CHAPTER-I
INTRODUCTION

1.1. INTRODUCTION

Our former President A.P.J. Abdul kalam wants our country to emerge as a knowledge superpower by 2020. To achieve this vision, higher education has to place key role. Universities and colleges provide higher education to more than nine million students. To enable India to become knowledge super power education and knowledge resources have to reach out a large number of people through various means in a seamless way. During 80’s with the expansion of television the electronic media reached different parts of the country with the receiving stations dotting the skyline. The new ICT has further expended its reach through internet.

Our vision, therefore is to electrically reach out to a large number of students, teachers and general public with quality educational material, so as to address the issue of access to higher education with equity and quality. This in turn Consortium for Educational Communication (CEC) believes will contribute to overall vision of making India a knowledge superpower by 2020.
To achieve the above vision CEC has taken serious initiatives to engage academics. Media professionals and multimedia experts all over the country in packaging of knowledge in various forms like:

a. Development of e-content and multimedia
b. Training teachers in e-content development
c. Development of learning object repository
d. On line courses
e. Production of syllabus oriented ETV programmes
f. Preview of programmes
g. International co-operational linkages.

**Teacher education in the new knowledge age**

The new “knowledge age” is characterised by

- The pooling of minds
- Management of knowledge
- Sharing of expertise and
- Creating winning teams.

Our country has about 560 million people who are less than 25 years of age with the number of children going to school is about 220 million. We need more and more teacher quantitative and qualitative expansion of teacher education is a problem to be
recharged with business people have viewed the field of teacher education as green pasture for prosperity and mushroom growth of TTI’s has nullified our fears about the quantities expansion of teacher education.

NAAC the statutory bodies for identifying quality higher academic Institutions have put forth a seven point scale for fulfilling its assessment namely.

1. Quest for excellence
2. Understanding the concept
3. Action orientation
4. Learner centre approach
5. Innovation for change
6. Training to build competencies and
7. Year around activity

Expanding human learning is essential to achieve the various elements and knowledge is the path to freedom. Conventional teaching learning methods connect cope up with the scale of educational challenges particularly in highly populated developing country like ours. Different technologies have to be used to supplement the conventional teaching learning process we have
to promote innovative models for applying technology to learning for different purposes. We have to:

- Elevate illiteracy and ignorance
- Create wider access to schooling
- Improve health condition of people
- Find out way to improve the pathetic condition of farmers and
- Link learning to better livelihoods.

Educational technologies are particularly important for developing countries like ours at different levels. Higher distance and open learning have grown at an accelerating pace in the last two decades. In our country distance learning accounts for 24% of University students and the Government policy aims to raise this to 40% in the near future. In our country women make up to 40% of distance education students compared with 28% in the conventional face-to-face mode.

The problem of non availability of quality teacher educators, Education technologies can address this crucial problem at least partly.

The major role of education is capacity building rather than just awarding degrees and diplomas.
Education for technology and technology for education should be an motto with the use of technology it becomes possible to teach the individual rather than the class at the pace of the individual than the class average. Education is a lifelong, continuous process. Recurrent education, distance education are some of the latest trends in the field of education. Education, the act or process of acquiring and imparting knowledge, is crucial to the development of a learner with a view to his/her participation in the transformation of the world for a better tomorrow. These types of education have become possible because of the use of mass media generally includes the press, the radio, the cinema and the television. Television is becoming a very pervasive medium even in developing countries. It has made deep inroads in the educational field. Now, it is not the question whether to use televisions for educational purposes but it is a question of how to use television for educational purpose.

1.2. EDUCATIONAL SATELLITE - EDUSAT

The concept of beaming educational programmes through satellites was effectively demonstrated for the first time in India in 1975-76 through the Satellite Instructional Television Experiment (SITE) conducted using the American Application Technology
Satellite (ATS-6). During this unique experiment, which is hailed as the largest sociological experiment conducted anywhere in the world, programmes pertaining to health, hygiene and family planning were telecast directly to about 2400 Indian villages spread over six states. Later with the commissioning of INSAT system in 1983, a variety of educational programmes had been telecast. In the nineties, the Jahabua Developmental Communications Project (JDCP) and the Training and Development Communication Channel (TDCC) further demonstrated the efficacy of tele education. With the success of the INSAT based educational services, a need was felt to launch a satellite dedicated for educational service and ISRO conceived the EDUSAT project in October 2002.

India’s educational programme got a fillip on 20 September 2004 with the successful launch of EDUSAT, from the launch pad of the Satish Dhawan Space Centre, Sriharikota, Andhra Pradesh. EDUSAT is an indigenously designed satellite, which is exclusively devoted to the field of education. This is a path breaking effort in the concept of Tele-education.

“Democratization of knowledge indicates knowledge for anyone, anytime and anyplace. EDUSAT will be extremely helpful
in making the shift possible and decreasing the digital divide” says Our Former president of India Abdul Kalam. “EDUSAT is a futuristic educational development experiment specifically configured to meet the special need of India. It should become a focal point for multiple dimensions of education” remarked K. Kasturirangan, during whose chairmanship of ISRO the idea of EDUSAT was conceived. EDUSAT was expected to fulfil several of India’s needs in education.

EDUSAT is really a boon to poor India as its strategies are high relative quality and low relative price. With the commitment to develop young people to global citizens the programme will further encourage the internalization of our education.

Objectives of EDUSAT are

• Providing support to formal and non-formal education
• Teachers’ training program
• Increasing access to quality resource persons,
• Enhancing community participation,
• Taking education to remotest corner of the country.

EDUSAT can be used for

• Conventional Radio and Television broadcasting
• Interactive Radio and Television (phone-in, video on demand.)

• Exchange of data

• Teleconferencing both one way and two way, Audio conferencing &

• Computer conferencing

• Web based education

**EDUSAT live Transmission**

EDUSAT network has done exceptionally well in the past and has won many laurels since it began live transmission on 5th September 2005. In the live transmission, CEC acts as the teaching end. Subject Experts deliver lectures live. These lectures are received by various SITs and RoTs. They are known as Class Room End. The Teaching End can be shifted from one SIT to another. Thus, the students can benefit from experts located in various Educational Institutions across the country.

The Expert can address the queries of the students in the live mode. The students can interact and ask questions using the following three methods.

• Audio Video Conferencing

• Text Mode
EDUSAT is the first exclusive satellite for serving the educational sector. It is specially configured to meet the growing demand for an interactive satellite based distance education system for the country through audio visual medium, employing Direct-to-Home (DTH) quality broadcast.

The scope of the EDUSAT programme is planned to be realized in three phases. In the first phase of pilot projects, Ku-band 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 at least 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.

While ISRO provides the space segment for EDUSAT System and demonstrate the efficacy of the satellite system for interactive distance education, content generation is the responsibility of the user agencies. ISRO provides technical and managerial support in the replication of EDUSAT ground systems to manufacturers and service providers. End users are expected to provide funds for this. All educational institutions having Satellite Interactive Terminals (SITs) or Receive Only Terminals (ROTs) can now receive educational programs from EDUSAT, the first Indian satellite built exclusively for serving the educational sector, and can interact and ask questions through audio-video conferencing or text mode or through telephone.

Curriculum-based education is being imparted via the satellite by the University Grants Commission (UGC) through the Consortium for Educational Communication (CEC). The infrastructure of EDUSAT is being utilized by Indira Gandhi National Open University -(IGNOU) for curriculum based education, teachers’ training, professional educational courses and for
conducting teleconferencing sessions for software content generation.

National Council for Educational Research and Training (NCERT) also conducts interactive orientation/training programs of teachers and teachers’ educators. The Department of Science and Technology (DST) utilizes EDUSAT network for group discussion, lectures, demonstrations, video-shows, training and capacity building programs.

**Use of EDUSAT in Teacher Education**

For any nation, the level and quality of education is one of the most important parameters for development. In India, the total literacy has gone up over the years but the quality needs tremendous improvement. The synergy between education and learning has to be well perceived and organized. The result of learning is the application of knowledge and skills by the individual for the benefit of the society, nation and the world. One of the serious problems associated with Indian school education has been high dropout rate. The reasons are many and varied but the major constraints are: non-availability of adequate number of competent and trained teachers in most of the schools and other institutions including teacher training institutions.
The Ministry of Education document Challenge of Education: A Policy Perspective” (1985) has mentioned, Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.” India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless teachers are capable and committed, the education system cannot become a suitable and potential instrument of national development.

India faces the challenge of regularly training a large number of teachers spread over vast geographical areas in different content areas and pedagogical aspects in the shortest possible time. It is not possible to cope with the numbers through institutional training alone. Orientation of teachers and teacher educators of such a huge system at regular intervals is always a challenging task. Covering all such teacher educators only through face-to-face training and orientation programs is practically impossible.

The National Policy of Education – 1986 revised in 1992 recognized the need for improving in-service training; accordingly Program of Action of the policy emphasized the necessity for
providing regular in-service training to school teachers. In this direction, a Program of Mass Orientation of School Teachers (PMOST) was formulated and organized between 1986 and 1989 with the collaboration of State Council of Educational Research and Training (SCERTs). In this program about 17.62 lakhs school teachers were trained and oriented specifically to the use of materials supplied under the Operation Black Board scheme. In addition to this a scheme called Special Orientation Program for Primary School Teachers (SOPT) launched during 1993-94 with a view to improve the quality of primary and elementary education as a part of the strategy of achieving Universalization of Elementary Education (UEE). The SOPT program was launched on a massive scale to cover 18 lakhs teachers at a rate of 4.5-lakh teachers, each year during the last 4 years of VIII Five Year Plan period. Special Orientation of Primary School Teachers (SOPT) and Program for Mass Orientation of School Teachers (PMOST) was organized through adopting such strategy.

In the implementation of this two schemes of teacher training certain deficiencies have been noticed. They are: non-availability of large number of equally competent resource person, transmission loss in imparting training through multi-tier training,
inability to cover large number, spread over the vast regions and the quality dilution through such programs and the resource crunch with the states. To meet the twin challenges of reaching out to a large number of teachers with quality training, different educational agencies in the country have been organizing satellite-based interactive teacher training programs.

**Teacher Training through Satellite Education (EDUSAT)**

The extension of quality education to remote and rural region becomes a Herculean task for a large country like India with multilingual and multicultural population separated by vast geographical distances.

The shortage of trained teachers, lack of quality teaching especially in the rural areas, teacher absenteeism, need for uniform quality education, need for improvement in Science, Math’s and English teaching requires to orient the teachers. One must realize that to face such a complicated challenge the known traditional methods and conventional response will be far too inadequate. Effective response to such a complicated challenge to educate millions with quality could be satellite based ICT enabled education. The clever and innovative integration of information communication technologies in an open and flexible academic
structure would help India to address questions like increasing demand, quality and excellence and utility of higher education. There is a wide range of ICT enabled educational delivery modes. This includes, one way TV broadcast, Interactive TV via Phone in, Interactive TV with computer support through-mail, videoconferencing, Computer conferencing, telephone conferencing, Web-based instructions, etc.

Adoption of all these methodologies is possible only with right kind of satellite support. Satellite can establish the connectivity between urban educational institutions with adequate infrastructure imparting quality education and the large number of rural and semi-urban educational institutions that lack the necessary infrastructure. Besides supporting formal education, a satellite system can facilitate the dissemination of knowledge to the rural and remote population about important aspect like health, hygiene and personality development and professionals to update their base as well. Thus in spite of limited trained and skilled teachers, the aspirations of the growing student population at all levels can be met through the concept of tele-education. Therefore, there was a growing demand for an interactive satellite based
distance education system for the country. One of the functions of DIET is Organising EDUSAT programmes for educational purposes

1.3. EDUCATIONAL TELEVISION PROGRAMME

Education is the manifestation of perfection already in the man” – said Swami Vivekananda. Every child has some inborn talents. It is the foremost duty of every teacher to bring out those hidden talents in education, sports, arts, crafts etc. The teacher may use different kinds of techniques for that. Recent trends in educational technology are more useful for that. Media has become a very powerful means to influence in the minds of the people. In view of its strong influence on children educationists have some to believe in the efficiency of media for effective learning. Media analysis the influence of press, radio, TV and satellite on the educative process and tries to derive ways and means to make proper use of these devices for teaching and learning situations.

Television Broadcast is rich in terms of the form and variety of audio and visual signals transmitted, but it is only a very passive medium. It is not very good for presentation of specific content for mastery of the learning or the development of critical analysis of abstract thinking (Bates, 1984): It is much better for dealing with complex or ambiguous situations. It can provide concrete examples
to explain abstract ideas or principles. It can encourage students to more their own interpretations, and transfer their learning to new situations. Henry carrier of UNESCO points out that print media can no longer convey the messages required in today’s instructional procedures. His opinion, pictures and TV are now regarded much as visual aids. We can best use verbal aids to enrich the picture instead of the reverse, as it is traditional. Printing crystallizes into static notions, that which should be seen only in motion. We need both the word and the picture, combined into a single whole, to convey many of today’s developments and problems. This is one concept that one must explore and develop concept of TV as a different types of aid, not simply as an additional one in the usual sense. One of the complicating factors in introducing new tool into the educational process is the need for facing attitudes established long before the innovation was conceived. Some of television’s most enthusiastic supporters have actually related its acceptance by school personnel because of irresponsible claims and unfounded predictions.

In addition to regular commercial programmes the network and local stations frequently carry educational and cultural programmes as a public service. The first thorough going
instructional programme to appear on a national network was
given the name continental classroom. In 1958, a course in Atomic
Age physics was broadcast over commercial and educational
stations, sponsored by the American association of colleges for
teacher education. The objective was primarily to upgrade science
teachers modern chemistry was offered the following year by newly
organized learning research. Institute supported financially by
grants from a number of foundations and industries and with the
backing of a dozen or more national professional organisation. So
great was the success of their innovation that a year later a course
in contemporary maths was offered while added courses, in the
new biology, the American economy and literature of the western
world were planned for the next three years.

Like other audio visual instruction, TV is most effective in the
perceptual phases of learning, in providing sensory experiences,
pointing up significant cures and more broadly, orienting the
student, informing him, and perhaps inspiring him to carry his
learning further. ETV usually features the lecture in spite of the
criticisms. There is the feedback to the lecture or demonstrator to
tell him how he is doing. There is no opportunity for discussion and
the expression of student opinion until after the show is over and
no way to vary the flow of discourse for the benefit of student difference. In general, the ETV is less effective when the feedback response is important, and when discussion and give-and-take between the student and the instructor are needed. While an educational motion picture usually features the objects or events being shown with unseen narrator educational TV usually features the lectures. The lecture can point to his graphs, charts and manipulate his apparatus but he should probably more often allow the events he is describing to take over if the potentialities of the medium are to be fully exploited.

**Importance of Educational Television Programmes**

The educational television programme is a system that presents learning content in various subject areas by a central agency. It is an effective means for this purpose, as it has the capability to overcome many of the barriers in mass education.

The ETV programmes experience, a combination of sound and picture, is the closest to reality. It provides a realistic feel of events.

- Best talent of teaching available at some places can be made to reach out to other places.
- ETV programmes can employ and take the advantages of all other writing surfaces and audiovisuals. Hence it can capture and display the plus points created by other media.

- ETV programmes can motivate the viewers, i.e., created greater interest in learning.

- ETV programmes can bring the industry and fieldwork into the classroom; it can take the classroom to the distant places.

- ETV programmes can bring about changes in attitudes of the viewers. Viewing of small clippings and interactivity can create in attitudinal changes.

In spite of the Advantages listed above, ETV programmes has its limitations as a medium of instruction.

**Advantages of Educational Television**

To summarize, the chief advantage of ETV is that it can carry instruction to different classrooms, where it might not otherwise be provided or where it would have to be repeated. It can provide superior lectures demonstration for extension curricular content. It has the advantage of all audio-visual instruction, that of enhancing the value of the perceptual instruction.
**Scope of Educational Television Programme**

The extent and the place of expansion of ETV programmes that India has witnessed during the past three years has no precedent anywhere in the world including the developed countries. Beginning in July 1984 the climax reached in the second half of 1985 when installation of a transmitter a-day programme went un-interpreted till the end of the year. As a result, now Indian Education Television has a network of 200 transmitters covering 70 percent of the total population of the country. By any standards, it should be considered a miracle and a real achievement.

The expansion of television network in India has strengthened the possibilities of disseminating education to wide area. In the following years, Indian educators and media planners will be getting increasingly involved in distance education with the establishment of more and more open universities producing a considerably greater quantity of coverage and programmes. The programmes may be product for both telecast and videocassettes in order to get the maximum benefit from this visual medium.

Institutions such as IGNOU and STATE open universities with play a crucial role in the development of educational technology. The visual medium will improve the quality and
influence of self-instructional materials. This will force the colleges to have more electronic gadgets for pedagogical activities, and training institutions will be required to incorporate the instructional technology in their curriculum.

Many new and exciting designs have been created, tested and improved in adapting the medium to school purposes. Emerging from those pains-taking trails and experiences are indications of substantial progress in the second phase of educational television the determination of which services TV can render best in terms of the school, the curriculum and the community.

First of all, the wiliness to try the untried, to experiment with methods of improving the quality of education and increasing its accessibility compliments the educators and those who support education in a country.

ETV programmes has given us a means of improving the quality of learning and teaching at time that exploring dimensions of education demand running at top speed just to stay even reaction of students to televised teaching gives evidence that tomorrow’s student may be more of a self-starter, depending less upon content spoon-feeding.
Television offers certain unique applications in the field of teaching technology that were not previously available. There is virtually infinite number of valuable resources; experiences here therefore were enjoyed only by a few. Almost anything that can be presented on television sound and picture can only not be transmitted as they originate they can also be recorded simultaneously for and subsequent dissemination or for future reference and later use. From a viewer’s stand point, ETV is intimate instantaneous in area coverage. It is versatile and mobile. It can move in for a closer look, swing around for a better view, and back way for a broader picture.

Another aspect of the use of TV, that is, as an important aid to the teacher is the promise of optimum individualization of instruction. Because of the obvious ability of classroom television or film to reach great groups of students there has been a tendency to think of these media in terms of mass processing. Actually, the greatest potential may lie in the opportunity to reduce the size of the learning groups. Communication devices can, to an appreciable extent, covey the great amount of the material that must be taught, thus freeing the teacher of the material that requires individual instruction.
Some of the other areas in which ETV programmes can contribute constructively include:

- Bringing our cultural heritage in art, music, drama, and literature to all.
- Making it possible for all to share the inspiration offered by seeing and hearing renowned statesmen, scientists, artists and teachers.
- Reinforcing public understanding of the social, political and scientific developments. So important to the effective functioning of our form of government.
- Providing more effectively certain aspects of pre-service and in-service preparation of teachers.
- Informing the public of school activities so that the school-community efforts will be truly co-coordinated towards common objectives.

All these educational advantages are even now available, not withstanding the fact that television did not originate as an educational tool. The enormous amounts of money that have gone into television development have been mainly for its entertainment potential. It is the responsibility of educators therefore, to examine existing commercial approaches and techniques to determine which
are applicable and adaptable to sound instructional procedures of equal or even greater importance is the challenge to develop new design and patterns which will have the capacity to meet some of the problems facing schools and colleges today. Certainly, television programmes can be used with the same or even more significant effects than conventional instruction in a number of selected areas. The variations in the quality of the instruction other factors being equal, will continue to be reflected in ETV as in conventional instruction in our schools, colleges and universities.

Today’s television is not tomorrow’s television. Electronic communications take new and more efficient forms as new inventions are added and innovations made. Systems for remote and almost instantaneous measurement of student relation to televised, instruction have been developed and demonstrated. Even videotape recording gives promise of the availability in the near future of portable equipment at an appreciably reduced cost compared to the price of current equipment.

Educational television may be thought of as an all-encompassing term, since any TV program that informs must be educational by definition. There is of course, good education as well as poor education. It is reasonable to assume then that all forms of
television presentation that may result in learning on the part of the viewer fit this category. It becomes necessary, therefore, to develop further the differences that exist between this general definition and what instructional TV means.

Here again, it is necessary to isolate and to identify promising patterns of utilization. When it was initially viewed in the classroom or as a home assignment. ETV programmes served as enrichment and was supplementary to the instruction given by the local teacher. This approach is still quite prevalent and serves a real need. It brings to the classroom many experiences not otherwise available great drama, famous musicians, world-renowned scientists, and local and world events as they occur.

ETV programmes can provide a window and view on the world. Educators who have chosen to adopt classroom television have usually done so for one or more of the reasons

1.4. NEED AND IMPORTANCE OF THE STUDY

The role of the teacher has always been pivotal to the issue of effective education under performance, high levels of repetition and the low productivity of so many students that we re-examine our teacher education programmes. We can no longer afford to continue subject our children to teachers who are inadequately and
in some cases not at all prepared for classroom responsibilities. Most urgent and immediate attention therefore must be devoted to reform the teacher education sector to reflect this reality.

This reality demands competent and motivated education, supported by a forward-looking vision of teacher education. Such a vision must be present in the formulation of educational policies and ensure that teachers contribute to the definition of their role. This becomes all the more important when confronting challenges that our globalized world faces where ICT is advancing at an ever-increasing speed. However, these new forms of technology will be useless and no educational reforms will be successful unless the majority of our teachers are appropriately qualified, provided with adequate exposure and awareness about the latest technologies.

It is the right time to measure the attitude of students who are connected with it. As such there is no valid research tool to measure the knowledge about EDUSAT and attitude of D.T.Ed., trainees towards EDUSAT. Hence the researcher attempted to develop a research tool for that purpose. In Tamil Nadu almost all DIET’s are connected with EDUSAT and the services of EDUSAT are being made use of by the DIET’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 investigator is interested in studying the D.T.Ed., Trainees Knowledge about EDUSAT, Attitude towards EDUSAT and Attitude towards Educational Television Programme.

1.5. STATEMENT OF THE PROBLEM

In Tamil Nadu almost all DIET’s are connected with EDUSAT and the services of EDUSAT are being made use of by the DIET’s in the teaching learning process. The D.T.Ed trainees are exposed to EDUSAT programmes and they are familiar about EDUSAT. The Knowledge and the attitude of a person will motivate him to make use of it or to avoid it. Increased level of Knowledge and positive attitude towards a particular system will lead to its successful implementation. Hence, knowing about D.T.Ed., Trainees’ Knowledge and Attitude will be of much useful for the success of EDUSAT. Further, ETV is an existing successful system which acts as an motivating factor for the Government and the ISRO to launch a unique satellite to facilitate development in Educational system. Hence, the attitude towards ETV also plays a vital role in the Successful usage of EDUSAT. In the way, the investigator decided to take a study with these three concepts, The statement of the problem taken for this study can be stated as “A study on D.T.Ed.,
Trainees Knowledge and Attitude towards EDUSAT in relation to Attitude towards ETV”.

1.6. OPERATIONAL DEFINITION OF TERMS

D.T.Ed Trainees

The Pupil who are under Two years Diploma in Teacher Education training to become eligible to teach for students up to Eighth standard in Indian Education system are called as D.T.Ed., Trainees.

Knowledge

According to Oxford English Dictionary (1961) facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject called as Knowledge.

Attitude

Attitude is a personal disposition common to individuals, but varying in degrees, which implies them to react to objects, situations, or propositions in ways that can be called Favorable or unfavorable. According to Cantril (1934), “Attitude is more or less a permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristics way to any subject or situation with it is related”.

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**EDUSAT**

EDUSAT of GSAT –3 was launched in September 2004 by the Indian space research organization. EDUSAT is the first Indian communication satellite built exclusively to serve the educational sector. It is mainly intended to meet the demand for an interactive satellite based distance education system for the country.

**EDUCATIONAL TELEVISION PROGRAMMES (ETV)**

Television programmes broadcasted particularly to cater the needs of students’ of various level are called as Educational Television Programmes.

**1.7 OBJECTIVES OF THE STUDY**

The present study has the following objectives

1. To construct and validate a tool to D.T.Ed Trainees’ Knowledge about EDUSAT.

2. To construct and validate a tool to D.T.Ed Trainees’ Attitude towards EDUSAT.

3. To find out the D.T.Ed Trainees’ Knowledge about EDUSAT.

4. To find out the D.T.Ed Trainees’ Attitude towards EDUSAT.
5. To find out the D.T.Ed Trainees’ Attitude towards Educational Television Programme.

6. To find out the significance of difference between Male and Female trainees with respect to their Knowledge about EDUSAT.

7. To find out the significance of difference between First year and Second year trainees with respect to their knowledge about EDUSAT.

8. To find out the significance of difference in Knowledge about EDUSAT among D.T.Ed trainees with respect to their Parental Education.

9. To find out the significance of difference in Knowledge about EDUSAT among D.T.Ed trainees with respect to their Parental Occupation.

10. To find out the significance of difference in Knowledge about EDUSAT among D.T.Ed trainees with respect to their Religion.

11. To find out the significance of difference in Knowledge about EDUSAT among D.T.Ed trainees with respect to their Community.
12. To find out the significance of difference between Male and Female trainees with respect to their Attitude towards EDUSAT.

13. To find out the significance of difference between First year and Second year trainees with respect to their Attitude towards EDUSAT.

14. To find out the significance of difference in Attitude towards EDUSAT among D.T.Ed trainees with respect to their Parental Education.

15. To find out the significance of difference in Attitude towards EDUSAT among D.T.Ed trainees with respect to their Parental Occupation.

16. To find out the significance of difference in Attitude towards EDUSAT among D.T.Ed trainees with respect to their Community.

17. To find out the significance of difference in Attitude towards EDUSAT among D.T.Ed trainees with respect to their Religion.

18. To find out the significance of difference between Male and Female trainees with respect to their Attitude towards Educational Television Programme.
19. To find out the significance of difference between First year and Second year trainees with respect to their Attitude towards Educational Television Programme.

20. To find out the significance of difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Parental Education.

21. To find out the significance of difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Parental Occupation.

22. To find out the significance of relationship between the D.T.Ed., trainees’ Knowledge about EDUSAT and Attitude towards EDUSAT with respect to the sub-samples.

   a) Gender

   b) Year of the study

   c) Parental Education
d) Parental Occupation

e) Community

f) Religion

25. To find out the significant of relationship between D.T.Ed., trainees’ Attitude towards EDUSAT and Attitude towards Educational Television Programme with respect to the sub-samples.

a) Gender

b) Year of the study

c) Parental Education

d) Parental Occupation

e) Religion

f) Community

26. To find out the significance of relationship between the D.T.Ed., trainees’ Knowledge about EDUSAT and Attitude towards Educational Television programme with respect to the sub-samples.

a) Gender

b) Year of the study

c) Parental Education

d) Parental Occupation

e) Religion
f) Community

28. To find out the level of contribution of the independent variables of the study on the dependent variable the D.T.Ed., trainees’ Knowledge towards EDUSAT.

1.8 HYPOTHESES OF THE STUDY

1. D.T.Ed., Trainees’ knowledge about EDUSAT is low.

2. D.T.Ed., Trainees’ attitude towards EDUSAT is unfavourable.


4. There is no significant difference between Male and Female trainees with respect to their knowledge about EDUSAT.

5. There is no significant difference between First year and Second year trainees with respect to their knowledge about EDUSAT.

6. There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Parental Education.

7. There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Parental Occupation.
8. There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Religion.

9. There is no significant difference in knowledge about EDUSAT among D.T.Ed trainees with respect to their Community.

10. There is no significant difference between Male and Female trainees with respect to their attitude towards EDUSAT.

11. There is no significant difference between First year and Second year trainees with respect to their attitude towards EDUSAT.

12. There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Parental Education.

13. There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Parental Occupation.

14. There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Community.

15. There is no significant difference in attitude towards EDUSAT among D.T.Ed trainees with respect to their Religion.
16. There is no significant difference between Male and Female trainees with respect to their Attitude towards Educational Television Programme.

17. There is no significant difference between First year and Second year trainees with respect to their Attitude towards Educational Television Programme.

18. There is no significant difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Parental Education.

19. There is no significant difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Parental Occupation.

20. There is no significant difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Religion.

21. There is no significant difference in Attitude towards Educational Television Programme among D.T.Ed trainees with respect to their Community.

22. There is no significant relationship between the D.T.Ed., trainees’ Knowledge and attitude towards EDUSAT with respect to the sub-samples.
23. To find out the significant of relationship between D.T.Ed., trainees’ attitude towards EDUSAT and Attitude towards Educational Television Programme with respect to the sub-samples.

   a) Gender
   b) Year of the study
   c) Parental Education
   d) Parental Occupation
   e) Religion
   f) Community

24. To find out the significance of relationship between the D.T.Ed., trainees’ Knowledge about EDUSAT and attitude towards Educational Television programme with respect to the sub-samples.

   a) Gender
   b) Year of the study
c) Parental Education  
d) Parental Occupation  
e) Religion  
f) Community  

25. To find out the level of contribution of the independent variables of the study on the dependent, the D.T.Ed., trainees' Knowledge towards EDUSAT.

1.9 TOOLS USED

The following tools have been used for the present study to collect data from the samples:

1) Knowledge about EDUSAT scale constructed and validated by the Investigator.

2) Attitude towards EDUSAT Scale constructed and validated by the Investigator.


1.10. SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

An adequate and representative sample is essential for a study to be scientific, effective, reliable and also to minimize the sampling errors. To draw the sample for this study, the Purposive Sampling Technique was adopted. The sample of this study was
510 DIET D.T.Ed., trainees. There are five DIET'S in Thanjavur, Cuddalore, Ariyalur, Nagapattinum and Trichy Districts. The D.T.Ed. trainees in these, 5 DIET'S were selected for the study.

1.11. DELIMITATIONS OF THE STUDY

The following are the delimitations of the study:

1. The present study is confined to only the students studying in Thanjavur, Cuddalore, Ariyalur, Nagapattinum and Trichy Districts. The students studying in other districts of Tamilnadu are not included in this research.

2. The present study is confined only to the DIET, D.T.Ed., students. The students studying in Self Finance Institutions and Government Aided Institutions were not included in this research.

1.12. A BRIEF RESUME OF THE SUCCEEDING CHAPTERS

Chapter II gives a brief review of related studies. Chapter III deals with methodology. Chapter IV deals with analysis of data and interpretation made based on the analysis. Chapter V consists of a brief summary of the investigations, major findings, implications of the study, recommendations, suggestions for further research and conclusions.