (48.64%) on laptop. Less than a quarter of students (24.80%) and half of teachers (45.94%) used it on desktop. Few students (4.26%) replied that they do not use it in any device.

Table 7: Use of the Free Wi-Fi Facility Available in the Campus

Use of Wi-Fi of the Campus	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	0%	10.25%	0%	5.26%	3.73	6.66%	13.79%	11.36%	**5.03%**	**35.13%**
No	100%	89.74%	100%	94.73%	96.26%	93.33%	86.20%	88.63%	**94.96%**	**64.86%**

As mentioned in Table 7 94.96% students and 64.86% teachers have not used the free Internet of the campus. Only a small number of teachers and very a few students have used it.

Table 8: Reason of Not Using the Free Wi-Fi Facility Available in the Campus

Reason of Not Using Free Wi-Fi	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
No devices	35.41%	35.89%	50.98%	47.36%	43.45%	80%	31.03%	47.72%	**44.18%**	**32.43%**
No sufficient time.	12.50%	33.33%	17.64%	13.15%	17.75%	6.66%	27.58%	20.45%	**18.21%**	**18.91%**
The Internet is very slow/ unstable.	2.08%	20.51%	0%	15.78%	9.81%	0%	17.24%	11.36%	**10.07%**	**8.10%**
Others...	70.83%	43.58%	43.58%	26.31%	41.12%	20%	10.34%	13.63%	**36.43%**	**16.21%**

As presented in Table 8, many students (44.18%) and teachers (32.43%) do not own devices to use the free Internet at the campus. For few others, time limitation was the reason. For a large number of students (36.43%) it was not notified. One of them said the router is off at the time they could use it. For some teachers (16.21%), Internet connectivity at their residences, lack of time and device like laptop, language problems were the reasons for not using them.

Table 9: Visit of the Computer Lab or E-Library (for using the Internet or the E-library)

Use of Computer Lab and E-Library	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	0%	10.25%	3,92%	2,63%	3.73%	0%	13.79%	9.09%	**4.65%**	**29.72%**
No	100%	89.74%	96.07%	97.36%	96.26%	100%	86.20%	90.90%	**95.34%**	**70.27%**

Table 9 shows that only 4.65% students and 29.72% teachers have visited the computer lab or E-library for using them byt a huge majority of them have not.

Table10: Reason of Not Using the Computer Lab and the E-Library (of the Campus)

Reason of Not Using them	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Not interested	12.50%	5.12%	7.87%	7.89%	8.41%	0%	10.34%	6.81%	**8.13%**	**8.10%**
Problems in using them.	10.41%	15.38%	29.41%	30.26%	22.89%	13.33%	34.48%	27.27%	**23.64%**	**37.83%**
Remains closed at right time	14.58%	15.38%	1.96%	14.47%	11.68%	13.33%	6.89%	9.09%	**11.24%**	**16.21%**
Not allowed to use them.	20.83%	15.38%	17.64%	17.10%	17.75%	26.66%	6.89%	13.63%	**17.05%**	**2.70%**
Hesitated of showing incompetent	2.08%	28.20%	17.64%	21.05%	17.28%	46.66%	24.13%	31.81%	**19.76%**	**5.40%**
Others...	43.75%	28.20%	33.33%	26.31%	30.37%	6.66%	6.89%	6.81%	**26.35%**	**16.21%**

As displayed in Table 10, a majority of them had problems in using the lab and library. Some 17.05% students and 2.70% teachers replied they were not allowed to use them, but 19.76% students and 5.46% teachers were hesitated or afraid of using them. Many students (26.35%) responded that they were not even informed about the facility. For 16.21% teachers, lack of time and devices were reasons.

Table 11: Purpose of Use of the Internet

Purpose of the Internet Use	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
To get general information.	27.08%	53.84%	17.64%	42.10%	35.04%	20%	37.93%	31.81%	**34.49%**	**70.27%**
To send and receive e-mails.	14.58%	46.15%	9.80%	17.1o%	20.09%	0%	17.24%	11.36%	**18.60%**	**43.24%**
For research purpose.	0%	2.56%	0%	0%	0.46%	0%	0%	0%	**0.38%**	**40.54%**
To download free software.	6.25%	25.64%	5.88%	7.89%	10.28%	0%	6.89%	4.54%	**9.30%**	**18.91%**
To access online newspaper.	22.91%	51.28%	7.84%	34.21%	28.50%	13.33%	27.58%	22.72%	**27.51%**	**48.64%**
For Skype conversation.	12.50%	12.82%	3.92%	9.21%	9.34%	0%	3.44%	2.27%	**8.13%**	**24.32%**
For social networking.	10.41%	41.02%	13.72%	22.36%	21.02%	13.33%	13.79%	13.63%	**19.76%**	**32.43%**
For chatting.	25%	48.71%	15.68%	30.26%	28.97%	26.66%	27.58%	27.27%	**28.68%**	**37.83%**
To get help in teaching and learning.	8.33%	25.64%	9.80%	13.15%	13.55%	13.33%	24.13%	20.45%	**14.72%**	**45.94%**
For entertainment.	10.41%	25.64%	9.80%	25%	18.22%	26.66%	34.48%	31.81%	**20.54%**	**32.43%**
For online education/ studies/ training.	0%	0%	1.96%	0%	0.46%	0%	0%	0%	**0.38%**	**16.21**
Others...	0%	0%	0%	2.63%	0.93%	0%	0%	0%	**0.77%**	**5.40%**

Table 11 shows that a majority of the students (34.49%) and teachers (70.27%) used the internet to get general information. A large number of students (27.51% and 28.68%) used it to access online newspaper and for chatting. Similarly, 48.64% teachers use it to access online newspaper and 45.94% to get help in teaching learning. To send and receive e-mails, 18.60% students and 43.24% teachers use it. Like that, 40.54% teachers use it for research purpose, 32.43% for social networking and entertainment each, 16.21% for online education. Some students (9.30%) and teachers (18.91%) download free software and 20.45% students use it for entertainment. For Skype conversation 8.13% students and 24.32% teachers use it. A small number of teachers (5.40%) use it to download books and journals and study online journals.

Table 12: Use of the Social Networks (like Facebook, Twitter, Skype, YouTube, etc.) for Teaching and Learning Purpose

Use of Social Network for Teaching Learning	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	8.33%	35.89%	9.80%	22.36%	18.69%	20%	20.68%	20.45%	**18.99%**	**45.94%**
No	83.33%	58.97%	84.31%	77.63%	77.10%	80%	79.31%	79.54%	**77.51%**	**54.05%**

Table 12 shows that a majority of teachers and more than three quarters of students do not use the social networks for teaching learning purposes.

Table 13: Contents Browsed on the Internet

Contentes Browsed	Students								Teachers
	B. Ed. Students					M. Ed. Students		Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)			
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Materials related to teaching and learning.	10.41%	38.46%	7.87%	26.31%	20.56%	13.33%	20.68%	18.18%	**20.15%**	**51.35%**
Materials easy to browse.	8.33%	12.82%	9.80%	17.10%	12.61%	13.33%	20.68%	18.18%	**13.56%**	**18.91%**
Materials that entertain/ satisfy	18.75%	33.33%	13.72%	21.05%	21.02%	13.33%	20.68%	18.18%	**20.54%**	**29.92%**
Materials not found elsewhere.	14.58%	30.76%	3.92%	13.15%	14.48%	6.66%	0%	2.27%	**12.40%**	**40.94%**

Table 13 displays that a majority of the teachers browse materials related to teaching and learning on the Internet but many students (20.54%)-materials that entertain or satisfy them. Many teachers (40.94%) browse the Internet for materials that are not found elsewhere. By 13.56% students easily available materials are browsed.

Table 14: Use of the Course Related Materials Browsed and Downloaded from the Internet

User of Browsed Materials in Instruction	Students								Teachers
	B. Ed. Students					M. Ed. Students		Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)			
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	10.41%	38.46%	9.80%	18.42%	18.22%	6.66%	24.13%	18.18%	**18.21%**	**54.05%**
No	79.16%	61.53%	9.19%	81.57%	79.43%	93.33%	75.86%	81.81%	**79.84%**	**45.94%**

Table 14 shows that 79.84% students and 45.94% teachers have not used course related materials that are browsed and downloaded from the Internet in their teaching and learning.

Table 15: Authenticity and Reliability of Downloaded Materials in Teaching and Learning

Authenticity of Broused Materials	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	85.41%	76.92%	62.74%	59.21%	69.15%	60%	79.31%	72.72%	**69.76%**	**75.67%**
No	14.58%	23.07%	37.25%	40.78%	30.84%	40%	20.68%	27.27%	**30.32%**	**24.32%**

Table 15 shows a huge majority (69.76% students and 75.67%teachers) of the respondents find the downloaded materials authentic and reliable to use in teaching and learning.

Table 16: Suitability/ Liking of the Downloaded Materials in Classroom/ Learning

Liking of Downloaded Materials	Students								Teachers
	B. Ed. Students					M. Ed. Students		Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)			
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	72.91%	87.17%	66.66%	71.05%	73.36%	66.66%	86.20%	79.54%	**74.41%**	**59.45%**
No	18.75%	12.82%	33.33%	28.94%	24.76%	33.33%	13.79%	20.45%	**24.02%**	**27.02%**

As displayed in Table 16, 74.41% students like the downloaded materials being used in the classroom and 59.45% teachers know that their students like them.

Table 17: Uploading of the Reading/ Audio/ Visual Materials onto the Internet

Uploading materials	Students								Teachers
	B. Ed. Students					M. Ed. Students		Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)			
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Yes	20.83%	58.97%	15.68%	35.52%	31.77%	13.33%	27.58%	22.72%	**30.23%**	**40.54%**
No	79.16%	41.02%	84.31%	64.47%	68.22%	86.66%	72.41%	77.27%	**69.76%**	**59.45%**

According to Table 17 a majority of teachers and students have not uploaded any materials onto the Internet though only 40.54% of the teachers and 30.23% of the students have done.

Table 18: Encouraging Aspect of the Internet Use

Encouraging Aspect	Students								Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
It is easily available.	12.50%	30.76%	7.84%	14.47%	15.42%	0%	20.68%	13.63%	**15.11%**	**27.07%**
It is economical.	12.50%	23.07%	7.84%	17.10%	14.95%	6.66%	6.89%	6.81%	**13.56%**	**5.40%**
It helps to search materials.	20.83%	56.41%	17.67%	34.21%	31.30%	20%	37.93%	31.81%	**31.39%**	**70.27%**
It saves time.	8.33%	23.07%	3.92%	13.15%	11.68%	6.66%	3.44%	4.54%	**10.46%**	**18.91%**
Others...	0%	2.56%	1.96%	6.57%	3.27%	6.66%	3.44%	2.27%	**3.48%**	**2.27%**

Table 18 displays that highly encouraging aspect of the Internet use for teachers (70.27%) and students (31.39%) was its help to search materials. Many teachers (27.07%) and students (15.11%) are encouraged to use it because it is easily available. Some students (13.56% and 10.46%) found it economical and time saving and are encouraged to use it. A few teachers (5.40 % &18.91%) were encouraged because it is economical and saves time. A few students (3.48%) were encouraged to use it because it is easy to run and they can easily chat with each other. Similarly, a few teachers (2.27%) were encouraged because it gives them entertainment and satisfaction.

Table 19: Empowerment in Teaching and Learning by the Internet Use

Empowerment	Students								Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Fully empowered.	0%	2.56%	0%	0%	0.46%	0%	3.44%	2.27%	**0.77%**	**13.51%**
Moderately empowered.	2.08%	15.38%	3.92%	2.63%	5.14%	0%	3.44%	2.27%	**4.65%**	**27.02%**
Only to some extent.	22.91%	35.89%	19.60%	19.73%	23.36%	60%	34.48%	29.54%	**24.41%**	**29.72%**
Fairly empowered.	10.41%	17.94%	1.96%	25%	14.95%	6.66%	10.34%	9.09%	**13.95%**	**8.10%**
Not at all.	41.66%	23.07%	66.66%	46.05%	45.79%	66.66%	41.37%	50%	**46.51%**	**21.62%**

Table 19 states that 31.51% teachers and paltry (0.77%) students were fully empowered in their teaching learning by the Internet. A majority of the teachers (29.72%) were empowered only to some extent, 27.02% were moderately empowered, 8.10% fairly empowered, and 21.62% teachers were not empowered at all in teaching learning by the Internet. Similarly,4.68% students were moderately empowered, 24.41% only to some extent, 13.95% fairly empowered, and 46.51% students were not empowered at all in their teaching learning by the Internet.

Table 20: Last Time of the Internet Use

Last Time of the Internet Use	Students									Teachers
	B. Ed. Students					M. Ed. Students			Grand Total	
	Morning Shift		Day Shift		Total	Morning Shift (Only)				
	Girls	Boys	Girls	Boys		Girls	Boys	Total		
Today	2.08%	7.69%	1.96%	3.94%	3.73%	0%	10.34%	6.81%	**4.26%**	**27.72%**
Yesterday	10.41%	28.20%	3.92%	11.84%	12.61%	6.66%	10.34%	9.09%	**12.01%**	**13.51%**
Few days before	12.50%	17.94%	3.92%	10.52%	10.74%	6.66%	13.79%	11.36%	**10.85%**	**62.21%**
Few weeks before	4.16%	20.51%	1.96%	11.84%	9.34%	6.66%	10.34%	9.09%	**9.30%**	**8.10%**
Long ago	6.25%	0%	19.60%	14.47%	11.21%	6.66%	6.89%	6.81%	**10.46%**	**10.81%**

Table 20 displays that 4.26% students and 27.72% teachers used the Internet that day, 12.01% students and 13.51% teachers used the day before and 10.85% students and 62.21% teachers used it before few days. It was known that 9.30% students and 8.10% teachers used before few weeks and 10.46% students and 10.81% teachers used it long ago. It shows that teachers are more frequent than the students in its use.

Discussion of Findings

The responses provided by the respondents in the study revealed that more than three quarters of the teachers and less than half of the students used the Internet. More than half of the teachers used it at least once in two days and more than 30% students once a week. Generally, they spend nearly one hour in a seating. Many teachers learned to used it from their friends or family members and students from other institutions. Most of the respondents use it at their homes at present. Many teachers use the Internet on their laptop and desktop and majority of students on their mobile and desktop.

Many teachers and students used the Internet to get general information followed by accessing online newspapers, chatting, social networking, sending and receiving e-mails, and entertainment beside its academic use like getting help in teaching learning, research, online studies, etc. They browse materials related to teaching and learning, but many of them have not used social networks for academic purposes. Many students have not used downloaded materials in their studies although they find them reliable and authentic. Teachers also opine their willingness to use them. Many of them have not uploaded materials onto the Internet. They are encouraged to use the Internet because it helps to search materials they need in teaching and learning. Most of them are empowered only to some extent by the Internet in teaching learning. Majority of the teachers and students do not use the Internet daily. Many of them use it once every week.

Some teachers used the Internet for research, online studies, and online journals. They even download books and articles. They also contact famous authors from abroad. They organize virtual conversation with their friends at home and abroad. But all of them are not using the Internet to its full extent. In spite of the infrastructures managed and opportunities provided, the campus has not experienced the full potential expertise of its teachers and students in use of the Internet.

Even though the campus has managed free Wi-Fi Internet connection in its premises, relatively a few teachers and extremely a small numbers of students have used it because many of them do not own a device to use it. Visiting computer lab

or E-library for using the Internet and E-library is very rare among the students and occasional among the teachers because they see many problems in using them. Many students even were not informed about the facility available in the campus. Approximately one fifth of students and a few teachers are hesitated to show them incompetent in using them in front of others and a few teachers and one fifth of students complain that they are not allowed to use the lab or e-library. It seems that the campus has not paid due attention on this matter.

Implications of the Findings

From the findings of the study discussed above, there seems to be a needs of wide circulation of the message across teachers and students that the campus has encouraged use of the Internet to its full potential and explore new ideas and knowledge out of this virtual learning. It will be beneficial for the campus to take further steps ahead to improve it. Teachers and students need to be clever to adopt the new technology to expand their knowledge from the storehouse being uploaded every second and get benefitted from it at the nominal cost even from their context. The internet has not only become a means of communication, but also a good mode of teaching and learning. It can broaden the horizon of learning among the teachers and learners.

Teachers can use the devices and tools they can reach, rather than worrying about the better ones to use the Internet. It can be used everywhere by anyone at any time. There are not any holidays or vacations in learning through the Internet. Teachers can upload any material they have prepared to help hundreds of students in a second. Virtual learning on the Internet can be beneficial for hesitating and disadvantaged students. In this sense, the findings of the study can be the guidelines for the institutions and their teachers and students to gear the outcomes through the proper use of the ICTs and the Internet.

Conclusion

The students and teachers of Surkhet Campus (Education) have nicely begun their journey of online learning and the Internet use. Some teachers have reached farther and many students and some other teachers have just started. But all are determined to reach the destination although a few of them were informed late that the venture has been opened by the campus officially.

At present, teachers and students are good beginners and are facing a lot of problems in the Internet use. In spite of the problems, the users will certainly be multiplied very soon in the campus. The teachers will use it in and outside classroom for academic purposes. Students will also be lured and satisfied by it over the conventional instruction. Its use will open the gate of e-learning and enhance the ODL. So, the Internet will certainly be easily accessible and inevitable part of instruction.

Teachers and students should be aware of the fact that the Internet has been a vehicle to reach at any destination the users want if driven properly. With support of their colleagues, teachers, and campus administration they can get a great deal of exposure to multiple use and functions of the Internet. Teacher Administration Student Partnership (TASP) in the campus can lead to its excessive and excellent use solving the problems to be faced in teaching and learning. ICTs and the internet are only physical tools, which themselves cannot bring aney changes or benefits to students, teachers, and communities at large. It should be brought by the users using them appropriately.

About the author

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Appendices

Appendix I

The Detailed Sample of the Study

1. **B. Ed. Students:** The followings were the samples of B. Ed. students studying different subjects:

I. Nepali Education

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	8	2	9	7	26
Second	8	2	10	6	26
Third	7	2	7	5	21
Grand Total	23	6	26	18	73

II. English Education

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	3	4	2	4	13
Second	3	4	1	3	11
Third	2	4	1	4	11
Grand Total	8	12	4	11	35

III. Health and Physical Education

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	3	1	3	3	10
Second	3	1	3	3	10
Third	4	2	3	3	12
Grand Total	10	4	9	9	32

IV. Mathematics Education

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	1	3	-	2	6
Second	1	4	-	2	7
Third	1	3	-	2	6
Grand Total	3	10	-	6	19

V. Population Education

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	1	1	1	3	6
Second	1	-	1	2	4
Third	1	-	1	1	3
Grand Total	3	1	3	6	13

VI. Science Education (Day Shift only)

Year	Day Shift		Total
	Girls	Boys	
First	3	6	9
Second	1	6	7
Third	1	2	3
Grand Total	5	14	19

VII. Others (Economics Education, Ed. PM Education, Geography Education, Political Science Education, and History Education)

Year	Morning Shift		Day Shift		Total
	Girls	Boys	Girls	Boys	
First	-	-	2	7	9
Second	-	-	2	4	6
Third	1	1	-	1	3
Grand Total	1	1	4	12	18

VIII. Information and Communication Technology Education (ICTE) (Morning Shift Only)

Year	Morning Shift		Total
	Girls	Boys	
First	-	1	1
Second	-	1	1
Third	-	1	1
Grand Total	-	3	3

IX. One Year B. Ed. (Morning Shift Only)

Girls	Boys	Total
-	2	2

2. M. Ed. Students: The samples selected among M. Ed. students studying different subjects in Morning (only) Shift are presented below:

I. Nepali Education

Year	Morning Shift		Total
	Girls	Boys	
First	4	6	10
Second	3	4	7
Grand Total	7	10	17

II. Health and Physical Education

Year	Morning Shift		Total
	Girls	Boys	
First	2	2	4
Second	1	1	2
Grand Total	3	3	6

III. English Education

Year	Morning Shift		Total
	Girls	Boys	
First	1	2	3
Second	1	1	2
Grand Total	2	3	5

IV. Population Education

Year	Morning Shift		Total
	Girls	Boys	
First	1	3	4
Second	1	2	3
Grand Total	2	5	7

V. Education Planning and Management Education

Year	Morning Shift		Total
	Girls	Boys	
First	1	2	3
Second	-	2	2
Grand Total	1	4	5

VI. Mathematics Education

Year	Morning Shift		Total
	Girls	Boys	
First	-	2	2
Second	-	1	1
Grand Total	-	3	3

VII. Curriculum Education

Year	Morning Shift		Total
	Girls	Boys	
First	-	1	1
Second	-	-	-
Grand Total	-	1	1

Appendix II

Questionnaire to the Students

Please tick (√) the best alternative (only one) of item no. 1, 2, 3, 7, 9, 12, 14, 15, 16, 17, 19, and 20. You can tick two or more alternatives if you think appropriate for the rest of the items (item no. 4, 5, 6, 8, 10, 11, 13, and 18).

N.	Questionnaire Items	Frequency
1.	Do you use the Internet? a. □ Yes b. □ No	 119 139
2.	If yes, how often do you use it? a. □ Everyday b. □ Two to three days a week c. □ Once a week d. □ Once every two weeks e. □ Once a month	 18 31 35 9 25

3.	Generally, how many hours do you spend in the Internet in a visit?	
	a. □ Less than one hour	56
	b. □ One to two hours	55
	c. □ Three to five hours	8
	d. □ More than five hours	-
4.	How did you learn to use the Internet?	
	a. □ Coaching by friends or family members	60
	b. □ From other institutions	62
	c. □ On your own	19
	d. □ Attending formal classes in campus	6
	e. □ If others (please specify)....	14
5.	From where do you use the Internet?	
	a. □ At home	81
	b. □ At campus	14
	c. □ At friend's home	18
	d. □ In cyber	58
	e. □ If others (please specify)..	14
6.	In which device do you use the Internet?	
	a. □ On mobile	82
	b. □ On desktop	64
	c. □ On laptop	27
	d. □ If others (please specify)...	11
7.	Have you ever used the free Wi-Fi Internet facility available in your campus premises?	
	a. □ Yes	13
	b. □ No	245
8.	If you have not used it yet, why?	
	a. □ You do not have devices to use the Internet.	114
	b. □ You do not have sufficient time.	47
	c. □ The Internet is very slow and unstable.	26
	d. □ If others (please specify)…..	94

9.	Have you ever visited the computer lab or the E-library (for using the Internet or E-library) of your campus?	
	a. □ Yes	12
	b. □ No	246
10.	If you have not used it yet, what is the reason?	
	a. □ You are not interested in them.	21
	b. □ There are a lot of problems in using them.	61
	c. □ It remains closed at the time you like to visit.	29
	d. □ You are hesitated or afraid of showing yourself incompetent in using them.	44
	e. □ You are not allowed to use them.	51
	f. □ If others (please specify).	68
11.	For what purposes do you use the Internet?	
	a. □ To get general information.	89
	b. □ To send and receive e-mails.	48
	c. □ For research purpose.	1
	d. □ To download free software.	24
	e. □ To access online newspaper.	71
	f. □ For Skype conversation.	21
	g. □ For social networking.	51
	h. □ For chatting.	74
	i. □ To get help in teaching and learning.	38
	j. □ For entertainment.	53
	k. □ For online education/ studies/ trainings.	1
	l. □ If others (please specify)..	2
12.	Have you ever used any social networks such as Facebook, Twitter, Skype, and YouTube for teaching learning purpose?	
	a. □ Yes	49
	b. □ No	200

13.	What sorts of content do you browse on the Internet?	
	a. □ Materials related to teaching and learning.	52
	b. □ Materials that are easy to browse.	35
	c. □ Materials that entertain or satisfy you.	53
	d. □ Materials that are not easily available elsewhere.	32
14.	Have you ever downloaded any materials/ contents related to your course from the Internet?	
	a. □ Yes	47
	b. □ No	206
15.	Are downloaded materials authentic and reliable for teaching learning purpose?	
	a. □ Yes	180
	b. □ No	78
16.	Do you like the materials downloaded from the Internet to use in your teaching and learning?	
	a. □ Yes	192
	b. □ No	62
17.	Have you ever uploaded any reading/ audio/ visual materials onto the Internet?	
	a. □ Yes	78
	b. □ No	180
18.	What aspects of the Internet use encouraged you to use it?	
	a. □ It is easily available	39
	b. □ It is economical.	35
	c. □ It helps you to search the materials.	81
	d. □ It saves time.	27
	e. □ If others (please specify)...	9
19.	To what extent do you think you have been empowered yourself in teaching and learning by using the Internet?	
	a. □ Fully empowered	2
	b. □ Moderately empowered	12
	c. □ Only to some extent	63
	d. □ Fairly empowered	36
	e. □ Not at all	120
20.	When did you use the Internet last time?	
	a. □ Today	11
	b. □ Yesterday	31
	c. □ Few days before	28
	d. □ Few weeks before	24
	e. □ Long ago	27
21.	Did you enjoy filling up this form?	
	a. □ Yes	258
	b. □ No	-

Appendix III
Questionnaire to the Teachers

Please tick (√) the best alternative (only one) of item no. 1, 2, 3, 7, 9, 12, 14, 15, 16, 17, 19, and 20. You can tick two or more alternatives if you think appropriate for the rest of the items (item no. 4, 5, 6, 8, 10, 11, 13, and 18).

N.	Questionnaire Items	Frequency
1.	Do you use the Internet?	
	a. □ Yes	29
	b. □ No	8
2.	If yes, how often do you use it?	
	a. □ Everyday	9
	b. □ Two to three days a week	10
	c. □ Once a week	3
	d. □ Once every two weeks	1
	e. □ Once a month	6

3.	Generally, how many hours do you spend in the Internet in a visit?	
	a. □ Less than one hour	8
	b. □ One to two hours	18
	c. □ Three to five hours	2
	d. □ More than five hours	1
4.	How did you learn to use the Internet?	
	a. □ Coaching by friends or family members	15
	b. □ From other institutions	4
	c. □ On your own	4
	d. □ Attending formal classes in campus	12
	e. □ If others (please specify).....	-
5.	From where do you use the Internet?	
	a. □ At home	23
	b. □ At campus	11
	c. □ At friend's home	7
	d. □ In cyber	6
	e. □ If others (please specify)....	4
6.	In which device do you use the Internet?	
	a. □ On mobile	13
	b. □ On desktop	17
	c. □ On laptop	18
	d. □ If others (please specify)...	-
7.	Have you ever used the free Wi-Fi Internet facility available in your campus premises?	
	a. □ Yes	13
	b. □ No	24
8.	If you have not used it yet, why?	
	a. □ You do not have devices to use the Internet.	12
	b. □ You do not have sufficient time.	7
	c. □ The Internet is very slow and unstable.	3
	d. □ If others (please specify)..	6
9.	Have you ever visited the computer lab or the E-library (for using the Internet or E-library) of your campus?	
	a. □ Yes	11
	b. □ No	26
10.	If you have not used it yet, what is the reason?	
	a. □ You are not interested in them.	3
	b. □ There are a lot of problems in using them.	14
	c. □ It remains closed at the time you like to visit.	6
	d. □ You are hesitated or afraid of showing yourself incompetent in using them.	1
	e. □ You are not allowed to use them.	2
	f. □ If others (please specify)...	6
11.	For what purposes do you use the Internet?	
	a. □ To get general information.	26
	b. □ To send and receive e-mails.	16
	c. □ For research purpose.	15
	d. □ To download free software.	7
	e. □ To access online newspaper.	18
	f. □ For Skype conversation.	9
	g. □ For social networking.	12
	h. □ For chatting.	14
	i. □ To get help in teaching and learning.	17
	j. □ For entertainment.	12
	k. □ For online education/ studies/ trainings.	6
	l. □ If others (please specify)..	2
12.	Have you ever used any social networks such as Facebook, Twitter, Skype, and YouTube for teaching learning purpose?	
	a. □ Yes	17
	b. □ No	20

13.	What sorts of content do you browse on the Internet? a. □ Materials related to teaching and learning. b. □ Materials that are easy to browse. c. □ Materials that entertain or satisfy you. d. □ Materials that are not easily available elsewhere.	 19 7 11 15
14.	Have you ever used any materials browsed and downloaded from the Internet in your class? a. □ Yes b. □ No	 20 17
15.	Are downloaded materials authentic and reliable for teaching learning purpose? a. □ Yes b. □ No	 28 9
16.	If you have used any downloaded materials in your classroom, do your students usually like them? a. □ Yes b. □ No	 22 10
17.	Have you ever uploaded any reading/ audio/ visual materials onto the Internet? a. □ Yes b. □ No	 15 22
18.	What aspects of the Internet use encouraged you to use it? a. □ It is easily available b. □ It is economical. c. □ It helps you to search the materials. d. □ It saves time. e. □ If others (please specify).....	 10 2 26 7 1