

Golden Research Thoughts

Abstract:-

The study was intended to find out the D.T.Ed. Trainees attitude towards EDUSAT in five Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 510 D.T.Ed. Trainees. Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the female trainees have more favourable attitude towards EDUSAT than the male trainees and the gender had significant difference in attitude towards EDUSAT of D.T.Ed. trainees.

Keywords:

D.T.Ed. Trainees, Attitudes, EDUSAT.

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D.T.ED TRAINEES ATTITUDE TOWARDS EDUSAT



INTRODUCTION

The EDUSAT programme is planned to be realized in three phases. In the first phase of pilot projects, Kuband transponder on board INSAT-3B, which is already on orbit, is being used by Visveswaraiah Technological University (VTU) is the main beneficiary of this pilot project. Under this project, all engineering colleges of VTU are being networked with 100 nodes. Beside Karnataka, the Y. B. Chavan state open University, Nasik in Maharashtra and the Rajiv Gandhi Technical University in Madhya Pradesh are covered. In the second phase, EDUSAT spacecraft will be used in a semi operational mode with atleast one uplink in each of the 5 spot beams. About 100-200 classrooms will be connected in each beam. Two more states and one national institution will be covered. In the third phase, EDUSAT network is expected to become fully operational, ISRO will provide technical and managerial support in the replication of EDUSAT ground system to manufacturers and service providers. EDUSAT will be able to support about 25-30 uplinks and about 5000 remote terminals per link. Our Honourable President of India has much concern for the successful implementation of EDUSAT.

NEED AND IMPORTANCE OF THE STUDY

The scarcity of trained teachers in evolving technologies such as digital signal processing, embedded technologies, and multi-media computing would be obviated by beaming lectures of subject specialists. The concept would provide a level playing field for students, bridge the gap in the availability of quality teaching resources and encourage faculty to play a proactive role in content creation among others. EDUSAT would supplement the present teaching system all over the nation. Millions of illiterate people in remote, rural India could soon have access to an education, as a satellite devoted exclusively to long distance learning. The date, India has used both of its multi-purpose INSAT satellites to provide long distance education information alongside their telecommunications, broadcasting and weather-forecasting functions. But EDUSAT's dedicated function will substantially improve the service provided. It will use the virtual classroom concept to offer education to children in remote villages, quality higher education to students in areas without access to good technical institutes, adult literacy programmes and training modules for teachers. In Tamil Nadu almost all D.I.E.T's are connected with EDUSAT and the services of EDUSAT are being made use of by the D.I.E.T's in the teaching learning process. The D.T.Ed trainees are exposed to EDUSAT programmes and they are familiar about EDUSAT. Keeping this in view the researcher is interested in studying the D.T.Ed., Trainees attitude towards EDUSAT.

STATEMENT OF THE PROBLEM

The problem selected for the present study may be stated as follows, "D.T.Ed. Trainees attitude towards EDUSAT".

Objective of the study

The researchers have framed following objectives

1. To study the level of attitude towards EDUSAT of the D.T.Ed. Trainees.
2. To study the significance of the difference between the male and female D.T.Ed. Trainees in respect of their attitude towards EDUSAT.

Hypotheses of the study

For the present study, based on the objectives the researchers framed the following hypotheses,

1. The level of attitude towards EDUSAT of the D.T.Ed. Trainees is low.
2. There is no significance of the difference between the male and female D.T.Ed. Trainees in respect of their attitude towards EDUSAT.

METHODS OF THE STUDY

Normative survey method was employed. The tool was administered to the samples of 510 D.T.Ed. Trainees. The data was collected and subjected to statistical analysis to arrive at a conclusion.

TOOLS USED

The researcher will develop tools to measure the D.T.Ed Trainees attitude towards EDUSAT.

SAMPLE OF THE STUDY

In this present study, 510 D.T.Ed. Trainees in different D.T.Ed. Colleges were taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the D.T.Ed. trainees of various D.T.Ed. Colleges in five Districts of Tamil Nadu, India.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

Table No. 1
Mean and Standard deviation of D.T.Ed trainees' attitude towards EDUSAT with respect to their Gender

Demographic Variable	Sub-sample	N	Mean	SD
Gender	Male	256	148.89	17.70
	Female	254	154.44	15.25
	Total	510	151.65	16.74

The above Table 4.7, shows mean and standard deviation of D.T.Ed trainees' attitude toward EDUSAT for the entire sample and sub-sample. In the gender wise analysis Male D.T.Ed trainees' mean and standard deviation is found to be 148.89 and 17.70 respectively, Female trainees mean and standard deviation is found to be 154.44 and 15.25 respectively. The mean value of female trainees are higher than male trainees. Hence it is inferred that Female trainees mean scores are identified more favourable in their attitude in EDUSAT than male trainees.

Table No.2
Significance of difference between Male and Female D.T.Ed trainees' attitude towards EDUSAT

Sub-samples	N	Mean	SD	't' value	Significance at 0.05 level
Male	256	148.89	17.70	3.79	Significant
Female	254	154.44	15.25		

In order to find out the significant difference between Male and Female D.T.Ed trainees attitude towards EDUSAT the Mean and S.D and 't' value were calculated, and presented in table 4.31. The mean value of the Male and Female trainees attitude towards EDUSAT were 148.89 and 154.44. The calculated t-value 3.79 is greater than the critical value 1.96 corresponding to 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between Male and Female trainees with respect to their attitude towards EDUSAT.

CONCLUSION

To sum up, the following conclusions have been reached in the light of the present investigation. Female trainees are having more favourable attitude towards EDUSAT than male trainees. Gender had significant difference in attitude towards EDUSAT of D.T.Ed. trainees in Madurai District, Tamil Nadu, India.

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