

To compare the curiosity level of boys of primary schools having and not having EDUSAT

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Abstract: India has 627 thousand primary schools, and 111 million students. Over 42 million children in the age-group of 6 to 14 years do not attend school. Only 47 percent of children enrolled in the first class reach the final eighth class, a dropout rate of 53 percent. Furthermore, over 100 thousand inhabited villages of the country do not have any facilities for primary schooling. Many villages are not yet connected by all weather roads or have electricity connections. The extension of quality education to remote and rural regions is even more difficult for a large country like India with a multi-lingual and multi-cultural population.

Key Words: EDUSAT, Curiosity, Primary School,

1. INTRODUCTION:

Why does India have so many children out-of-school? Why do they drop-out? There are many reasons: In urban areas, children from urban slums make a living or contribute to the family earnings by way of rag-picking, shoe-shining, domestic help, cleaning cars, working at road-side eateries and tea-shops, Some children support their poor parents by participating in economic activities like farming, beedi rolling (Beedi is a low priced local tobacco product, made using manual labour), working on looms, and making products like carpets glass bangles, firecrackers, match-boxes and match-sticks. Children of migrant families have seasonal employment, e.g. at saltpans, in farms, at construction sites, and brick-kilns, Children in remote or inaccessible villages have no convenient access to a school. Schooling may be restricted due to social or religious practices, especially for adolescent girls, Non-availability of teacher and textbooks, a lack of drinking water and sanitation facilities in the school, the school curriculum is uninteresting and irrelevant; children are taught via memorizing rather than discovering knowledge and learning, and frequent failure to get promoted to the next class. The school schedule and duration are not compatible with demands made by the child's family and economic activities, which means the opportunity cost of education is high.

The school education does not enhance the employability. Indian planners and administrators have been struggling to provide workable solutions. Compromises are made in the required qualification for teachers by providing teachers with less than the statutory education qualifications, but accepted after brief training (called "Para-teachers") to fill in the capacity gap. At present, there are more than 500 thousand Para-teachers in a number of states. Non-formal and alternative schooling programmes are also being provided to special categories of children, e.g. those of migrant labourers.

Satellite based technology provides many answers to the above problems. Satellites can provide education to villages which are not well connected, or where there is no school and no teacher, where the school times are not convenient, or where the family moves from one place of employment to another. Satellite based system can provide easy and flexible connectivity, audio-visual education materials to improve quality and they can make learning interesting. They can provide instructions in multiple languages and social contexts, provide ease of monitoring, and often are compatible with social or religious practices (which may prevent adolescent girls from going out to attend regular schools). Moreover, they can reach illiterate adults too.

1.1 EDUSAT:

EDUSAT is meant for distant class room education from school level to higher education. GSAT-3 was the first dedicated "Educational Satellite" that provide the country with satellite based two way communication to class room for delivering educational materials. This is a Geo-synchronous satellite developed on I-2K bus. GSAT-3 was co-located with METSAT (KALPANA-1) and INSAT-3C at 74° E longitude.

EDUSAT beams lectures to 10,000 classrooms in technical universities and primary schools across the country. But is the initiative a success? Is EDUSAT a 'turkey in the sky'?

EDUSAT is the acronym for Educational Satellite — a satellite dedicated to education with as many as 74 channels — brain child of Dr. K. Kasturirangan and carefully nurtured by Development and Educational Communication Unit (DECU) of ISRO under the leadership of Sri B.S. Bhatia; concept and project documentation are contributions of Prof. Marmar Mukhopadhyay of NIEPA. Actually, EDUSAT is a technology network of uplink stations in selected national and state locations (to act as teaching ends), and downlink stations or 7facilities in various educational institutions (as learning ends) supported by satellite. The EDUSAT satellite has six Ku-Band transponders and six C-Band transponders.

EDUSAT, according to the Indian Space Research Organization (ISRO), is the first exclusive satellite for serving the educational sector. It supports radio broadcasting, along with audio-video on C-band and Ku-band, and is built around the concept of digital interactive classrooms and a multimedia system. EDUSAT provides connectivity to schools, colleges and higher levels of education and also support non-formal education including developmental communication. The nation-wide beams are being harnessed by agencies like IGNOU, NCERT and the All India Council for Technical Education (AICTE), to reach hundreds of Receive Only Terminals (ROTs) and Satellite Interactive Terminals (SITs) located in schools and colleges, many in remote areas. India ventured into satellite based learning experiment way back in 1975. The Satellite Instructional Television Experiment (SITE) was an experimental satellite communications project, designed by NASA and the Indian Space Research Organization (ISRO) using the American Application Technology Satellite. The project made available informational television programs to rural India. The joint experiment ran for one year, from 1 August 1975 to 31 July 1976, covering more than 2500 villages in six Indian states. The experiment played a major role in helping India to develop its own satellite network as part of its INSAT program.

2. REVIEW OF LITERATURE:

Rekha(2005) in her project entitled, "Role of EDUSAT in schools" revealed that EDUSAT programmes presented according to students need and their interest. She support that EDUSAT programmes increased students performance. It is due to the reason because audio-visual material impact on their mind and had impact on their performance and learning gains.

Jain,P.K.(2006) reported in his paper entitled, "Benefits of Communication and Broadcasting Satellite: EDUSAT utilization Programme of ISRO" that EDUSAT emerged a powerful media to supplement curriculum based education, supplement blackboard based teaching with animation. PPT presentation etc. and bring qualified expert on specialized topic to each classroom. Researcher revealed that all educational programmes are effectively broadcasted through EDUSAT teaching.

Mishra, M.P. and Kumar, Naveen(2006) worked on project "EDUSAT new dimension in open and distance learning (ODL)". Their findings were focus on the important functions on EDUSAT functions include reception of conventional teaching broadcasts from the teaching end, recording of teaching sessions, live interaction end.

In Haryana, Utkarsh society (2006) worked on project "Haryana EDUSAT". The researcher reported that EDUSAT used for improving in Science. Mathematics and English teaching and it need for uniform quality education and fulfill the demands if quality teaching especially in the rural areas. And it also needed for providing good quality of curriculum teaching for final year students of colleges, senior secondary schools primary schools and also for technical institution.

Broah, A.C.(2006) in his paper "Teacher Training in North East using EDUSAT facility" asserted that universalization of education has become the top priority for developing counter like India. But the extension of quality education to remote and rural resigns like North East India with multi-lingual and multi-culture population separated by inaccessible hilly terrains becomes not only a difficult task but also involves huge budget and a time taking process.

Bhandigadi , P.(2006) worked on project , "Impact of EDUSAT on school students and teachers." He found the EDUSAT had high impact on the student's attendance and learning gains and EDUSAT had high impact on students and teachers attitude in his simple. The teacher was given with respect to use of TV as medium of instruction and also to conduct pre and post broadcasted activities. He reported that EDUSAT has impact on student attendance, learning gains and attitudes and opinion of teachers based on date collected from 200 teacher and 2000 students.

3. RESEARCH METHODOLOGY:

3.1 Objective:

To compare the curiosity level of boys of primary schools having and not having EDUSAT.

3.2 Hypotheses

There exists no significant difference in the curiosity level of boys of primary schools having EDUSAT.

3.3 The Population:

Population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical area and prices of wheat or salaries drawn by the individuals. Some statisticians call it universe. Population in the present study comprises of the primary schools of the state Haryana.

3.4 The Sample:

Sample is a small unit of a large whole or smaller representation of a whole population or universe. We can also say that a sample is a true representative of its population. The investigator went through the sample of 150 primary students studying in various primary schools of Haryana. In order to keep to study manageable enough, a purposive sampling procedure adopted in the study. The schools in each zone of area have been taken from the list

available in the DEO Office, to be used for the selection of schools for the sample. 150 boys from the primary schools having EDUSAT and not having EDUSAT, constituted the sample. In the study effect has been seen by comparing the students of primary schools having and not having EDUSAT. Students of Class IV were the part of study.

3.5 Tools Used:-

After selecting the sample, the next step was to choose the suitable tools for the collection of data. The investigator selected the following tools for collecting authentic information from the respondents.

- Dr. Rajiv Kumar, Children’s Curiosity Scale (CCS) Hindi/English
- Researcher’s self-made Achievement Test

4. DATA ANALYSIS:

In this chapter the investigator analyzed and interprets the data the responses given by the student were first of all tabulated in figures. As we know that data collected has no meaning unless it is analyzed appropriately and interpreted logically when the data is collected and tabulated it reveals certain facts, after analysis and interpretation .If the data collected is appropriated one is to draw some conclusion, finding in the study. However valid, reliable and adequate data may be, they do not serve worthwhile purpose unless the data may be, they do not serve worthwhile purpose unless the data were carefully edited, systematically analyzed and rationally, concluded. Hence, the research should analyzed and interpret the data as accurately as possible.

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Hypotheses:

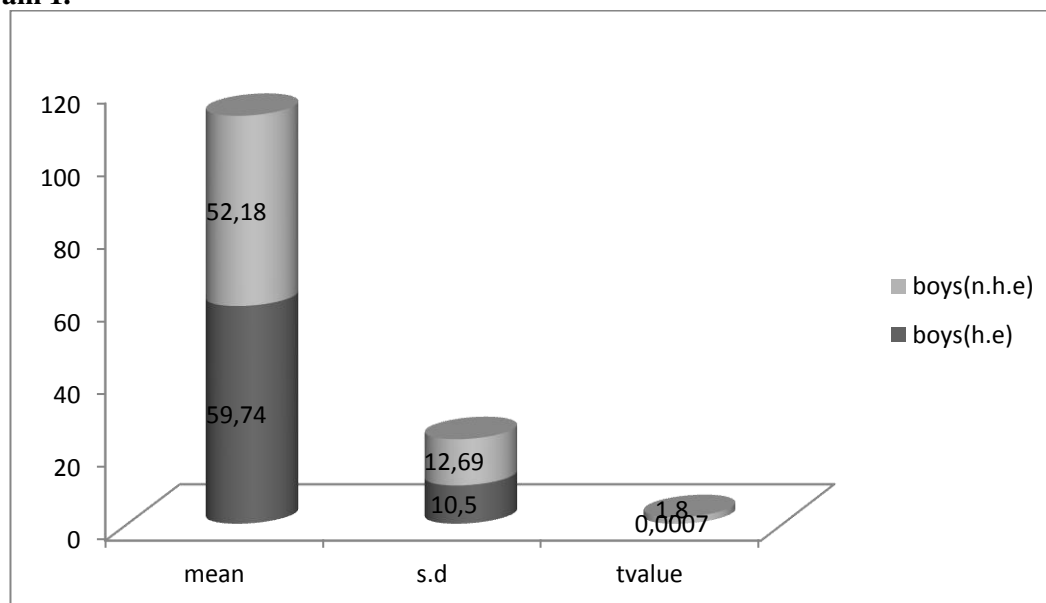
There exists no significant difference in the curiosity level of boys of primary schools having and not having EDUSAT.

Table1. Significance of Difference between Curiosity Level of boys of primary schools having and not having EDUSAT

Group	N	Mean	S.D.	‘t’ value	Remarks
Boys (having EDUSAT)	75	59.74	10.3	0.0007	significant
Boys(Not Having EDUSAT)	75	52.18	12.69		

Source: Primary Data

Figure Diagram 1.



Source: Primary Data

Interpretation: It is observed that the mean of curiosity of primary school boys having EDUSAT is 59.74 and SD is 10.31. The Mean the curiosity of primary school boys not having EDUSAT is 52.18 and SD is 12.69.The curiosity of primary school boys having EDUSAT are more than the curiosity of primary school boys not having EDUSAT. The

computed t-value 0.0007 is less than the tabulated t-value of 1.96 at 0.05 level and 2.58 at 0.01 level of significance. Hence the difference between mean of curiosity of primary school boys having EDUSAT and boys not having EDUSAT is Significance. The null hypotheses “There is no significant difference in the curiosity level of boys of primary schools having and not having EDUSAT” is Rejected.

5. CONCLUSION:

The use of EDUSAT leads to more positive attitude towards educational technology. Thus, when taught through EDUSAT or any educational Programme the students feel more involved in studies, which help significantly in raising their achievement. With the help of educational programmes, the teacher is freed of the administration burden. They thus would be able to devote more time to the task of helping students for which they are trained. Moreover, the students will also enjoy their course of study. Training/orientation of teachers at cluster level particularly on academic aspects like classroom transaction, school effectiveness programmes, potentials of technology, pedagogy of the implementation of technology and changing roles of teachers to facilitate learning of children during transmission through EDUSAT beneficial for children and improving professional competencies of teachers. This helps in utilizing their services effectively in classroom for optimum benefit of EDUSAT transmission particularly for improving learning of children

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