

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS EDUSAT USAGE

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ABSTRACT

Present study explore attitude of secondary school teachers towards Educat usage. Conducted on government Secondary School teachers of Amritsar District, the present investigation falls under the domains of descriptive research. Survey method was adopted for data collection and analysis. The study found that there is lot of variation in attitude of government secondary school teachers towards EDUSAT usage. Majority of teachers out of the total sample show neutral attitude towards EDUSAT usage and minority of teachers out of the total sample show favorable and unfavorable attitude towards EDUSAT usage. Male and female government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage. Urban and rural government secondary school teachers differ significantly in their attitude towards EDUSAT usage. Arts and science government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.

Key-words: EDUSAT,

INTRODUCTION

Education, in general sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is great nation building activity. It provides opportunities to all old and young, rich and poor, men and women to develop their potentialities the fullest and enables them to constitute their best to the welfare of the society. An educated person refers to a person who has access to potential state of mind regardless of the situation they are in; education gives us knowledge of the world around us. It develops in us a perspective of looking at life.

Education is the process of development of the individual. It is an important human activity. It was born with the birth of human race and shall continue to function as the human lives. Education is a rope that can carry us to greatness. It is one of the most important things in life, because without it, one can neither contribute to the world nor earn money. Moreover, it is required to get well adjustment in the society. Education is important as it is an essential human virtue, a necessity for society, a sign of freedom, important for the integration of separate entities

and basis of good life. It tries to develop the innate potentialities of the individual in a harmonious manner. There are basically, three chief component of an educational process i.e. Teacher, student and content. The teacher performs various roles. S/he is transmitter of culture builder of character and personality of the student, the conveyor of moral and ethical values. S/he acts as a guide, counselor and inspires social change with the rapid spread and expansion of education. The quality in education primarily depends to a great extent on the single most important element in the whole educational process that is a Teacher.

It is a teacher who shapes the destiny of the pupil in classroom. These pupils when in later stages hold the commands of the country; shape the destiny of the nation. So, the great responsibility lies on the shoulders of the teacher.

The vital role of teacher in educational reconstruction and in the life of community was recognized by secondary education commission. The secondary education commission stressed upon the creation of satisfactory conditions of work for teacher because the quality of nation depends upon the quality of its citizens. The quality of its citizens depend not exclusively, but to a critical measure upon the quality of education which depends more upon any other factors than upon the quality of the teachers. In the words of commission “ Of all the different factors which influence the quality of education and its contribution to national development, are the quality, competence and the character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits of the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be full effective.”

Teaching profession is regarded as one of the most important professions as its social value lies in its significant contribution to the development of the quality of life and preparing them to transform the present. The teachers are regarded as the core of whole educational process. She acts as a dynamic force in an educational institution. A school without teacher is just like skeleton without flesh and blood, a shadow without substance. A teacher is a yardstick that measures the achievements and aspirations of a nation. The teachers are thought to be the role model for the students who are thought to be the future of the nation. As, it is said, that no nation can rise above the level of its teachers. Thus, we can say teachers also play important role in the development of the nation.

India is a developing country. Its destiny is being shaped in the classroom. A teacher is of paramount importance in any national system of education and progress of the country depends upon the quality of teachers. According to one of the old belief, child receives second birth at the hands of his teachers. Children are like raw material and they can be moulded into any shape by teachers.

While getting formal education, an individual passes through various stages of education. Teacher plays an important role in all these stages. Since, secondary education forms a link between the elementary and college education. It is a stage by itself when a student should himself fully equipped either for the collegiate students or for the battle of life. Moreover, students of secondary school stage are teenagers who face many problems related to adjustment, exams, stress, their interpersonal conflict, variations in emotions etc. Therefore, roles and responsibilities of teachers increase at this level. Here, at this stage teacher's competency, teaching style, behaviour, attitudes are the vital components of their personality. Amongst them their attitude plays significant role in understanding and improving educational process. Here, attitude is an expression of favour or disfavour toward a person, place, thing or event. It is organization of beliefs, habits, and motives associated with a particular object. It is also measureable, changeable, and modifiable. Attitudes are a powerful source of human motivation and are capable of adjusting the individual in his life. They determine our pattern of life as well as our success and happiness. Attitudes are a great driving force in achieving the goal that an individual has set for himself.

Thurston (1946) defines attitude as "the degree of positive and negative effect associated with some psychological object." Guilford (1974) treats attitude as "a disposition to favor all or not to favor a type of social object or social action." Russell (1964) defines attitude as ideas with emotional content, important beliefs, prejudice, biases, predisposition, and appreciations and as states of readiness or set.

An attitude can be defined as a positive or negative evaluation of people, objects, events, activities idea or just about anything in environment. Attitude can be explicit or implicit. Explicit attitude are conscious beliefs that can guide decisions and behaviour and Implicit attitude are unconscious beliefs that can still influence decisions and behaviour. There are three dimensions of attitudes which the researchers study- strength, accessibility and ambivalence. Strong attitudes are firmly held and highly influence behaviour, the accessibility of an attitude refers to the ease

with which it comes to mind and ambivalence of an attitude refers to the ratio of positive and negative evaluations.

Teachers may have positive or negative attitude towards various issues like students, teaching profession, educational process, teachers, co-curricular activities, child- centered practices, classroom teaching, curriculum, ICT, Inclusive education, vocational education, universalization of education, continuous and comprehensive evaluation, assessment, use of smart board and audio visual aids etc. As the primary task of the teacher is to teach, thus in order to teach perfectly teacher should be more particular about various instructional strategies and new technologies being used in the education. So, attitude of teachers towards emerging technologies strategies is one of the most important factors which determine success of teaching learning process. Because in ancient period teachers used lecture method. They just gave the information to students through the instructions without considering the students' abilities, needs and interests. But now it is not so, because education has shifted from teacher centered educational approach to child centered educational approach. So, teacher has to keeps in mind the child's needs, interests, capabilities while teaching the students. While teaching accordingly, teacher considers that, senses are the gateway of knowledge and thus, child learns more through senses. Hence to involve maximum senses and to make teaching learning process more interesting, effective, goal- oriented, and need based and different from routine ways of functioning teacher frequently uses educational technology in education. By adopting these advanced methods and techniques of educational technology, process and the product of education has been improved and various educational problems has been solved which ultimately leads to create conducive environment for making learning experience more concrete and memorable.

Today we are living in an ultra modern era, which is an era of science and technology. ICT is a latest innovation of educational technology which play important role in education. ICT stands for information communication technology. Let us focus on the three words behind ICT, Information and Communication Technology. ICT refers to usage of electronics devices. ICT can be used as tool to improve the quality of education for preparing the society and its manpower to face the challenge of future. It requires the proper manpower to handle and use ICT in the school in a proper way. The emerging technologies have the potential to radically transform the education system in India. Only a creative and enthusiastic teacher can incorporate the modern development of ICT in the classroom very successfully the use of information, communication and technology in education is a relatively new phenomenon. Educators,

researchers and thinkers have taken up the challenges of using ICT since the 1980s varied success. ICT applied to the creation storage, selection, transformation and distribution of information of many kinds. So ICT is a comprehensive term that includes any communication device or application such as radio, television, clumber phones, computer, EDUSAT, network hardware and software of ICT satellite system as well as the various services and application associated with them such as video conferencing and distance learning. EDUSAT is one of the recent, most significant emerging technologies in the field of ICT. Thus, teacher's attitude towards usage of EDUSAT is very significant factor.

EDUSAT

EDUSAT stands for Educational Satellite is one of the emerging technologies in the field of ICT and is being used in the field of secondary education for providing quality teaching learning input. EDUSAT is the satellite of India designed in 1975-76 and developed by Mike Halon for serving the educational sectors. It is mainly intended to meet the demand for interactive satellite based distance education system for the country. The satellite was launched on 20 September 2004. EDUSAT is the first Indian satellite built exclusively for serving educational sector offering an interactive satellite based distance education system for the country .It is specially configured for the audio-visual medium, employing digital interactive classroom and multimedia multi-centric system

The universalization of education has become the top priority in India, but the extension of quality education to remote and rural regions becomes a herculean task for a large country like India with multi-lingual and multi-cultural population separated by vast geographical distances. There is a lack of adequate rural educational infrastructure and non-availability of good teachers in sufficient numbers which adversely affect the efforts made in education Satellite can establish the connectivity between urban educational institutions imparting quality education and large number of rural and semi- urban educational institutions that lack the necessary infrastructure. Thus, besides supporting formal education a satellite system can facilitate the dissemination of knowledge to the rural and remote population about important aspect and allow professional to update their knowledge in a better way. Thus, in spite of limited trained and skilled teachers the aspiration of the growing student's population at all level can be met through the concept of Tele-education. It was primarily meant for providing connectivity to school, college and higher levels of education and also to support non formal education including developmental

communication. The scope of the EDUSAT programs is planned to be realized in three phases. EDUSAT carries five key -band transponder providing spot beams, one KU-Band transponder providing a national beam and six extended C-band transponder with national coverage beam. It will join INSAT system that already has more than 130 transponders in C-Band, extended C-band and KU-band providing a variety of telecommunication and television services. The EDUSAT offers opportunities for using satellite for human development in general and education in particular.

EDUSAT is expected to have a life of seven years in space, during which it will help educational institutions make up for, among other things, the dearth of good teachers by providing connectivity with classrooms far away. The concept of beaming educational programs through a satellite was effectively demonstrated for the first time in India in 1975-1976 through the Satellite Instructional Television Experiment (SITE) conducted using the American Application Satellite (ATS-6). In 1983 a verity of educational development communication project and training and developmental communication channel further demonstrated the efficiency of Tele-education .With the success of INSAT based educational services , a need was felt to launch a satellite dedicated for educational service and ISRO conceived EDUSAT project in October 2002.EDUSAT is the first exclusive satellite for serving the educational sector. It is specially configured for audio-visual medium, employing digital interactive classroom and multimedia, multi-centric system. It is primarily meant for providing connectivity to school, college and higher level of education and also to support non-formal education including development communication. EDUSAT can be used for

- Conventional Radio and Television broadcasting.
- Interactive Radio and Television (phone-in, video on demand....).
- Exchange of data.
- Video conferencing, audio conferencing and computer conferencing.
- Web based education.

The launch of EDUSAT has helped in providing quality instruction through video lesson to teachers and more teaching material .A teacher can make his teaching effective with the help of EDUSAT Visual shown in T.V help in longer retention among students. It leads to student's better understanding of content. Students can collect information and see historical events. Two to three classes can be shown the lesson simultaneously as some of the programs have common

elements across the grades. Teacher can taught difficult topics with ease. EDUSAT increases curiosity to learn. It helps to students pay more attention for viewing rather than just listening. It enhances learning interests, vocabulary, questioning tendency, acting and analyzing abilities. It enhances quality of learning. The teachers have more benefited from the video programs delivered through satellite.

EDUSAT IN PUNJAB

The Govt. of Punjab has set up Punjab EDUSAT Society which has been registered on 15-11-2007 under the registration of societies Act 1860. The EDUSAT network was inaugurated by the Honorable Chief Minister Punjab on 02-01-2008. Preamble: The primary objective of Punjab EDUSAT society is use of satellite technology for knowledge, advancement and reorientation of studies in Punjab. It would facilitate the establishment of required satellite infrastructure as well as courseware for the school. Punjab EDUSAT Society was set up for providing quality education to the government educational institutions of department of School education, Higher education, Technical education and Medical education. The Department of school Education through Punjab EDUSAT society established EDUSAT Network in all the senior secondary schools of the state. The government of Punjab introduced EDUSAT due to:

- Shortage of trained teachers.
- Lack of quality teaching, especially in the rural areas.
- Teacher absenteeism.
- Need for uniformity in quality education; and
- Need for improvement in science, maths and English teaching.

EUDCATIONAL PROGRAMMES IN PUNJAB FOR SECONDARY SCHOOLS

Punjab EDUSAT Society has developed 1610 multimedia episodes in the subjects of Physics, Chemistry, Biology, Mathematics, Commerce, Punjabi, Hindi, Social Studies and English on the Hard Spots of regular syllabus in multimedia contents in Broadcast mode with the help of its subject specialists and by hiring the service providers.(For Classes 8th to 10th) Punjab EDUSAT Society has also developed 364 multimedia episodes for classes 6th to 8th on Computer Aided Learning for the subjects of Science, English, Mathematics and Social Studies. Lectures regarding career counselling, Health Awareness, and Personality Development have also been included in the regular schedule and were telecast on each Saturday, in order to evaluate these

programmes and lectures by the resource person's feedback mechanism. Only Resource Persons who have better evaluations report are allowed again to deliver the lectures. The feedback is taken by the subject specialists, concerned teachers and concerned students on phone on daily basis. Many students and teachers give their suggestions directly to project Director and concerned officials on phone or through e-mail. Better academic and technical suggestions of students are immediately incorporated.

There are certain aims and objectives for which the society has been established. The main aim is to make use of EDUSAT for providing equality in education as well as in quality of instructional material and providing opportunities for face to face & Self-Paced Learning. Apart from this, there are many other significant aims like, arrange lectures, conferences, seminars etc to make use of EDUSAT, to collect, publish, distribute and disseminate educational and informative data, to establish a library on use of technology in education and allied subjects. Moreover, to maintain a film/video/audio library and arrange film shows on use of technology including EDUSAT in the Government educational institutes concerning all the departments of the state is equally important objective of using EDUSAT.

Moreover teachers in present era are more conscious about the quality teaching because quality teaching is useful for the efficient learning .So, for this teachers should try to achieve the above mentioned objectives which are possible through successful use of EDUSAT. Yet, there are some teachers who are slightly less conscious about the usage of EDUSAT. There are many factors which influence teacher's use of EDUSAT such as her knowledge, training, time, attitude, and gender influences etc. Among them attitude is the most important factor because the successful pedagogical use of EDUSAT depends on teacher's attitude. Because the teacher having positive attitude toward EDUSAT will move progressively in using EDUSAT in education and thus the task will be easier and interesting for her. On the other hand if she possess negative attitude towards EDUSAT, it will always prohibit him/her to use it and thus make her task more hard and tedious. Thus investigator is tempted to study of these variables. Moreover most of the researches have been conducted on the impact of EDUSAT on professional development of secondary school teachers and on students learning. But in the area of attitude of secondary school teachers towards EDUSAT very less work is done. Thus the present study has been undertaken to study the attitude among secondary school teachers towards EDUSAT usage.

STATEMENT OF THE STUDY

STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS EDUSAT USAGE

DELIMITATION OF THE PROBLEM

1. The study was confined to the 120 teachers belonging to Amritsar District.
2. The present study was delimited to the secondary school teachers of Amritsar District.
3. The present study was delimited to the Government secondary school teachers of Amritsar District.
4. The present study was delimited to the teachers teaching 9th and 10th classes.
5. The present study was delimited to teachers teaching arts and science subjects.
6. The school imparting general education was taken in the study.

DEFINITION OF THE TERM

SECONDARY SCHOOL TEACHERS

In the present study secondary school teachers are those teachers who are teaching classes 9th and 10th in the schools.

ATTITUDE

‘ATTITUDE’ is a feeling of ‘in favor of’ or ‘to be against’ of object, idea, person or group, which may be matter of degree of approval and disapproval. In this present study, attitude of secondary school teachers towards EDUSAT usage is considered.

EDUSAT USAGE

In the present study usage of EDUSAT for providing quality instructions, for widening mental horizon & bringing improvement in overall quality of educational system, teaching learning process, achievements of students, attendance of students, evaluation, passive form of learning and for empowering teachers is considered.

OBJECTIVES

1. To study the attitude of secondary school teachers towards EDUSAT usage.
2. To compare the attitude of male and female secondary school teachers towards EDUSAT usage.
3. To compare the attitude of urban and rural secondary school teachers towards EDUSAT usage.
4. To compare the attitude of arts and science secondary school teachers towards EDUSAT usage.

HYPOTHESES

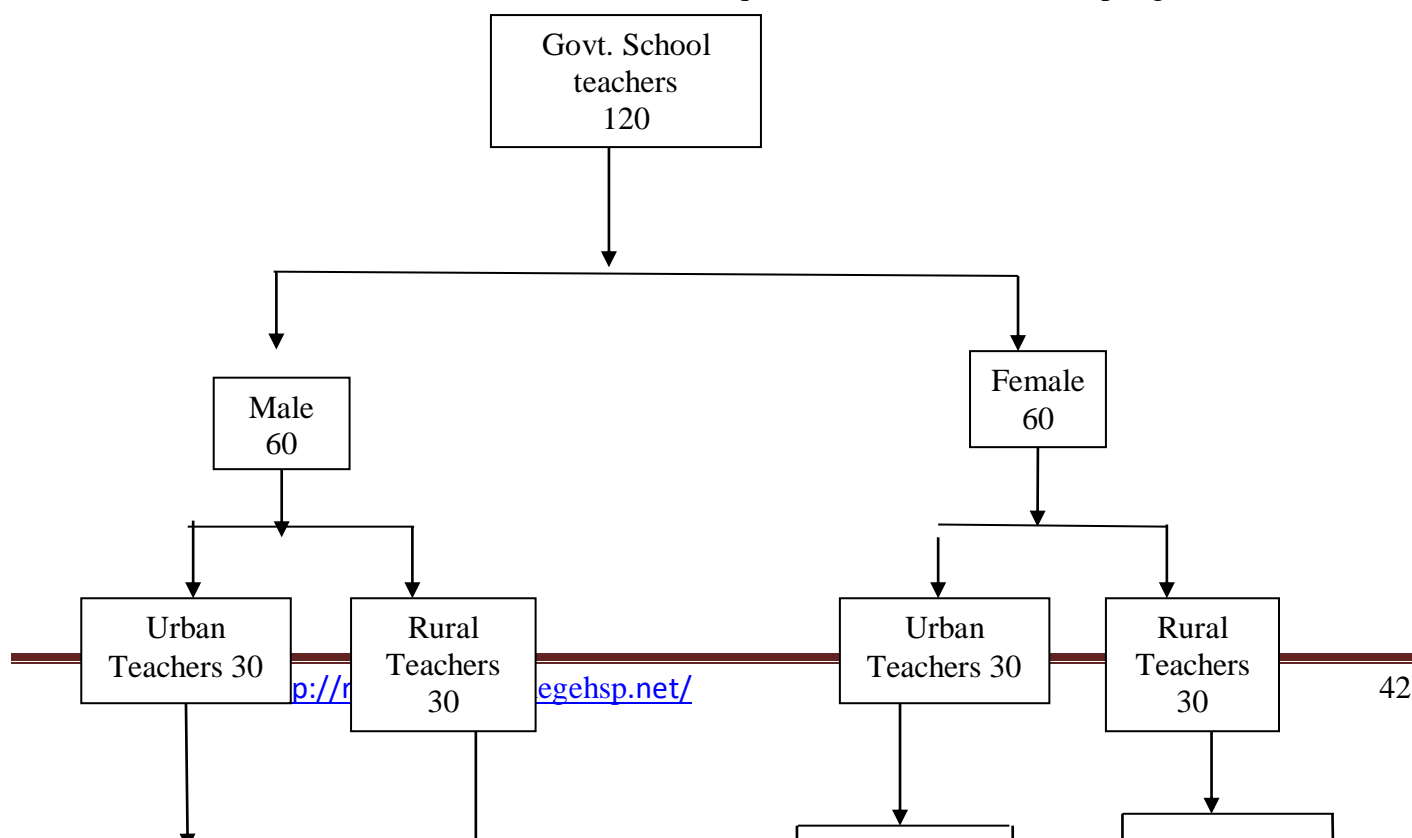
1. Majority of the secondary school teachers have favourable attitude towards EDUSAT usage.
2. Male and female government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.
3. Urban and rural government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.
4. Arts and science government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.

METHODS AND PROCEDURE

The present investigation falls under the domains of descriptive research. Survey method was adopted to carry out the work.

SAMPLE

The sample of about 120 secondary school teachers both male and female from Government schools of Amritsar District was taken. The technique of stratified random sampling was used.



TOOLS

In order to conduct the present study self made attitude scale was used.

STATISTICAL TECHNIQUES

Following statistical procedures will be applied keeping in view the hypotheses.

In order to visualize the nature of score distribution of data collected numerical determinants like mean, standard deviation were worked out.

't' test was applied to determine significance of difference between scores of:

1. Male and female teachers.
2. Urban and rural teachers.
3. Arts and science secondary school teachers.

To have a pictorial view of scores of different variables graph statistics was used.

FINDINGS AND CONCLUSIONS

HYPOTHESIS WISE DISCUSSION OF FINDINGS

HYPOTHESIS-1: "Majority of the secondary school teachers have favourable attitude towards EDUSAT usage."

For testing the first hypothesis, the teachers with favourable, neutral and unfavourable attitude were identified with the help of formula $M+S.D$ and $M-S.D$. Further percentage scores of teachers with favourable, neutral and unfavourable attitude were calculated. The scores obtained ensure that only 13% of government secondary school teachers are having unfavourable attitude towards EDUSAT usage, whereas 17% teachers have favourable attitude towards EDUSAT usage and majority of government secondary school teachers fall under the neutral category i.e. 70% of teachers have neutral

attitude towards EDUSAT usage. Teachers differ in their attitude towards EDUSAT usage. As, majority of teachers have neutral attitude towards EDUSAT usage because in modern era technology is being increasingly used in the field of education. Large number of teachers has knowledge and access to EDUSAT as they regularly attend seminars, workshops. They are willing to use EDUSAT for professional development as well as bringing improvement in the achievements of students but extra burden on teachers such as midday meal, clerical work and census duties prohibited the effective use of EDUSAT. Very less number of teachers has unfavorable attitude towards EDUSAT usage. It may be due to lack of pre-service training, lack of awareness and access to modern techniques. Therefore, there is difference in attitude of secondary school teachers towards EDUSAT usage.

This study goes in consonance with the studies conducted by Verkatrama and verkatasukramanim(1971), world bank (1999), Rout, s.k(2009) who found variation in attitude of teachers towards EDUSAT usage.

HYPOTHESIS-2: “Male and female secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.”

The hypothesis was tested by computing mean scores and standard deviation of attitude of male and female teachers towards EDUSAT usage. The mean score of male government secondary school teachers is 154 and S.D is 11.30, whereas female government secondary school teachers mean is 151.33 and S.D is 11.88 t-value for difference between mean score is 1.26, which is not significant at .01 level (N= 120, df= 118). Thus we can say that variation does not exist in attitude of male and female teachers towards EDSUAT usage. The reason may be that in teaching profession working conditions are almost same for male and female teachers. This profession demands high qualification, rigorous training, skills and competencies from teachers, which is irrespective of their gender. Moreover, both male and female are aware of EDUSAT and its use in educational system. Use of latest technology like EDUSAT is need of hour. It is essential for the professional growth of teachers whether male or female. As well as it is made compulsory by the government so, there is no option whether a teacher is male and female. So that’s why male and female teachers both have positive attitude towards the use of EDUSAT. Hence, the said hypothesis is accepted.

This study goes in consonance with the studies conducted by Ms. Monika, P. Vaijayanthi selvakkani who found that there is no significant difference between the attitude of male and female secondary school teachers towards EDUSAT usage.

HYPOTHESIS-3: “Urban and rural secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.

The hypothesis was tested by computing mean scores and standard deviation of attitude of urban and rural government secondary school teachers towards EDUSAT usage. The mean score of urban teachers is 154.83 and S.D is 10.54, whereas rural teachers mean score is 150.5 and S.D is 12.33 t- value for difference between mean score is 2.07, which is significant at .05 level (N= 120, df= 118). Thus, we can say that variation exist in attitude of government urban and rural secondary school teachers towards EDUSAT usage. . The reason may be that the rural areas are not equally developed as the urban areas. . Urban teachers got more exposure and an opportunities as well as their status is also high as compared with rural teachers. Both are not getting similar kind of facilities from government in form of teaching material, power supply, in-service training, attending workshops, seminar and other facilities.

This study goes in consonance with the study conducted by P Vaijyanthi selvakkani, Ms. Monika, Roy,Poul and dighe, A.(1977), Dlsai, v.etal (2009), Jatinder kaur (2014) who found that there is significant difference between the attitude of urban and rural government secondary school teachers towards EDUSAT usage.

HYPOTHESIS-4: “Arts and science secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.”

The hypothesis was tested by computing mean scores and standard deviation of attitude of arts and science government secondary school teachers towards EDUSAT usage. The mean score of arts teachers is 152.25 and S.D is 12.12, whereas science teachers mean score is 153.08 and S.D is 11.18. It is clear from table 4.4 that t- value for difference between mean score is 0.39, which is not significant at .01 level (N= 120, df= 118). Thus we can say that variation do not exist in attitude of arts and science government secondary school teachers towards EDUSAT usage.

The reason may be that in government schools use of EDUSAT is made compulsory by the government for the teachers of all streams. Moreover the working conditions and EDUSAT facilities are same for arts and science secondary school teachers. Government is providing good quality as well as in sufficient quantity instructional material for science as well as arts subjects. As most of the schools, lack in well equipped labs as well as other facilities like audio-visual aids, subject experts, activity guides but EDUSAT provides equal opportunities as well as equal

benefits to the teachers of both streams. Both have computer as compulsory component at B.ED level. So, the attitude of arts and science teachers towards use of EDUSAT is same. Hence, the said hypothesis is accepted.

This study goes in consonance with the study conducted by Samantary, G.K (1972), Biswal.B(1980), Kandy Bhardway (2012), Ramanpreet Kaur(2013), Jatinder Kaur(2014) who found that there is no significant difference between the attitude of science and arts government secondary school teachers towards EDUSAT usage.

CONCLUSIONS

On the basis of analysis and interpretation of data, following conclusions are drawn:

1. There is lot of variation in attitude of government secondary school teachers towards EDUSAT usage.
2. 17% of teachers out of the total sample (120) show favorable attitude towards EDUSAT usage.
3. 70% of teachers out of the total sample (120) show neutral attitude towards EDUSAT usage.
4. 13% of teachers out of the total sample (120) show unfavorable attitude towards EDUSAT usage.
5. Male and female government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.
6. Urban and rural government secondary school teachers differ significantly in their attitude towards EDUSAT usage.
7. Arts and science government secondary school teachers do not differ significantly in their attitude towards EDUSAT usage.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was conducted on limited sample of 120 teachers. It is therefore suggested that this research may be carried out on a large sample.
2. The present study was confined to government schools of Amritsar district perhaps more meaningful outcome can be achieved by including schools of some other districts.

3. The present study was undertaken by considering teachers of secondary school. This study can further extended to teachers of other stages of schools and colleges of education.
4. The present study was undertaken by considering the schools imparting general education. This study can further extended to institutions giving special or any other type of education i.e. sports, technical, professional, minority, religious etc.

EDUCATIONAL IMPLICATIONS

Any educational research is worthwhile, if it results into fruitful educational implications. Mainly aiming at assessment of government secondary school teacher's attitude and determining the need and importance of positive attitude, the present research study has helped to suggest the following implications for the welfare of the educational system as well as for the nation at large.

1. In the light of present study, effective steps can be taken to promote favourable attitude among government secondary school teachers towards EDUSAT usage, which can be solve number of educational problems and make teaching learning process more effective and meaningful.
2. Results of the present study may be discussed in seminars, workshops, refresher courses organized for teacher – trainees, teachers, educationists and administrators for further research.
3. Findings of the present study will help the teacher trainees to solve problems concerning their teaching.
4. It is found that government secondary school teachers differ in their attitude towards EDUSAT usage. So, it is suggested that in B.ED institutions there should be provision for providing practical experience, special guidance and awareness classes to the teacher educators during teacher training programmes. This will uplift the unfavorable attitude of coming generation to favourable attitude.
5. It is also suggested that government secondary school teachers with unfavourable attitude towards EDUSAT usage should be identified and it should be uplifted through in-service training or pre-service training, workshops, seminars, conferences etc.

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