

# A Study on the Attitude of B.Ed Trainees towards Cyber Resources of Biswanath District, Assam

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**Abstract:** *Cyber means anything involving, using or related to computer, especially the internet as cited in Cambridge English Dictionary, (2016). Cyber resources are a collection of various online resources. The cyber resources are being used by teachers and students to enhance their knowledge. But it depends on one's attitude to accept changes from a traditional classroom to a new modern classroom. Attitude is more or less permanent enduring state of readiness of mental organization which predisposed and individual to react in a characteristics way to any subject or situation with which it is related. Cyber resources is useful for future teachers to make a classroom effective. Hence, this study was aimed to study the attitude of B. Ed trainees towards Cyber Resources of Biswanath District in Assam. It was found that there was difference in attitude of B. Ed trainees towards Cyber Resources. The difference in attitude between male and female B. Ed trainees towards Cyber Resources was also studied where female trainees showed higher favourable attitude than the male trainees.*

**Keywords:** Cyber resources, Internet, ICT, Attitude

## 1. Attitude towards Using Cyber Resources

Attitude is more or less permanent enduring state of readiness of mental organization which predisposed and individual to react in a characteristics way to any subject or situation with which it is related. It is also set of complex feelings, desires, fears, convictions, prejudice or other emotional tendencies that give an individual readiness to act because of his varied experiences. Many psychologists define attitudes in different ways. An attitude may result in a behavior that may be favorable or unfavorable towards the psychological object or class.

The rapid advancement of information and Communication Technology (ICT) has brought revolutionary change in the information scenario giving rise to a number of options to the users' community to handle varied information sources conveniently and effortlessly.

Student's attitude to information is gradually shifting from the printed documents to electronic resources and thus, it has been their prerogative to know the details of the availability and organization of e-resources like online journals and databases, electronic theses and dissertations (ETDs), government publications, online newspapers, etc. in libraries. Given technology increased use, it is important to understand how technologically rich environments are influencing student's attitudes towards e-resources access. Open access is one of the cheapest route to electronic resources have grown and provided an affordable way to provide access to some journal content. Supporters of open access argue that, when academic articles, dissertations and theses are put online and open to all, it helps in fighting duplication and plagiarism of other people's intellectual works. Although the open access movement has brought access to many valuable resources, and provided libraries with an invaluable amount of resources, many open access projects still face an uncertain future. Attitudes towards e-resources access could be attributed to problems faced when accessing e-resources. For instance in a situation where there is inadequate computer technologies to access e-resources or poor Internet connections, positive attitudes of the users could be affected.

## 1.1 Rationale of the Study

Internet has become a part of our daily lives and has become one of the important tools to get access to varied information in a flick of a second. In 21<sup>st</sup> Century world technology is played an important role to develop the society in various ways. In the same way it is helpful in the teaching learning process also. Whether it is in schools or different other institutions and workplaces, the use of cyber- resources is at rampage these days. The textbooks and printed materials are being substitute by cyber- resources. In India too, technology has made a huge progress. Where it was difficult to own a monitor once to access the e- mails and web facilities, now every individual own smart phones which helps them to access the internet any time. 2G networks had been dominated by 4G network and all have the choice to access network of their choice. The knowledge and literacy towards internet has become mandatory for an individual to get adjusted in the society. Educational institutions are also not left behind when it comes to the use of technology in the classroom instruction. Traditional classrooms are being converted to smart classes these days where the teachers are being looked upon just as a guide. The students use CD as their exercise copies to write their assignment. Different professional courses differ in their mutual perspectives relating to the course differ conspicuously from each other. As a teacher plays very prominent role in molding up tomorrow's citizen, the teachers should possess training in using the most modern technologies in the field of education. So it is very much important nowadays in the classroom system also for a teacher to make the children understand clearly in the most flexible way by using technology. Even though the Internet is a very important and indispensable source for students, the issue of whether the references are trust worthy or credible has been raised. In the present day world education play a vital role for the development of an individual. Cyber resources play a significant role in education. Since the use of technology is no longer confined to computer science majors, it is necessary for all students to implement technology in order to be successful in their future careers. Teachers are the agents of change in the society and schools. But these days, many online courses such as MOOCs, SWAYAM etc. have

come up to help reach education to all sections of people in India. These courses are all done online and the study materials can all be downloaded through their websites online. These cyber resources as technology are helping many enthusiastic learners to gain new knowledge every day. In other words, computer attitudes, whether positive or negative, affect how teachers use technology in a learning environment. The use of the cyber resources may provide great educational benefits to students. It makes learning precise and up-to-date. The internet presents several prospects to involve students more actively in their learning and develop communication between students and between faculty and their students. It also provides the immediate feedback, enhancing active participation of the students, sharing ideas and information within the teachers and students.

Biswanath College of Education is in Biswanath District of Assam and it was established in the year 1992. Since few years it has been seen that many researches had been done on Cyber Resources, ICT and E- learning among students at various level. The researcher was interested to study the attitude of B.Ed trainees, future student teachers towards the use of cyber resources in Assam. Therefore the study critically examines the attitude of B.Ed trainees towards Cyber Resources at Biswanath District of Assam.

### 1.2 Objectives of the Study

Objectives are aims or ends in view which serves as necessary guidelines in providing directions by selecting and regulating the activities necessary for the integration of the total process. The researcher has undertaken the setting of objectives as an important step realizing their importance in providing the basis for organizing the work. The following are objectives of the present study:

- 1) To study the attitude of B. Ed trainees of Biswanath District towards Cyber Resources.
- 2) To find out the difference in attitude between male and female B. Ed trainees of Biswanath District of Assam towards Cyber Resources.
- 3) To find out the difference in attitude between male and female B. Ed trainees of Biswanath College toward Cyber Resources.
- 4) To find out the difference in attitude between male and female B. Ed trainees of Tezpur College towards Cyber Resources.
- 5) To find out the difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College and Tezpur College of education.

### 1.3 Hypotheses of the Study

The following null hypotheses had been set up for the study-

- 1) **H<sub>01</sub>**: There is no significant difference in attitude between male and female B. Ed trainees of Biswanath District of Assam towards Cyber Resources.
- 2) **H<sub>02</sub>**: There is no significant difference in attitude between male and female B. Ed trainees of Biswanath College toward Cyber Resources.
- 3) **H<sub>03</sub>**: There is no significant difference in attitude between male and female B. Ed trainees of Tezpur College towards Cyber Resources.

- 4) **H<sub>04</sub>**: There is no significant difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College and Tezpur College of Education.

## 2. Review of Related Literature

**Ray & Day (1998)** conducted a study on Students attitude towards electronic information resources. The findings of this small sample population suggest many respondents do use some electronic resources and are aware of their benefits. The results of the whole sample did not differ across institutions which use printed material to complement this technology.

**Vijayarani (2005)** conducted a study on Attitude towards Educational Technology among B.Ed students of Bharathidasan University. The purpose of the study was to find out the level of attitude of B.Ed students towards Educational Technology and also to find out whether the B.Ed students differ towards Educational Technology on the basis of their group of study (Arts/science). The survey is conducted using a questionnaire entitled attitude towards educational technology among B.Ed teacher trainees of Pudukkottai and Orathanandu. It was found that B.Ed students have a favored attitude towards Educational Technology and they do not differ in their attitude towards Educational on the basis of their gender.

**Teo (2008)** conducted a study on Pre-service teachers' attitude towards computer use. The study found that teachers were more positive about their attitude towards computers and intention to use computer than their perceptions of the usefulness of the computer and their control of the computer.

**Kamalnayan (2008)** conducted a study on Implications of Information Technology for teacher education and research. The study found that bulk of the faculty currently engaged in teacher preparation is neither prepared to use technologies nor has it updated its knowledge on technological development. Universities and teacher education institutions would require a significant commitment to provide training for faculty staff, and to provide resources. The study also suggested that unless substantial effort is made on the part of universities, teacher's educators and trainees alike will be deprived of the joy of using ICT.

**Kumar and Kumar (2010)** conducted a study on Perception and usage of e-resources and the internet by the engineering medical and management academics in Bangalore City India. The results show that the students and faculty and faculty are aware of e-resources and also the internet. In a majority of the academic-related work, most of them prefer print to electronic information sources.

**Kumar (2010)** conducted a study on Integration of ICT in teacher education computer assisted instruction and E-learning. The study found that the students taught by computer assisted instruction method performed well than the students taught by conventional method in learning the concepts of universe. The study also found favorable results and the students to be interested to learn through CAI.

**Upadhyaya (2013)** conducted a study on Attitude towards computer among B.Ed students. The objectives of the study were to compare attitude towards computer of male and female B.Ed students and to compare attitude towards computer of B.Ed students of Arts & Science stream. It was found out that Male and female B.Ed students do not differ from one another on their attitude towards computer, and B.Ed students of science stream have more favorable attitude towards computer than their Arts stream counterparts.

**Mallick (2013)** conducted a study on Awareness of Online Learning among Teacher Trainees. The objective of the study was to find out the awareness of online learning habits of students-teachers. From this study it was found that student-teachers are found, having very high awareness of online learning and more than three fourth of the total sample of the teacher trainees have very high awareness of online learning. The study shows that there is a significant difference between male and female student-teachers in awareness of online learning and there is no significant difference between urban and rural and science and social students-teachers in awareness of online learning.

**Sharma,Pyase& Jain (2015)** conducted a study on B.Ed Students Attitude towards Using Internet. The results of the study reveal that the students were familiar with Internet at home/cyber café daily at least 1-2 hour daily. They used this technology mostly for communication and educational purpose. They used this technology mostly for communication and educational purpose. Users agreed that the Internet was very helpful in meeting their information and communication requirements promptly.

**Dixit & Kaur (2015)** conducted a study Attitude of Teachers Trainees towards ICT teaching. This study was conducted to find out attitude of teachers trainees towards information and communication technology teaching and revealed that the factors like locality and gender of teacher-trainees influenced the attitude towards Information Communication and Technology teaching.

**Sekar& Lawrence (2015)** conducted a study the attitude of B.Ed., students towards information and communication technology (ICT). The study revealed that there was no significant difference in the attitude of B.Ed., students towards ICT with regard to gender, discipline, course of study, and locality. It was also found out that aided B.Ed college students were better than government college students in their attitude towards ICT.

**Behera, Sao & Mohamad (2016)** conducted a study on Attitude of B.Ed student-Teachers towards E-learning. The main objective of this study was to study the attitude of B.Ed College Student Teacher in Purulia district of West Bengal towards E-learning. The study revealed that the attitude of B. Ed student-teachers in Purulia District of West Bengal is neither more favorable nor unfavorable towards E-learning nor satisfactory or average in attitude towards E-learning.

**Chandha (2018)** conducted a study of B.Ed Students' Attitude towards using cyber resources. The study found out that the male B. Ed students have better attitude towards

using Cyber resources but location does not have any effect on attitude towards using Cyber Resources.

## 2.1 Research Method

For the present study the researcher had used descriptive research method in which survey method was used for collecting the data.

### 2.1.1 Population

In this study, the population included the B. Ed trainees of Biswanath District of Assam.

### 2.1.2 Sample

The sample for the study was 120 in total. The trainees of two B. Ed colleges of Assam; Biswanath College of Education and Tezpur College of Education respectively were taken as a sample. From the total of 120 trainees from both the colleges, 60 from each colleges where 30 male and 30 female B. Ed trainees were taken as the sample to study their attitude towards cyber resources.

### 2.1.3 Sampling Technique

For the present study the researcher had used simple random technique for data collection.

### Tool Used

The investigator had used "Attitude towards using cyber resources scale" constructed and standardized by Dr. S. Rajasekhar.

## 2.2 Statistical Analysis

In the present study, descriptive statistical techniques were employed for collection of data. The important statistical measures mostly used were mean, standard deviation and inferential statistics like 't' test was done in order to test the significance of the difference in attitude between the male and female B.Ed trainees towards Cyber Resources.

## 3. Result

**Objective 1:** To study the attitude of B. Ed trainees of Biswanath District towards Cyber Resources.

**Table 1:** Attitude of B.Ed Trainees of Biswanath District towards Cyber Resources

N = 120				
Scores	Interpretation	Total N (%)	Male N (%)	Female N (%)
24-30	Highly Unfavorable Attitude	0	0	0
31-50	Unfavorable Attitude	1 (0.8)	0	1 (0.8)
51-89	Neutral	110 (91.7)	57 (47.5)	53 (44.2)
90-109	Favourable Attitude	9 (7.5)	3 (2.5)	6 (5)
110-120	Highly Favourable Attitude	0	0	0

The table 1 above shows that out of total respondents of B.Ed colleges of Biswanath District of Assam 91.7 percent had shown neutral attitude towards Cyber Resources. 0.8 percent responses of the B.Ed trainees showed unfavorable attitude towards Cyber Resources and 7.5 percent had shown favourable attitude towards Cyber Resources. None were

there having Highly Unfavourable Attitude and Highly Favourable Attitude.

**Objective 2:** To find out the difference in attitude between male and female B. Ed trainees of Biswanath District of Assam towards Cyber Resources.

**H0<sub>1</sub>:** There is no significant difference in attitude between male and female B. Ed trainees of Biswanath District of Assam towards Cyber Resources.

**Table 2:** 't' value of male and female B. Ed trainees of Biswanath District of Assam towards Cyber Resources.

Group	N	Mean	SD	SE <sub>d</sub>	't' test	Remark
Male	60	74.5	9.25	1.80	2.5	Significant
Female	60	79	10.5			

From the above Table no. 2, it was observed that the mean value of the male and female trainees of Biswanath District of Assam towards Cyber Resources were found to be 74.5 and 79 respectively. The calculated t-value was 2.5 and the critical value of 't' was 1.98 at 0.05 level of significance and df was 118. Hence, the 't' value was greater than the critical value of 't' so, it was significant at 0.05 level of significance.

Hence, the hypothesis H0<sub>1</sub> "There is no significant difference in attitude between male and female B.Ed trainees of Biswanath District of Assam towards Cyber Resources" was rejected.

**Table 3:** Difference in attitude between male and female B.Ed trainees of Biswanath District of Assam towards Cyber Resources

Scores	Interpretation	Total	
		Male - 60 N (%)	Female- 60 N (%)
24-30	Highly Unfavorable Attitude	0	0
31-50	Unfavorable Attitude	0	1 (1.6)
51-89	Neutral	57 (95)	53 (88.4)
90-109	Favourable Attitude	3 (5)	6 (10)
110-120	Highly Favourable Attitude	0	0

Table no.3 shows that Biswanath District male B. Ed trainees had 95 percent neutral attitude and 5 percent B. Ed trainees had favourable attitude towards Cyber Resources. In the same district female B.Ed trainees had 1.6 percent unfavourable attitude, 88.3 percent B.Ed trainees had neutral attitude and 10 percent B.Ed trainees had favourable attitude of Biswanath District of Assam towards Cyber Resources.

**Objective 3.** To find out the difference in attitude between male and female B. Ed trainees of Biswanath College toward Cyber Resources.

**H0<sub>2</sub>:** There is no significant difference in attitude between male and female B. Ed trainees of Biswanath College toward Cyber Resources.

**Table 4:** 't' value of male and female B.Ed trainees of Biswanath College towards Cyber Resources.

Group	N	Mean	SD	SE <sub>d</sub>	't' test	Remark
Male	30	71.7	7.95	2.17	4.52	Significant
Female	30	81.5	8.85			

The above table no. 4 shows the mean, standard deviation and the 't' value of the male and female B. Ed trainees of Biswanath College towards Cyber Resources. The mean of male B.Ed trainees was found to be 71.7 and that of the female B. Ed trainees was 81.5 respectively. The standard error of deviation was 2.17 of both the male and female B.Ed trainees of the college and the calculated t-value was 4.52. The critical value of 't' was 2.00 at 0.05 level of significance 'df' being 58. Hence, the 't' value was found to be greater than the critical value of t. So, it was significant at 0.05 level of significance.

Hence, the hypothesis H0<sub>2</sub> "There is no significant difference in attitude between male and female B.Ed trainees of Biswanath College towards Cyber Resources" was rejected.

**Table 5:** Difference in attitude between male and female B.Ed trainees of Biswanath College towards Cyber Resources

Scores	Interpretation	Biswanath College of Education	
		Male - 30 N (%)	Female - 30 N (%)
24-30	Highly Unfavorable Attitude	0	0
31-50	Unfavorable Attitude	0	0
51-89	Neutral	30 (100)	25 (83.3)
90-109	Favourable Attitude	0	5 (16.7)
110-120	Highly Favourable Attitude	0	0

Table 4.6 shows the difference in attitude between male and female B.Ed trainees of Biswanath College of Education where the male B.Ed trainees had 100 percent neutral attitude towards Cyber Resources and female trainees had 83.3 percent neutral attitude. Difference in attitude of female having favourable attitude was 16.7 percent whereas in case of male none had any favourable attitude towards Cyber Resources.

**Objective 4:** To find out the difference in attitude between male and female B. Ed trainees of Tezpur College towards Cyber Resources.

**H0<sub>3</sub>:** There is no significant difference in attitude between male and female B. Ed trainees of Tezpur College towards Cyber Resources.

**Table 6:** 't' value of male and female B.Ed trainees of Tezpur College towards Cyber Resources.

Group	N	Mean	SD	SE <sub>d</sub>	't' test	Remark
Male	30	76	5.02	1.14	3.36	Significant
Female	30	79.84	3.78			

From the above table no. 6 it was observed that the mean values of the male and female B. Ed trainees towards Cyber Resources were found to be 76 and 79.84 respectively. The calculated t-value was 3.36 where the critical value was 2.00 at 0.05 level of significance and the df was 58. Since, the 't' value was greater than the critical value of t which was significant at 0.05 level of significance.

Hence, the hypothesis H0<sub>3</sub> "There is no significant difference in attitude between male and female B.Ed trainees of Tezpur College towards Cyber Resources" was rejected.

**Table 7:** Difference in attitude between male and female B.Ed trainees of Tezpur College towards Cyber Resources

Scores	Interpretation	Tezpur College of Education	
		Male - 30 N (%)	Female - 30 N (%)
24-30	Highly Unfavorable Attitude	0	0
31-50	Unfavorable Attitude	0	1 (3.3)
51-89	Neutral	27(90)	28 (93.3)
90-109	Favourable Attitude	3 (10)	1 (3.3)
110-120	Highly Favourable Attitude	0	0

**Objective 5. To find out the difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College and Tezpur College of education.**

**H0<sub>4</sub>:** There is no significant difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College and Tezpur College of Education.

**Table 8:** t'-value of attitude towards Cyber Resources between the B.Ed trainees of Biswanath College and Tezpur College of Education.

Group	N	Mean	SD	SE <sub>d</sub>	t'- test	Remark
Biswanath College	60	76.75	9.77	0.23	0.21	Not Significant
Tezpur College	60	76.70	11.1			

From the table no. 8 it was observed that the mean values of the male and female B.Ed trainees towards Cyber Resources were found to be 76.75 and 76.70 respectively. The calculated t value was 0.21 and the critical value was 1.98 at 0.05 level of significance and the df was 118.Hence, the t value was found lesser than the critical value of t which was not significant at 0.05 level of significance.

Hence, the hypothesis H0<sub>4</sub> "There is no significant difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College of education and Tezpur College of education" was retained. It indicates that male and female B.Ed trainees of Biswanath College and Tezpur College were not having different attitude towards Cyber Resources.

**Table 9:** Difference in attitude towards Cyber Resources between the B.Ed trainees of Biswanath College and Tezpur College of Education

Scores	Interpretation	Biswanath College of Education N = 60	Tezpur College of Education N = 60
24-30	Highly Unfavorable Attitude	0	0
31-50	Unfavorable Attitude	0	1 (1.7)
51-89	Neutral	55 (91.7)	55 (91.7)
90-109	Favourable Attitude	5 (8.3)	4 (6.7)
110-120	Highly Favourable Attitude	0	0

Table no. 9 above shows that the data on college-wise comparison which shows having the same neutral attitude of 91.7 percent of Biswanath College of Education and Tezpur College of Education towards Cyber Resources This reveals that the attitude of B. Ed trainees of both the colleges had neutral attitude towards Cyber Resources. The table above also shows that 8.3 percent B. Ed trainees of Biswanath College of Education had favourable attitude towards Cyber

Resources whereas on the other hand only 6.7 percent B. Ed trainees of Tezpur College of Education had favourable attitude towards Cyber Resources. Only 1.7 percent B.Ed trainees of Tezpur College of Education had unfavourable attitude towards Cyber Resources whereas on the other hand none had any unfavourable attitude towards Cyber Resources.

**4. Major Findings of the Study**

On the basis of the analysis and interpretation of data, the findings of the present study entitled:-"A study on the Attitude of B.Ed trainees towards Cyber Resources of Biswanath District, Assam" are-

- i) B.Ed trainees of Biswanath district, Assam did not have any difference in attitude like highly unfavourable attitude and highly favourable attitude towards Cyber Resources but 0.8 percent trainees had shown Unfavourable attitude towards Cyber Resources.
- ii) Also it was found that majority of the B.Ed trainees had Neutral attitude towards Cyber Resources and 9 percent respondents had favourable attitude towards Cyber Resources.
- iii) The attitude of male B.Ed trainees towards Cyber Resources of Biswanath District, Assam was slightly lower than that of the female B.Ed trainees which indicates that they had more Neutral attitude towards Cyber Resources than female B.Ed trainees.
- iv) Female B.Ed trainees of Biswanath District, Assam showed higher Favourable attitude towards Cyber Resources than the male B.Ed trainees. Only 1.6 percent female B. Ed trainees responded having Unfavourable attitude towards Cyber Resources.A significant difference was found between the attitude of male and female B.Ed trainees of Biswanth District, Assam.
- v) The difference in attitude between male and female B.Ed trainees of Biswanath College of Education where the male B.Ed trainees had 100 percent neutral attitude towards Cyber Resources and female trainees had 83.3 percent neutral attitude. Difference in attitude of female having favourable attitude was 16.7 percent whereas in case of male none had any favourable attitude towards Cyber Resources. There was a significant difference in attitude between male and female B.Ed trainees of Biswanath College towards Cyber Resources.
- vi) Very slight difference was found between the attitude of male and female B. Ed trainees of Tezpur College of Education towards Cyber Resources. The female B.Edtrainees had equal percentage of Favourable attitude and Unfavourable attitude towards Cyber Resources. The male B.Ed trainees had more favourable attitude towards cyber resources than the female B.Ed trainees of Tezpur College of Education. Hence, no significant difference in attitude was found between male and female B.Ed trainees of Tezpur College towards Cyber Resources.
- vii) The attitude between the B.Ed trainees of Biswanath&Tezpur College of Education showed that both the colleges had neutral attitude towards Cyber Resources. The trainees of Biswanath College of Education had more Favourable Attitude towards Cyber Resources than that of Tezpur College of Education. None of the colleges showed had any Highly

Unfavourable and Highly Favourable Attitude towards Cyber Resources. There was found no significant difference in attitude towards Cyber Resources between the B. Ed trainees of Biswanath College of Education and Tezpur College of Education.

## 5. Conclusion

So, from the present study we get that the cyber resources plays an important role both for teaching and learning. It also enhances the learning process and makes learning accurate and up-to-date. Therefore, learning with technology can be the means of learning ends access the curriculum. In educational activities they help a lot to promote students learning. They can be updated, cheaper will interactive in showing the images and ideas, through different dimension learning become easier. The effective combination of Educational Technology and teaching skills contribute solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities of the students. Cyber resources nowadays seem to be an inevitable part in every one's life.

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