TO INVESTIGATE THE CONSEQUENCES OF TEACHERS DISORIENTATION PROBLEMS ABOUT THE USE OF “SAKSHAT PORTAL”

Ms. Shabnam S. Mahat * Dr. Pallavi P. Jamsandewkar **
Bharati Vidyapeeth Deemed University, Pune,
*Department of Computer Applications,
Institute of Management and Rural Development Administration, Sangli, India,
**Department of Computer Applications,
Institute of Management and Rural Development Administration, Sangli, India.

ABSTRACT

The Ministry of HRD, under a Centrally Sponsored Plan Scheme, namely, National Mission on Education through Information and Communication Technology (NME-ICT) plans to leverage the potential of ICT to provide high quality, personalized and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institutions in any time any where mode. As part of this initiative, a low cost computing cum access device called ‘Aakash’ was developed. Everyone must be aware that our Hon'ble Minister of Human Resource Development launched ‘AAKASH’ the world’s Lowest Cost Computing-cum-Access Device on October 5, 2011 at Vigyan Bhavan, New Delhi. Technology is developed to solve problems associated with human and technical need. Moderately many teachers have become very uneducated through attending courses and developing their personal interests in ICT and using the content uploaded on Sakshat Portal for teaching and learning.

Teacher plays a role of learner in first phase, but they feel confusion about proper use of sakshat portal for uploading and downloading the content on and from Sakshat Portal. Teachers’ disorientation problems are a complex topic. Therefore, there is a need to conduct further investigation to clarify these issues. The current study focus on teacher’s awareness and literacy about Sakshat portal launched by MHRD for lifelong education. To this end, the study presented in this paper aims to provide a complete understanding of Teachers disorientation problems.

Index Terms: ICT, SAKSHAT Portal, Disorientation problems.
I. INTRODUCTION

The investment in the educational technologies gained an increasing trend all over the world, the use of these technological facilities in learning environments also gained importance so the teachers are supposed to perceive the use of technology as a natural part of their profession in order to be able to conjoin these investments for enhancing the learning of students. The teachers should not only point out how they use ICT at their teaching and learning environments in their lesson plans, but also use these technologies to support the student centered strategies (MoNE, 2009c). However, integrating technology into teaching cannot be achieved overnight. Several researchers indicate that the teachers are supposed to overcome some stages (Mills & Tincher, 2003; Proctor, Watson, & Finger, 2004; Russell, O'Dwyer, Bebell, & Tao, 2007; Yang & Huang, 2008). At first stages, the teachers tend to use the technology almost not at all, however later on; they consider the technology as an instrument which necessities to be taught. As the use of technology increases, they tend to perceive it as an instrument to aid the instruction, rather than being a core educational topic (Hixon & Buckenmeyer, 2009). ICT training in the colleges is important. To achieve successful training we need to be aware of the user's attitudes toward computers (Zoltan & Chapanis 1982).

Students have more positive attitudes towards their classes and learning when ICT use is included (Baker, Gearhart, & Herman, 1994; Kulik, 1994). With the help of SAKSHAT Portal, every teachers can teach the lesson through ICT and teachers also get updated knowledge from the same. ICT may be used to support teachers to design and produce their own knowledge representations. The purpose of this study is to highlight disorientation problems in hypermedia and E-learning environments where learners frequently face a serious problem while using SAKSHAT Portal for e-learning environments.

II. SAKSHAT PORTAL

SAKSHAT Education Portal launched on October 30, 2006 by His Excellency, the then President of India to facilitate lifelong learning for students, teachers and those in employment or in pursuit of knowledge free of cost to them. The content development task for ‘SAKSHAT’ was looked after by the Content Advisory Committee (CAC) for the respective subject, which consisted of representatives from educational institutions like IGNOU, Delhi University, Kendriya Vidyalaya Sangthan (KVS), Navodyaya Vidyalaya Sangthan (NVS), National Institute of Open Schooling (NIOS) and National Council for Educational Research and Training (NCERT) and prominent academicians in the field. In addition, some NGOs had also provided the contents developed by them free of cost for this portal. The portal offers various online courses under Spoken tutorials and NPTEL programs. The topics have been divided into four quadrants i.e. e-content, web resources, e-tutor and self-assessment. CBSE has joined this unique endeavor to facilitate particularly Class XI and XII students. The portal will be fully interactive from 26th January 2007. Students can make one to one interactions with subject experts selected by the MHRD and CBSE. These experts can be contacted for guidance in the following subjects on all days between 5.00 p.m. to 11.00 p.m.:

1. Physics, Chemistry, Mathematics and Biology
2. Accountancy, Business Studies
3. English Core and Functional English
The website can be accessed at the following urls
1. http://www.sakshat.ac.in
3. http://sakshat.gov.in

The education portal can be accessed through broadband internet connectivity. The Virtual Class components and other log-in based features can also be accessed by logging in as user id guest1 and password guest1 on site Nos. 1 and 2 and using user id guest and password guest on the site no. 3.

Reference: “SAKSHAT” a ‘One Stop Education Portal’ (http://www.sakshat.ac.in).

III. RESEARCH METHODOLOGY

To investigate the consequences of teachers’ disorientation problems, the study was conducted in 5 colleges of Shivaji University in Maharashtra. 50 teachers happily took part in my study. To employ these participants, a request was issued to teachers by email. Participants had diverse levels of Internet skills, background knowledge and computer experience so that i can identify the causes of disorientation problems from the perspective of human factors.

IV. DATA ANALYSIS

The aim of this study is to investigate the causes and consequences of teacher’s disorientation problems. In order to reach our aim, teachers’ responses obtained from the questionnaire are worked as attributes to create clusters. The details of these features are described in Table 1. The detailed differences among the two clusters were illustrated with the mean and standard deviation of each feature. Table 1. The features used to examine each cluster.
### V. RESULTS AND DISCUSSION

As shown in Table 2, two clusters were created. The mean and standard deviation (STD) of the responses to the questionnaire for each cluster are shown in Table 2. The high mean value represents the high level of disorientation problems that teachers experience and vice versa.

<table>
<thead>
<tr>
<th>Cluster C</th>
<th>Total</th>
<th>%</th>
<th>Mean(M)</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>31</td>
<td>62</td>
<td>2.31</td>
<td>0.43</td>
</tr>
<tr>
<td>C2</td>
<td>19</td>
<td>38</td>
<td>4.55</td>
<td>0.46</td>
</tr>
</tbody>
</table>

1. Cluster 1 (C1, N=31): Teachers do not experience any difficulties while using the Sakshat Portal. In other words, the teachers in Cluster 1 clearly understand the meanings of links and icons. However, it would be helpful for them if a suggested route could be given through the portal.

2. Cluster 2 (C2, N=19): Teachers are somewhat confused while using the Sakshat Portal. The teachers in Cluster 2 do not fully understand the meaning of links and icons and it is difficult to keep track of topics which they have learnt. Moreover, they also think that too many options are provided so they do not know how to choose a proper navigation tool to help them locate information.

As shown in Table 3, Teachers in Cluster 2, who have a high level of disorientation problems, shows less interest in the use of Sakshat Portal in learning process. Conversely, Teachers in Cluster 1, who have a low level of disorientation problems, shows more interest in the use of Sakshat Portal in learning process, more specifically, the teachers who have serious disorientation problems might feel confused with how to use the Sakshat Portal in learning process so it is difficult for them to concentrate on the content. This is the reason why they show less interest. In contrast, the teachers who do not have serious disorientation problems can easily concentrate on the content so they shows more interest in learning through Sakshat Portal.

<table>
<thead>
<tr>
<th>Cluster C</th>
<th>Total</th>
<th>%</th>
<th>Mean(M)</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>31</td>
<td>62</td>
<td>16.81</td>
<td>1.62</td>
</tr>
<tr>
<td>C2</td>
<td>19</td>
<td>38</td>
<td>12.8</td>
<td>1.10</td>
</tr>
</tbody>
</table>
VI. CONCLUDING REMARKS

This study demonstrates some interesting findings related to the consequences of disorientation problems, the disorientation problems have major impacts on teachers learning performance. Some learner may feel happy with the Sakshat Portal while others may feel very confused with the portal. Hence, there is require to further develop a complete understanding for this issue. To this end, it is essential to examine why they have disorientation problems. In other words, we need to identify the causes and consequences of teachers’ disorientation problems..

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[3] http://www.sakshat.ac.in


AUTHORS

**Prof. Shabnam Sikandar Mahat**, (B.Sc-electronics, MBA-IT, M.Phil ) Department of Computer Applications, Bharati Vidyapeeth Deemed University, Pune, Institute of Management and Rural Development Administration, Sangli, India.

**Prof. Pallavi P.Jamsandekar**, (B.Sc-electronics, MCA, P.Hd) Department of Computer Applications, Bharati Vidyapeeth Deemed University, Pune, Institute of Management and Rural Development Administration, Sangli, India.