Use of Internet by the Post Graduate Students of Karnataka State Open University (KSOU): A Study

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Abstract - *The purpose of this paper is to study the use of Internet among Post Graduate students of Karnataka State Open University (KSOU). A survey method was conducted and a well structured questionnaire was used to collect data from a sample of 1350 students. 1200 duly filled in questionnaire were received back. The collected data was analysed using SPSS software. The present study is made effort to determine the various factors regarding the use of Internet by distance learners of various disciplines of KSOU. The results obtained from the study have been discussed and evaluated, awareness of Internet use and frequency of use of Internet. The results obtained provide information about the extent of Internet use for academic purposes, Place of Internet use and also about the devices used for accessing Information through Internet.*

Keywords: Internet, Post Graduate students, Karnataka State Open University.

Introduction

The Internet is arguably one of the most significant technological developments of the late 20th century. The Internet's appearance in higher education was used as a tool for researchers to communicate and share project data. Today the .edu domain is one of the largest contributors to the Internet. The Internet is a 'live', constantly 'moving', theoretically borderless, potentially infinite space for the production and circulation of information. The use of Internet in the educational environment has enabled easy access to many resources and it has had a significant effect on the development of higher education system in India. Rapid developments and changes in the information technologies are widely accepted in higher education institutes and students in particular. Using Internet has become indispensable part of daily life. Internet use has become a way of life for most of the distance learners they use it to cope up with the new information according to their syllabus.

History of Internet

The Internet was developed in the United States in the 1960s as a network by the Defence Department for their use, it was called the ARPANET. It was developed initially as an experiment and was used to support communication within the Defence Department.

About KSOU

Karnataka State Open University was established in the year 1996, earlier was a part of University of Mysore as ICC & CE. The motto of this university is to provide "higher education to everyone everywhere" and KSOU is the only university of its kind in Karnataka, it offers courses for those who are unable to get higher education in formal universities or those who discontinued with their studies. There are 28 regional centres at different district of the state.

Need for the Study

The role of higher education in India has become stronger in various affairs such as social, economic, cultural and personal subjects across the societies and the lack of access to educational centres caused the advents of new methods for responding to educational needs. With new techniques like Internet, people can be educated in various places and times. Several studies has been done regarding to the role of Internet in learning and academic achievement, but there was a gap about the role of Internet on academic achievement and learning especially at higher Education & in particular at Open Universities. The main aim of this research was to determine the use of Internet by distance learners of Karnataka State Open University.

The Internet technology is used by a number of University students of all discipline in India. Number of studies has been carried out on use of Internet by students but so far no study has been conducted to assess their response to this facility at Open University & KSOU in particular. This study is an attempt to fill the gap in literature.

Previous studies

Tamara, Lama & Yousef (2016) conducted the study to ascertain the computer and internet literacy level of medical faculties' students. 171 medical students from 4 different medical colleges of the University of Jordan participated in the study. A semi-structured questionnaire was used to collect the data and the data analysis was done by using SPSS, Version 17. The results indicated that most medical students have average or advance knowledge on the basic use of computer and internet. Google was found to be the most commonly used search engine. Also the study found that ICT (Information and Communication Technology) can be a useful tool in medical education but the lack of time, internet connectivity and resources is still a serious constraint.

Sampatkumar and Manjunath (2013) investigated impact of internet use on academic performance of teachers and researcher in university setup. Majority used internet in support of their study. Majority of respondents learnt to use the internet through self-instruction and trial and error, with the help of friends and by reading books or papers. Study results also indicated that internet has made an impact on their academic performance (i.e. in writing more research papers, in doing better research, better learning experience, etc.).The findings of **Kavulya (2004)** in his study of distance education in Kenya showed that the students in the four universities studied had access to Internet resources.

A study conducted by **Rowland and Rubbert (2001)** on the information needs and practices of Distance Learning Students in U.K showed that part-time students were making use of electronic information sources. Their findings revealed that 12% of their respondents did not

have Internet access at home and only 3% made no use of the Internet at all and over 75% of the respondents were familiar with search engines.

Pangannaya (2000) conducted a study on "Use of Internet by the Academic Community: a case study." The present study is an attempt to investigate the use of internet resources by the academic community of Mysore University, using survey as the research tool. The paper has investigated the faculty wise frequency and length of use of the internet.

Objectives

1. To study the awareness and frequency of use of Internet by PG students of KSOU
2. To ascertain the academic purpose for which KSOU PG students use Internet
3. To know the time spent on use of Internet
4. Training to access Internet by the respondents
5. Techniques used for accessing information from Internet

Scope and limitation

This study is limited to the PG students of Karnataka State Open University. The UG, diploma students and other open universities, partnership institution and other technical programmes students are excluded from the study.

Methodology

The survey method was used to collect the data from the KSOU PG students by using a structured questionnaire. 1350 questionnaire was distributed and 1200 duly filled questionnaire were given back. To collect primary data from the KSOU PG students the researcher used random sampling method during KSOU contact programmes at different centres.

Results and Discussion

Table: 1
DISCIPLINE AND STATUS WISE DISTRIBUTION OF SAMPLE POPULATION

S/N	Status	Discipline					Total
		Arts	Science	Commerce	Management	Education	
1	Student	80 27.6%	268 39.2%	16 21.9%	51 45.9%	0 0.0%	415 34.6%
2	Government employee	55 19.0%	47 6.9%	3 4.1%	2 1.8%	27 62.8%	134 11.2%
3	Private employee	92 31.7%	247 36.2%	44 60.3%	46 41.4%	16 37.2%	445 37.1%
4	Agriculture	26 9.0%	58 8.5%	3 4.1%	7 6.3%	0 0.0%	94 7.8%
5	Homemaker	37 12.8%	54 7.9%	7 9.6%	5 4.5%	0 0.0%	103 8.6%
6	Others	0 0.0%	9 1.3%	0 0.0%	0 0.0%	0 0.0%	9 0.8%
Total		290 100.0%	683 100.0%	73 100.0%	111 100.0%	43 100.0%	1200 100.0%

A total of 1200 sample was selected for the present study. Of the total 1200 sample, 415 (34.6 percent) were 'students', 134 (11.2 percent) were 'government employees', 445 (37.1

percent) were 'private employees', 94 (7.8 percent) of them were 'agriculturists', 103 (8.6 percent) were 'home makers' and remaining 9 (0.8 percent) were belonging to 'other categories'.

Among arts discipline the respondents are more from government and private sector, in science disciple it is seen that there are more of students and private employees as respondents, in commerce majority belonging to the private sector, in management more samples from student and private sector, and lastly in education we find majority of the samples from government sector.

Table: 2
GENDER WISE DISTRIBUTION OF RESPONDENTS

S/N	Category	Arts	Science	Commerce	Management	Education	Total
1	Male	154 53.1%	262 38.4%	38 52.1%	47 42.3%	18 41.9%	519 43.2%
2	Female	136 46.9%	421 61.6%	35 47.9%	64 57.7%	25 58.1%	681 56.8%
Total		290 100.0%	683 100.0%	73 100.0%	111 100.0%	43 100.0%	1200 100.0%

In the case of the gender distribution of respondents, it may be seen that **'male'** respondents are **519 (43.2 percent)** and **'female'** respondents are **681 (56.8 percent)**.

Category wise respondent shows that in the case of Arts, male respondents form a majority scoring 154 (53.1 percent); where in the case of Science, female respondents are more 421 (61.6 percent). In the case of Commerce, male respondents are more 38 (52.1 percent) compared to female respondents 35 (47.9 percent). As far as Management is considered female respondents are more scoring 64 (57.7 percent) and male respondents are 47 (42.3 percent). The subject of Education has 25 (58.1 percent) female respondents and only 18 (41.9 percent) are male students.

Table: 3
AGE WISE DISTRIBUTION OF RESPONDENTS

S/N	Category	Arts	Science	Commerce	Management	Education	Total
1	21-25	25 8.6%	245 35.9%	17 23.3%	22 19.8%	3 7.0%	312 26.0%
2	26-30	94 32.4%	274 40.1%	25 34.2%	59 53.2%	8 18.6%	460 38.3%
3	31-35	97 33.4%	110 16.1%	14 19.2%	23 20.7%	5 11.6%	249 20.8%
4	36-40	57 19.7%	42 6.1%	17 23.3%	7 6.3%	14 32.6%	137 11.4%
5	41-45	10 3.4%	12 1.8%	0 0.0%	0 0.0%	7 16.3%	29 2.4%
6	46-50	4 1.4%	0 0.0%	0 0.0%	0 0.0%	6 14.0%	10 0.8%
7	Above 50	3 1.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 0.2%
Total		290 100.0%	683 100.0%	73 100.0%	111 100.0%	43 100.0%	1200 100.0%

The Age of the respondents shows that the students in the age group of **'26-30'** years are form a majority **460 (38.3 percent)** followed by those who are in the age group of **'21-25'** years scoring **312 (26.0 percent)**. The students in the age group of **'31-35'** years form the third largest group **249 (20.8 percent)**. This is followed by those who are in the age range of **'36-40'** years **137 (11.4 percent)**. The respondents in the range of **'41-45'** years of age form only **29 (2.4 percent)**. Only **10 (0.8 percent)** respondents are between **'45-50'** years of age. The age groups of **'50'** form the least group **3 (0.2 percent)**.

Table: 4
DISTRIBUTION OF RESPONDENTS BY GEOGRAPHICAL AREA

S/N	Category	Arts	Science	Commerce	Management	Education	Total
1	Urban	91 31.4%	297 43.5%	52 71.2%	53 47.7%	2 4.7%	495 41.2%
2	Rural	98 33.8%	150 22.0%	8 11.0%	5 4.5%	14 32.6%	275 22.9%
3	Semi Urban	101 34.8%	236 34.6%	13 17.8%	53 47.7%	27 62.8%	430 35.8%
Total		290 100.0%	683 100.0%	73 100.0%	111 100.0%	43 100.0%	1200 100.0%

Area wise distribution of respondents is shown is table 5.4. It may be seen from the table that out of 1200 sample selection 495 (41.2 percent) from 'urban' background followed by 430 (35.8 percent) by 'semi urban' background and remaining 275 (22.9 percent) from 'rural' background. In Arts and Education we find more respondents from semi urban area, in Science, Commerce and Management we find more respondents from urban area. Further we find equal number of respondents in urban and semi urban area in Management discipline.

Table: 5
FREQUENCY AND PERCENT RESPONSES FOR THE STATEMENTS 'AWARENESS OF INTERNET USE' AND 'FREQUENCY OF USE OF INTERNET' BY THE SELECTED SAMPLE AND RESULTS OF CHI-SQUARE TESTS

S/N	Awareness of Internet use			Frequency of use of internet		
	Responses	Number of responses	Responses in percentage	Responses	Number of responses	Responses in percentage
1	High	668	55.7	Daily	377	31.5
2	Moderate	500	41.7	Weekly	337	28.1
3	Low	24	2.0	Fortnightly	244	20.3
4	No skill	8	0.7	Monthly	242	20.2
5	No response	-	-	Never use	-	-
	Mean	4.8		Mean	3.66	
	S.D	0.57		S.D	1.14	
	Chi-square	1122.88		Chi-square	315.14	
	P value	.000		P value	.000	

As far as awareness is considered, majority of the sample respondents had 'high' awareness to the extent of 668 (55.7 percent), followed by 500 (41.7 percent) of them had 'moderate' levels of awareness, 24 (2.0 percent) of them had 'low awareness' and only 8 (0.7 percent) of them did not have any skill ('No skill'). When chi-square is applied to the frequencies of responses, chi-square revealed a significant difference (X^2=1122.88; p=.000), further

confirming that the selected sample had high awareness with mean value of 4.8 and S.D value of 0.57.

In the case of frequency of use of internet is analyzed, it was found that 377 (31.5 percent) of the sample selected used 'daily', 337 (28.1 percent) of them used 'weekly', 244 (20.3 percent) of them used 'fortnightly' and 242 (20.2 percent) of them used 'monthly'. However, none of the respondents indicated 'never use'. Chi-square test revealed a significant difference between groups of frequencies of responses (X^2=315.14; p=.000), further confirming that selected sample had significantly used internet 'daily to weekly' more with the mean value of 3.66 and S.D value of 1.14.

Table: 6
TRAINING TO ACCESS INTERNET BY THE RESPONDENTS

S/N	Training to access Internet	Responses in frequency and percentage
1	Trial and error method	407 (33.9)
2	Guidance from colleagues and friends	411(34.3)
3	Self instructional tools	143(11.9)
4	Training from private or government institutions	137(11.4)
5	External sources	102(8.5)
	Mean	2.26
	S.D	1.27
	X^2	400.80
	P	.000

It may be seen from the table that, as for as training to access Internet were verified 411 representing 34.3 percent of the sample respondents took the 'guidance from colleagues and friends'. 407 representing 33.9 percent of them employed 'trial and error method'. 143 representing 11.9 percent of them tried 'self instructional tools', 137 representing 11.4 percent of them had 'training from private or government institutions' and remaining 102 representing 8.5 percent of them chose 'external sources' to operate Internet. x^2 test revealed a significant difference between these groups of frequencies with x^2 value of 400.80 with significant level of .000. The mean value was found to be 2.26 with SD value of 1.27.Table:

Table: 7
TIME SPENT ON USE OF INTERNET BY THE RESPONDENTS

S/N	Time spend on use of Internet	Responses in frequency and percentage
1	1-5hrs	208(17.3)
2	6-10hrs	480(40.0)
3	11-15hrs	214(17.8)
4	16-20hrs	125(10.4)
5	More than 20hrs	173(14.4)
	Mean	2.64
	S.D	1.28
	X^2	320.90
	P	.000

From the table it is clear that majority of respondents used Internet between '**6-10 hours'** scoring **480 (40.0 percent)**. **214 (17.8 percent)** of the respondents used Internet to an extent of **'11-15 hours'**. **208 (17.3 percent)** of them used Internet for an extent of **'1-5 hours'** and remaining **173 (14.4 percent)** of them used more than '**20 hours'**. The **mean** obtained for the sample was **2.64** with the **SD** value of **1.28%**. x^2 test revealed a significant difference for frequencies of responses of various time categories spent on use of Internet **(x^2 =320.90; P=.000)**.

Table: 8
ACADEMIC PURPOSES FOR USING INTERNET BY THE RESPONDENTS

S/N	Academic Purposes for using internet	Responses in frequency and percentage					Mean	S.D	X^2	P
		1	2	3	4	5				
1	For information to supplement course materials	232 (19.3)	280 (23.3)	137 (11.4)	255 (21.3)	296 (24.7)	3.09	1.48	65.14	.000
2	To prepare assignments /seminars/ conferences papers / to participating in discussion meetings	40 (3.3)	174 (14.5)	117 (9.8)	439 (36.6)	430 (35.8)	3.87	1.15	563.28	.000
3	Research (**e.g.:**literature search; to use open reference source)	156 (13)	309 (25.8)	160 (13.3)	275 (22.9)	300 (25)	3.21	1.40	96.01	.000
4	To prepare for examination	38 (3.2)	197 (16.4)	143 (11.9)	514 (42.8)	308 (25.7)	3.71	1.11	549.01	.000
5	To publish research papers	325 (27.1)	515 (42.9)	286 (23.8)	34 (2.8)	40 (3.3)	2.12	0.95	697.51	.000
6 a	To use online journals	94 (7.8)	218 (18.2)	194 (16.2)	360 (30)	334 (27.8)	3.52	1.28	196.47	.000
6 b	To use e-Databases	185 (15.4)	271 (22.6)	166 (13.8)	399 (33.3)	179 (14.9)	3.10	1.33	160.27	.000
6 c	To find and download e-books	93 (7.8)	214 (17.8)	114 (9.5)	428 (35.7)	351 (29.3)	3.61	1.28	357.61	.000
6 d	To use e-theses/ Dissertation	220 (18.3)	362 (30.2)	165 (13.8)	196 (16.3)	257 (21.4)	2.92	1.43	96.39	.000
7	To access on line tutorials (**e.g.:** online MBA)	422 (35.2)	498 (41.5)	141 (11.8)	90 (7.5)	49 (4.1)	2.04	1.07	701.96	.000
8	To examine the articles or other publications available on the Internet	61 (5.1)	110 (99.2)	128 (10.7)	577 (48.1)	324 (27.0)	3.83	1.08	758.79	.000
9	To benefit from the forums related to education	16 (1.3)	252 (21.0)	297 (24.8)	387 (32.3)	248 (20.7)	3.50	1.07	313.50	.000

10	To get information about the topics I have learned during contact programme	243 (20.3)	382 (31.8)	216 (18.0)	187 (15.6)	172 (14.3)	2.72	1.33	117.425	.000

Note: - 1- Not at all ; 2-<25%; 3-25%-50%; 4- 50%-75%; 5->75%: N= Total number of respondents, SD= Standard Deviation: x^2 = Chi-square: P= Probability.

From the table it may be seen that, **'for information to supplement course materials'** the biggest choice of the respondents is 'strongly agree' scoring 296 representing 24.7 percent. This is followed by 'disagree' scoring 280 representing23.3 percent. 255 respondents state 'agree' representing 21.3 percent. The choice 'strongly disagree' scores 232 representing 19.3 percent. The least choice by the respondents is 'neutral' scoring 137 representing 11.4 percent. This is supported by the **mean value 3.09 and SD value being 1.48 (x^2 =65.14; P=.000)**.

Further, '**To prepare assignments /seminars/ conferences papers / to participating in discussion meetings'**, the biggest choice of the respondents is 'agree' scoring 439 representing 36.6 percent. This is followed by the choice 'strongly agree' scoring 430 representing 35.8 percent. The choice 'disagree' scores 174 representing 14.5 percent. So also, the choice 'neutral' scores 117 representing 9.8 percent. The least choice of them is 'strongly agree' scores 40 representing 3.3 percent. This is supported by the **mean value 3.87 and SD value 1.15 (x^2 = 563.28; P=.000)**.

Similarly, the academic purpose of using Internet, **'Research' (e.g.: literature search; to use open reference source)'** about 309 respondents say 'disagree' representing 25.8 percent. This is followed by 'strongly agree' scoring 300 representing 25 percent. The choice 'agree' scores 275 representing 22.9 percent. 'Neutral' scores 160 representing 13.3 percent. Only 156 of them state 'strongly agree' representing 13 percent. **With the mean value 3.21 and SD being 1.40 (x^2 = 96.01; P=.000)**.

Further, for the purpose **'To prepare for examination'** the biggest choice of the respondents is 'agree' scoring 514 representing 42.8 percent. This is followed by the choice 'strongly agree' scoring 308 representing 25.7 percent. The choice 'disagree' scores 197 representing 16.4percent. So also, the choice ''neutral' scores 143 representing 11.9 percent. Only 38 of them say 'strongly disagree' representing 3.2 percent. This is supported by the **mean value 3.71 and SD value being 1.11 (x^2 = 549.01; P=.000)**.

Regarding, for the purpose **'To publish research papers'** the majority of the respondents say 'disagree' scoring 325 representing 42.9 percent. This is followed by the choice 'strongly disagree' scoring 325 representing 27.1 percent. The choice 'neutral' scores 286 representing 23.8 percent. So also, the choice 'strongly agree' scores 40 representing 3.3 percent. Only 34 of them state 'agree' representing 2.8 percent. This is supported by the **mean value 2.12 and SD value being 0.95 (x^2 = 697.51; P=.000)**.

Further, for the purpose **'To use online journals'** the biggest choice of the respondents is 'agree' scoring 360 representing 30 percent. About 334 of them say 'strongly agree' representing 27.8 percent. The choice 'disagree' scores 218 representing 18.2 percent. So

also, the choice 'neutral' scores 194 representing 16.2 percent. Only about 94 of them say 'strongly disagree' representing 7.8 percent. This is supported by the **mean value 3.52 and SD value being 1.28 (x^2 = 196.47; P=.000)**.

Similarly, for the purpose **'To use e-Databases'** the biggest choice of the respondents is 'agree' scoring 39 representing 33.3 percent. This is followed by the choice 'disagree' scoring 271 representing 22.6 percent. The choice 'strongly disagree' scores 185 representing 15.4 percent. So also, the choice 'strongly agree' scoring 179 representing 14.9 percent. The least choice by the respondents is 'neutral' scores 166 representing 13.8 percent. This is supported by the **mean value 3.10 and SD being 1.33 (x^2 = 160.27; P=.000)**.

Regarding, the purpose of using Internet by the respondents, **'to find and download e-books'**, the biggest choice of them is 'agree' scoring 428 representing 35.7 percent. This is followed by the choice 'strongly agree' scoring 351 representing 29.3 percent. The choice 'disagree' scores 214 representing 17.8 percent. So also, 'neutral' scores 114 representing 9.5 percent. Only about 93 of them state 'strongly disagree' representing 7.8 percent. This is supported by the **mean value 3.61 and SD being 1.28 (x^2 = 357.61; P=.000)**.

Similarly, the purpose of using Internet by the respondents, **'To use e-theses/ Dissertation'**, the biggest choice of them is 'disagree' scoring 362 representing 30.2 percent. This is followed by the choice 'strongly agree' scoring 257 representing 21.4 percent. The choice 'strongly disagree' scores 220 representing 18.3 percent. 196 of them state 'agree' representing 16.3 percent. Only about 165 of them state 'neutral' representing 13.8 percent. This is supported by the **mean value 2.92 and SD being 1.43 (x^2 = 96.39; P=.000)**.

Further, the purpose of using Internet by the respondents, **'to access on line tutorials (e.g.: online MBA)'**, the biggest choice of them is 'disagree' scoring 498 representing 41.5 percent. This is followed by the choice 'strongly disagree' scoring 422 representing 35.2 percent. The choice 'neutral' scores 141 representing 11.8 percent. So also, the choice 'agree' scores 90 representing 7.5 percent. Only about 49 of them state 'strongly agree' representing 4.1 percent. This is supported by the **mean value 2.04 and SD being 1.07 (x^2 = 701.96; P=.000)**.

Table: 9
TECHNIQUES USED FOR SEARCHING AND ACCESSING INFORMATION ON THE INTERNET

Note: - 1- Not at all ; 2-<25%; 3-25%-50%; 4- 50%-75%; 5->75%: N= Total number of respondents,

S/N	Techniques	Responses in frequency and percentage					Mean	S.D	X^2	P
		1	2	3	4	5				
1	Author search	6 (.5)	75 (6.3)	122 (10.2)	794 (66.2)	203 (16.9)	3.93	0.75	1684.13	.000
2	Title search	19 (1.6)	133 (11.1)	130 (10.8)	431 (35.9)	487 (40.6)	4.03	1.05	707.83	.000
3	Subject search	64 (5.3)	297 (24.8)	169 (14.1)	452 (37.7)	218 (18.2)	3.39	1.19	352.89	.000
4	Keyword search	14 (1.2)	128 (10.7)	129 (10.8)	318 (26.5)	611 (50.9)	4.15	1.06	915.28	.000
5	Boolean Operation/ Combine Search	52 (4.3)	529 (44.1)	336 (28.0)	189 (15.8)	94 (7.8)	2.79	1.02	633.33	.000

SD= Standard Deviation: x^2 = Chi-square: P= Probability.

It may be seen from the table 5.22, techniques used for searching and accessing information on Internet by the respondents.

In the case **'Author search'**, the biggest choice of the respondents is '50-75%'scoring 794 representing 66.2 percent. This is followed by the choice '>75%' scoring 203 representing 16.9 percent.The choice '25-50%' scores 122 representing 10.2 percent. About 75 of the respondents state '<25%' representing 6.3 percent. The least choice 'Not at all' scores 6 representing 0.5 percent. This is supported by the **mean value 3.93 and SD being 0.75 (x^2 =1684.13; P=.000)**.

Further,**'Title search'**, majority of the respondents are in agreement with the opinion '<75%' scoring 487 representing 40.6 percent. This is followed by the opinion '50-75%' scoring 431 representing 35.9 percent.About 133 of the respondents state '<25%' representing 11.1 percent. So also, the choice '25-50%' scores 130 representing 10.8 percent. The least choice 'Not at all'scores 64 representing 5.3 percent.This is supported by the mean **value 4.03 and SD being 1.05 (x^2 =707.83; P=.000)**.

Similarly **'Subject search'**, the biggest opinion of the respondents is '50-75%'scoring 452 representing 37.7 percent. This is followed by the opinion '<25%' scoring 297 representing 24.8 percent. So also, the opinion '>75%' scores 218 representing 18.2 percent. About 169 of the respondents say '25-50%' representing 14.1 percent. The least choice 'Not at all' scores 14 representing 1.2 percent. This is supported by the **mean value 4.15 and SD being 1.06 (x^2 =915.28; P=.000)**.

Regarding the techniques used for searching and accessing information 'Boolean operation/Combine search', the biggest choice of the respondents is '<25%'scoring 529 representing 44.1 percent. This is followed by the choice '25-50%' scoring 336 representing 28.0 percent.About 189 of the respondents state '50-75%' representing 15.8 percent. So also, the choice '>75%' scores 94 representing 7.8 percent. The least choice 'Not at all' scores 52 representing 4.3 percent. This is supported by the **mean value 2.79 and SD being 1.02 (x^2 =633.33; P=.000)**.

Conclusion

The Internet provides a wealth of information on any subject field. The distance learners are using the Internet increasingly and it occupies an important place among various other sources. Internet is widely used by the students of KSOU for their educational purpose and majority of them are well versed with the use. But there is need to aware all the distance learners of KSOU to the use of Internet and train them in using the Internet to bridge the gap.

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