

4.12 CONCLUSION :

The e-content is an extremely effective teaching method. It is beneficial to both students and teachers in all types of personalized instruction systems. It is the most recent style of instruction that has sparked more interest amongst the teaching community worldwide. The benefits of e-learning are mainly the cost-efficiency, accessibility, and flexibility in terms of time and place. E-learning allows learning to take place when the lecturer and the learner are separated both in time and space (Uys, 2003). It offers convenience for both tutor and the learner (learning anytime or anywhere).

India's higher education is primarily focused upon changing the educational system to include a student-friendly approach as well as a psychological approach to learning that is progressive, harmonious, and creative. Students are India's best future economic growth resource. As a result, educational modernization works in tandem with the rest of the world. Apart from the teacher, students must obtain their information through e-content distribution. e-content can bring forth students' clear-cut concepts in their subject matter, allowing for smooth learning.

Based on the findings of the present research (48%) of the teachers were having readiness for using e-content for their classroom teaching. This finding was supported by Shu-Sheng Liaw., et al. (2007) the researcher observed that the trend of using e-learning as a learning and/or teaching tool is now rapidly expanding into the education sector. Teachers were using and developing e-content for their classroom teaching as well as creating resource material for their subjects through e-content but still need to motivate teachers for higher usage and development of e-content. Berhanu (2010) warned that introduction of e-learning without acknowledging the paradigm shift and setting up the required ICT infrastructure and efficient support mechanism threatens e-learning developments.

Teachers also had 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. Broadley (2007) observed that teachers' perceptions and attitudes towards e-learning also play a critical role in e-learning implementation.

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. However, major challenges expected by teachers in order to utilize the e-content in their teaching practices are technical support. The University's different faculties have made a separate budget for technical support for e-content usage and development. Every faculty can appoint one specialist for the development of e-content who can handle all technical problems which arise during the usage of e-content. Every year each faculty and department can evaluate themselves by measuring their own department on different indicators for making their department and faculty, technology-friendly for better usage and development of e-content for teaching. Internet time should be allotted more for e-content utilization and infrastructure facilities should be strengthened by Institutions.

The university's different faculties can collaborate with other universities or institutes for university or can take up a project to enhance the usage and development of e-content in teaching by faculty teachers. However, teachers can get motivation through policies Like compulsory orientation of e-content usage and development, mandatory teaching hours to be dedicated for e-content usageteacher'srs promotion criteria based on the e-content usage in teaching, etc. 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 teaches who use e-content for their teaching may improve the status of e-content usage. University teachers must develop advanced skills related to the usage of different software for the

development of e-content, through in-service programmes. Funds should be through collaborations for the purchase of software and hardware tools and other accessories. Research on university and different faculty teachers' readiness for teaching through e-content in the classroom is important because it can support the development of academic practices for university teachers. Akaslan and Law (2011) investigated the extent to which Higher Education Institutes in Turkey were prepared to include e-learning as part of their learning business. They identified various factors that affect the readiness for e-learning in a developing country where education is given significance and, due to changing living patterns, the educational institutions are moving from traditional learning modes to e-learning modes. These e-learning factors are based on two beliefs: that e-learning will reduce the efforts required from teachers and at the same time increase the educational level, and that some training is needed for students as well as for teachers in order to move from traditional learning to the e-learning mode.

At present, teaching through e-content has become an accepted way of teaching across universities worldwide also because of the covid-19 pandemic. However, implementation of any teaching through e-content Programmes should become first by measurement of e-learning readiness as it enables the university and college to design a suitable and appropriate system to fit their requirement.

4.13 RECOMMENDATIONS FOR FURTHER RESEARCH

1. A study of e-content usage and development practices followed by teachers at faculties and college levels can be studied.
2. An experimental research on the effectiveness of teaching through an e-content course developed by teachers and teaching through traditional methods” can be carried out.
3. A study of e-content usage and development practices by teachers can also be carried in individual faculties of University to find out the status of educational technology used by teachers and acceptance level of students”.
4. In-depth research study can be undertaken on adopting the usage of e-content for classroom teaching by teachers of various areas of specialization.
5. An analytical study can be planned to identify the various factors responsible for the enhanced use of e-content for teaching.