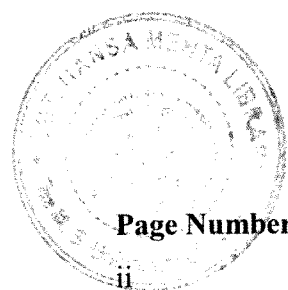


TABLE OF CONTENTS



Certificate		ii
Acknowledgement		iii
Table of contents		v
List of Contents		v
Bibliography		vii
List of Appendices		vii
List of Tables		viii
Abbreviations		x
Chapter 1 Introduction		01- 18
1.1	Introduction	1
1.2	Internet: A Learning Resource	4
1.2.1	Meaning of Information and Data	7
1.2.2	Data Processing	7
1.2.3	Features, Types, Sources of Generating Information and Characteristics of Good Quality Information	8
1.3	Present Scenario of Teacher Education Programme	10
1.4	Info-Savvy Skills	11
1.5	Rationale of the study	16
1.6	Statement of the Problem	17
1.7	Objectives of the study	17
1.8	Hypotheses	17
1.9	Operationalisation of the terms	17
1.10	Delimitation of the study	18
Chapter 2 Review of Related Literature		19- 36
2.1	Introduction	19
2.2	Studies conducted on ICT	19
2.3	Studies conducted on Internet	23
2.4	Implications of the Related Literature Reviewed for the Study	34

	Chapter 3 Methodology	37-40
3.1	Introduction	37
3.2	Nature of the Study	37
3.3	Experimental Design	37
3.4	Population	37
3.5	Sample	37
3.6	Tools and Techniques for the Study	37
3.7	Data Collection	40
3.8	Data Analysis	40
	Chapter 4 Data Analysis and Interpretation	41-83
4.1	Introduction	41
4.2	Assessment of the level of Info-Savvy Skills in Student Teachers	41
4.3	Development of a Programme for enhancing Info-Savvy Skills in Student Teachers	46
4.4	Effectiveness of the developed Programme	49
4.4.1	Method wise data analysis	52
4.4.1.1	Teaching of English	52
4.4.1.2	Teaching of Gujarati	54
4.4.1.3	Teaching of Sanskrit	56
4.4.1.4	Teaching of Hindi	57
4.4.1.5	Teaching of Mathematics	59
4.4.1.6	Teaching of Science	61
4.4.1.7	Teaching of Physics	63
4.4.1.8	Teaching of Chemistry	64
4.4.1.9	Teaching of Biology	66
4.4.1.10	Teaching of Psychology	68
4.4.1.11	Teaching of Social Science	70
4.4.1.12	Teaching of Commerce	72
4.4.1.13	Teaching of Accountancy	74
4.4.1.14	Teaching of Economics	75
4.4.2	Narratives of Student Teachers	77
4.4.3	Reactions of the Student Teachers towards the	80

	developed programme	
4.5	Overall scenario on the Info-Savvy Skills	82
	Chapter 5 Summary and Implications	84-116
5.1	Introduction	84
5.2	Internet: A Learning Resource	86
5.3	Present Scenario of Teacher Education Programme	88
5.4	Info-Savvy Skills	89
5.5	Implications of the Related Literature Reviewed for the Study	91
5.6	Rationale of the study	93
5.7	Statement of the Problem	94
5.8	Objectives of the study	94
5.9	Hypotheses	94
5.10	Operationalisation of the terms	95
5.11	Delimitation of the study	95
5.12	Nature of the Study	95
5.13	Experimental Design	96
5.14	Population	96
5.15	Sample	96
5.16	Tools and Techniques for the Study	96
5.17	Data Collection	97
5.18	Data Analysis	97
5.19	Findings	97
5.20	Discussion	112
5.21	Implications of the Study	114
5.22	Suggestions for further Study	115
5.23	Conclusion	115
	Bibliography	117-126
	Appendices	127-186
Appendix I	Info-Savvy Skills Programme	127
Appendix II	Info-Savvy Skills Entry Status	180
Appendix III	Reaction Scale	184