

ABSTRACT

The higher educational institutions, as well as the teacher's readiness, are crucial for the technology-driven educational system. Thus, the assessment of the responsible variables influencing the e-readiness of the teachers and their environment, finance, technology, and course content of the courses need to be reached well. Apart from these certain demographic variables like age, teaching experience, area of specialization, knowledge regarding e-content, computer, and internet-related usage, and technical competencies, interest in e-content for teaching are considered important in assessing one's readiness for using e-content for their classroom teaching. Therefore, the present investigation sought to study the readiness of the teachers of the Maharaja Sayajirao University of Baroda, Vadodara in integrating e-content in their teaching.

The population of the study comprised of teachers from different faculties of The Maharaja Sayajirao University of Baroda, Vadodara. The study sample consisted of 300 teachers from various faculties of the Maharaja Sayajirao University of Baroda. The sample of the study was selected through the purposive convenient sampling method. A structured questionnaire was used to collect the data. The data were analysed using different statistical measures viz t-test, ANOVA, Tukey's HSD test, Intensity Indices. Total fifteen senior teachers were selected to know their opinions regarding the development of e-content for their classroom teaching through the in-depth Interview schedule.

The finding of the study revealed that little more than half of the teachers (52%) had less readiness regarding usage of e-content whereas a little less than fifty percent (48%) of the teachers had more readiness regarding usage of e-content for teaching. The finding related to the teacher's readiness for the usage of e-content with respect to the selected aspects namely environment, finance, technology, and course content revealed that an almost equal percentage of the selected teachers had less and more readiness for the usage of e-content for their teaching with respect to environment aspect, Almost majority i.e. (57.7%) of the selected teachers had more readiness for the usage of e-content for their teaching with respect to the financial aspect, little more than a half percent of the selected teachers i.e. (53.7%) had less readiness for the usage of e-content for their teaching, with respect to the technology aspect, Almost equal

percentage of the teachers had more & less readiness for the usage of e-content for their teaching with respect to aspect course content aspect. Under Environment Aspect, in relation to self, little more than half of the teachers i.e., (50.3%) had more readiness regarding usage of e-content for teaching whereas, in relation with the Department, a little less than half i.e., (47.3%) of the teachers had less readiness regarding usage of e-content. Under Technology Aspect, in relation to self, more than half of the teachers i.e. (56.0%) had more readiness regarding usage of e-content for teaching whereas, in relation with the Department, a little more than half i.e. (55.7%) of the teachers had less readiness regarding usage of e-content.

The finding related to expected challenges revealed that teachers felt that challenges like lack of interest of teachers in e-content usage, Insufficient computers in the department, Slow internet speed, integrating e-content usage into the classroom, Pressure to prepare students for exams, Lack of adequate skills of teachers for using e-content, Interrupted electric supply, Negative attitude of teachers towards e-content can come in the way to the effective usage of e-content for classroom teaching.

The respondent felt that the organization of free workshops, seminars & training Programme, the establishment of training cells, allocating special budget in the department for using and developing e-content for teaching, creating technical facilities in the classrooms like interactive boards to facilitate e-content usage for teaching, giving appreciations to the teaches who use e-content for their teaching, can effectively enhance the usage of e-content for their classroom teaching.

The responses of the head of the departments and senior teachers, who were interviewed, regarding the development of e-content, reflected that teachers were interested in the development of e-content. For that, they also have initiated preliminary efforts. However, various challenges like, time, training in e-content development have to be sorted. The responses imply that rigorous training programmes and workshops should be planned for orienting university teachers regarding the benefits of the development of e-content. Further, the various domains like funds, facilities, and workload of teachers should also be discussed and well-planned strategies should be made to reduce the hindrances regarding the usage and development of e-content. More training programmes are needed regularly, and teachers should be sent to relevant training programmes and should be given time to explore the ICT for teaching and

research. Teachers who were asked about the expected barriers in the development of e-content responded that it's a difficult process and costly too. Insufficient, human and non-human resources in the department, plans, and policies related to e-content in the department, were some highlighted issues. Extensive and continuous efforts have been made in the various department to encourage and motivate teachers to gain confidence in the development of e-content for their classroom teaching.

Thus, to conclude the study it can be inferred that e-content is an extremely effective teaching method. It is beneficial to both students and teachers. It is the most recent style of instruction that has sparked more interest amongst the teaching community worldwide. Based on the findings, (48%) of the teachers were having readiness for using e-content for their classroom teaching. Teachers also have positive perceptions towards educational technology like e-content enhances and improves their teaching practices but because of less availability of resources, they are unable to utilize their time for learning this educational technology. Senior professors and More experience teachers of the departments should encourage department teachers to utilize the e-content in their daily teaching practices. The University should improve the Internet speed, connectivity, and computer facilities. The university and individual departments are also recommended to provide more training for teachers to improve their skills in using e-content for classroom teaching as well as for developing their own subject-related e-content. The university's different faculties can collaborate with other universities or institutes for university or can take up projects to enhance the usage and development of e-content in teaching by faculty teachers. Computer technology training should be open to all teachers regardless of their level of education and computer training experiences. Organizing a free workshop, seminars & training Programmes related to usage and development of e-content, the establishment of training cells, allocating special budget in the department for using and developing e-content for teaching, creating technical facilities in the classrooms like interactive boards to facilitate e-content usage for teaching, giving appreciations to the teacher who uses e-content for their teaching may improve the status of e-content usage.