

An Appraisal of Perception and Preparedness of Higher Education Teachers towards E-Learning Resources and Methodologies

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Education is the backbone for the development of a nation in long-run. The face of teaching and learning process has changed substantially. The web has become one of the channels of learning that opens the door for people around the world to access education for free, or for fewer costs. Students prefer different types of learning vehicles and independent learning. Interactive learning and self-paced learning fosters the learning among the students. For Higher education teachers, the web-enhanced teaching is no longer an add-on feature in teaching but a necessity. It is the bound duty of the teachers to upgrade themselves to the current trends in teaching and to cope up with the changing technology. Unless otherwise the teachers are ready for the evolution, it is always going to be a distant dream for the students to learn the concepts through e-learning. Moreover, it becomes more important for the teachers to be aware of the latest e-learning tools and methodologies to equip themselves to meet the future demands and needs of the students' community. Again, the design and implementation of e-learning methodologies largely depends upon the conceptions and perceptions of the teachers. Unless otherwise they have positive opinion and perception about the e-learning, they will not have the right tendency to design and implement the e-learning process. Hence, a study is required to assess the awareness and perception level of the college teachers towards the e-learning methodologies and tools and also to assess their readiness and obstacles in adopting the e-learning methodologies and tools in teaching-learning process. Hence an empirical study titled "An appraisal of perception and preparedness of higher education teachers towards e-learning resources and methodologies" was carried out. For the study, a questionnaire was sent to all 100 affiliated colleges of Periyar University and data were collected from one respondent (Teacher) from each college. Descriptive statistics were used to analyse the data. Results indicated that the majority teachers (88%) are having eagerness and willingness to adopt the e-learning tools and techniques but lack of facilities, incentives; training and institutional supports are preventing them to actively engage in e-learning methodologies.

Keywords: Perception, E-Learning, E-Learning vehicles, E-Learning methodologies, Higher education teachers