PREFACE

In the past few years, the Internet and World Wide Web (www) have made great strides in improving communication, business, research, and also education. The World Wide Web is becoming an increasingly powerful, global, interactive, and dynamic medium for delivering instruction. The internet and www have the potential to be an easier, cheaper, more flexible, and effective means for providing education.

Web Based Instruction (WBI) can be viewed as an innovative approach for delivering instruction to a remote audience using the web as the medium. It is a hypermedia-based instructional program, which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.

Web Based Instruction provides active learning environments where students direct their learning by pursuing their interests, instead of passively listening to a lecture given by the teacher and memorizing the facts, which often leave students confused about how to apply their knowledge. In WBI, students use higher order thinking to solve the problems. They are also strongly encouraged to collaborate with others, instead of being passive receivers of information. The Internet can be used as a resource and communication tool that enables students to find timely information and communicate with experts and peers worldwide.

The development of Internet and World Wide Web (www) allows the students to learn anytime and at any place. It provides self paced learning environment to the students. The students feel encouraged and motivated for studying. The retention of the knowledge also takes place for longer time. The Web base instruction can be in asynchronous or synchronous mode. Both the modes have their own advantages.

Instruction through web has acquired great significance in the present day world where classes are overcrowded, problems of classroom management and indiscipline prevails. Students can be made to interact with computer and clarify the concepts that may not be possible in conventional classroom teaching.

The present investigation is therefore an attempt to investigate the effect of Web based instruction on achievement of eleventh grade students in relation to learning styles and attitude towards physics.
The study was designed to find out whether web based instruction proves to be better than the traditional method of instruction. The report of the present investigation has been presented in the form of six chapters:

Chapter I deals with the introduction of different variables under study and theoretical framework of the problem.

Chapter II deals with the review of related literature, objectives and hypotheses to be tested.

Chapter III deals with the design of the study, sample, tools used, description of tools, procedure of data collection and statistical techniques used.

Chapter IV focuses around the development procedure and validation of the tools constructed by the investigator herself.

Chapter V presents analysis and interpretation of the data.

Chapter VI includes summary of the findings, implications of the research findings and suggestions for further research.