

Opinions of B.Ed Faculty Members about e-learning Materials for the Course 'Understanding Disciplines and School Subjects'

Abstract

The utilisation of technology in education is revolutionising the learning process in the era of digitalisation. E-learning has revolutionised education via internet platforms, digital documents, and electronic resources. This study examines the perspectives and utilisation of e-learning resources by faculty members with a Bachelor of Education (B.Ed) degree. The integration of technology into teaching methods is pertinent for higher educational institutions. Course Evaluation: This study pertains to the topic of 'Understanding Disciplines and School Subjects,' thus making it pertinent to the field of education. The study's findings can assist B.Ed faculty members in evaluating the suitability of e-learning materials for their course requirements. Research objectives: To investigate the perceptions of B.Ed faculty members regarding the quality, accessibility, and usability of e-learning materials about this subject. The study population consisted of all faculty members of the B.Ed. programme at Tamil Nadu Teachers Education University in the Cuddalore district of Tamil Nadu during 2023. Study Sample: The study sample consisted of forty-two faculty members from Tamil Nadu Teachers Education University who were selected using a cluster sampling technique. The study utilised a questionnaire to gather data. Many faculty members responded positively to the survey about their previous experience with e-learning and their utilisation of e-learning resources in their teaching of the B.Ed programme. They also expressed their comfort in using technology for teaching purposes. Gaining insight into the viewpoints of B.Ed faculty members regarding e-learning materials is crucial for improving the overall quality of education. This study's findings can enhance and optimise the content and delivery of e-learning resources.

Keywords: e-learning, accessibility, usability, content quality, preferences

1. Introduction

Technology is revolutionizing education in the digital era. E-learning has revolutionized education using internet platforms, digital documents, and electronic resources (Ganguli, 2023). In this context, it is necessary to inquire with B.Ed faculty members about e-learning resources for professional development.

Teacher education programs, specifically B.Ed degrees, prioritize the development of discipline and subject knowledge (Bhardwaj, 2016). Prospective educators acquire fundamental knowledge and pedagogical competencies for instructing diverse academic disciplines. With the advancement of technology, educators now have a more comprehensive range of e-learning materials and resources available for teaching. Digital information, such as interactive modules and multimedia presentations, enhances learning and comprehension (Paine, 2022).

The perspectives of B.Ed faculty members on e-learning materials are crucial in determining the future of integrating educational technology in classrooms. According to the findings of the study that was carried out by Yilmaz (2021), the gradual incorporation of technology into the educational process leads to an advantageous improvement in the prospective teachers' critical and creative thinking, as well as their multi-dimensional 21st-century skills and academic achievements (Yilmaz, 2021). Learners' experiences significantly shape their approaches as educators. The fundamental concept behind engaging learning is that it can pique the attention of learners of any age, which is why it is one of the most successful methods that top educators worldwide employ (SplashLearn, 2023). Therefore, it is essential to investigate the perceptions and engagement of B.Ed faculty members with e-learning materials for Understanding Disciplines and School Subjects.

2. Review of Related Literature

Investigator reviewed about nineteen studies related to the following topics

Mamattah (2016) examined students' e-learning perceptions. The thesis explores students' attitudes toward e-learning, an alternative to classroom instruction. Thakkar & Joshi (2017) examined student attitudes toward e-learning. Encarnacion, Galang, & Hallar (2020) studied the impact and efficacy of e-learning on teaching and learning. This article explores how e-learning affects Oman Tourism College's Undergraduate Program (UGP) and General Foundation Program (GFP) in Muscat, Oman. Mseleku (2020) COVID-19 triggered global economic problems. COVID-19, coronavirus, online, E-learning, E-teaching, higher education. The top papers were selected for final evaluation using inclusion and exclusion criteria. The literature encompassed academic and student learning. Almahasees, Mohsen, & Amin (2021) studied faculty and student perceptions of online learning. The study recommends blended learning for rigorous learning. Gopal, Singh, & Aggarwal (2021) studied the impact of online classes on student happiness and performance during the COVID-19

epidemic. A study by Muthuprasad, Aiswarya, Aditya, & Jha (2021) examined Indian students' perceptions and choices for online education during the COVID-19 epidemic. A study by Rawashdeh, A.Z., et al., (2021) examined the pros and cons of e-learning in university education from students' perspectives. The investigators Venkataraman & Manivannan (2021) conducted a literature review on teachers' perceptions of ICT usage for teaching in India and other countries. The Science Citation Index publishes answers to questions about the citation index of names and journals. Literature reviews, particularly in e-learning, help identify journal references for reference material. (Nurmiati, Mohamad, & Razali, 2021)

Ninsiana et al. (2022) study examines high schoolers' e-learning views. This study examined how online learning affects high school English. A Study on B.Ed. Pupil Teachers' E-Learning Attitude was undertaken by Srivastava (2023). This study examines B.Ed student teachers' E-Learning views. ReechaJrall & Kiran (2022) studied 'Development of E-content Module and Measuring Effectiveness in the Topic Understanding ICT and its Application at B.Ed Level'. Electronic content is popular in education because students and teachers may customize learning. Anand (2023) examined 'An Evaluative Study of the B.Ed. Curricula Operative in Universities with Specific Reference to Environmental Education. Part 2 of the B.Ed. curriculum uses a self-created questionnaire to assess pre-service teachers' environmental education syllabus awareness, knowledge, and attitude. This study assesses B.Ed. Geography students' interactive learning performance and enrichment. The goal was to compare B.Ed. applicants' mean content test scores between experimental and control groups and men and women Fatima, Naaz (2015). Matthiessen (2021) researched register cartography and Giovanni Parodi's Registerial profiles of school and university themes. Hudson et al. (2023) explored 'Trajectories of powerful knowledge and epistemic quality: examining the transitions across disciplines throughout school subjects'. Compare higher education fields using the classic Biglan classification. Curriculum planning, teacher education policy, and subject-specific instruction conclude our discussion. Padmini & Ramani (2023) studied B.Ed students' views on 'Understanding the Disciplines and Academic Subjects' in teacher education. Padmini & Ramani (2023) assessed B.Ed students in Cuddalore on school and disciplinary E-learning modules. In 2023, the study comprised all Cuddalore B.Ed. Tamil Nadu Teachers Education University students. Padmini & Ramani (2023) studied Crafting E-Learning Pathways: A Student's Insight into the Teacher Education Course 'Understanding Disciplines and School Subjects' at Cuddalore, Tamil Nadu, India. Sample: Researchers

selected 540 Cuddalore-based 2023 Tamil Nadu Teachers Education University B.Ed. students. Students' e-learning positive and negative responses were balanced. Padmini & Ramani(2023)conducted a study for the course 'Understanding Disciplines and School Subjects' and found that the sub-unit 'Approaches to Curriculum Designing' is the most challenging to teach. Thompson (2023) edited Subject Disciplines and Teachers' Identities. This chapter examines how topic disciplinary identification shapes teachers' identities.

3. Identifying the Research Gap and Rationale of the Study

Studies by Mamattah (2016), Thakkar& Joshi (2017), Encarnacion, Galang, &Hallar (2020), Ninsiana et al. (2022), and Srivastava (2023) on e-learning, its effectiveness, and its use in education, especially teacher education, are valuable. They discussed students' e-learning material preferences, attitudes, and opinions. Almahasees, Mohsen, & Amin (2021), Gopal, Singh, &Aggarwal (2021), and Muthuprasad, Aiswarya, Aditya, &Jha (2021) found that online learning was influential during the COVID-19 epidemic. E-learning benefits B.Ed topics, according to studies by ReechaJrall&Kiran (2022), Fatima &Naaz (2015), and Anand (2023). To understand their specific problems and needs, researchers investigated Matthiessen (2021), Thompson (2023), Hudson, Gerickeb, Schellerc, and Political (2023) literature on Understanding Disciplines and School Subjects. There are B. Ed studies on e-learning, but none on 'Understanding Disciplines and School Subjects'. Thus, in 'Understanding Disciplines and School Subjects', B.Ed faculty viewpoints on e-learning material development must be examined.

4. Research Purpose

Understanding the perspectives of B.Ed faculty members on e-learning materials is essential for enhancing educational quality. The findings of this study can contribute to the improvement and optimisation of e-learning resources in terms of their content and delivery. This study examines the faculty's level of adaptation to technological changes and the challenges they encounter in the context of the growing prevalence of e-learning in education. This information is valuable for educational institutions seeking effective integration of technology. B.Ed faculty members are crucial in the training of prospective teachers. The study's findings can inform institutions in customising faculty training and development programmes to better meet the changing needs and preferences of educators and students.

Policy Implications: This study may have implications for educational policy in Tamil Nadu and could provide insights for decisions regarding the implementation and assistance of e-learning resources.

The study's impact: The study has the potential to make a significant impact.

Enhancing e-Learning Resources: By evaluating current e-learning materials, this study aims to create more efficient, captivating, and personalised resources. This study could improve the learning experience for current and future B.Ed students in Tamil Nadu. Institutions can utilise the findings to design faculty development programmes aimed at enhancing educators' utilisation of e-learning materials and technology in their teaching methodologies. The study's findings can inform policymakers' decisions regarding the integration of technology and the implementation of e-learning initiatives in the education system.

Research Contribution: This study aims to contribute to the existing academic literature on e-learning, education technology, and teacher perspectives, enhancing knowledge in this field.

This study seeks to investigate the perspectives of B.Ed faculty members on e-learning materials in the 'Understanding Disciplines and School Subjects' course in the Cuddalore district of Tamil Nadu. The study's significance and impact stem from its potential to enhance education, faculty training, policy-making, and the broader field of educational research.

5. Research Topic and Objectives:

Opinions of B.Ed Faculty members about e-learning Materials for the course 'Understanding Disciplines and School Subjects'.

Delimitations of the Study: The study is delimited to the Cuddalore district of Tamil Nadu during the year 2023

Research Questions:

- What is the knowledge of B.Ed faculty members regarding e-learning materials for the course 'Understanding Disciplines and School Subjects'?
- What is the perception of B.Ed faculty members regarding the accessibility of e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'?

- What is the perception of B.Ed faculty members regarding the usability of e-learning materials for teaching the course ‘Understanding Disciplines and School Subjects’?

Research objectives:

- To understand B.Ed faculty members knowledge of e-learning materials for the course ‘Understanding Disciplines and School Subjects’.
- To understand B.Ed faculty members perception regarding the accessibility of e-learning materials for teaching the course ‘Understanding Disciplines and School Subjects’.
- To understand B.Ed faculty members perception regarding the usability of e-learning materials for teaching the course ‘Understanding Disciplines and School Subjects’.

6. Operationalization of Terms

e-learning materials:E-learning materials encompass digital resources, content, and tools specifically created for educational use and delivered electronically, often through the Internet or computer-based platforms. The learning materials can take various forms, such as text-based content (e-books, articles, PDFs), multimedia content (video lectures, audio lectures, interactive simulations, animations), interactive learning modules, online courses, learning management systems (LMS), online quizzes and assessments, synchronous and asynchronous content, learning apps, and mobile content.

Understanding Disciplines and School Subjects:The B.Ed. degree programme at Tamil Nadu Teachers Education University offers the course 'Understanding Disciplines and School Subjects' in the second semester.

Opinions:This study examines opinions of faculty members regarding e-learning materials, content quality, accessibility, usability, and overall satisfaction with the e-learning experience.

7. Methodology of the Study

i. Population of the Study

The study population consisted of faculty members from Tamil Nadu Teachers Education University (TNTEU) in the Cuddalore district of Tamil Nadu in 2023. In the Cuddalore district of Tamilnadu, 30 colleges offer B.Ed programmes, employing approximately 3,000 faculty members.

ii. Sample of the Study

The study sample consisted of forty-two randomly selected faculty members from Tamil Nadu Teachers Education University teaching in the Cuddalore district of Tamil Nadu in 2023.

iii. Sampling technique

This study employed a cluster sampling technique. Five out of thirty colleges (16%) were randomly chosen for the investigation, with all faculty members from these colleges included in the sample.

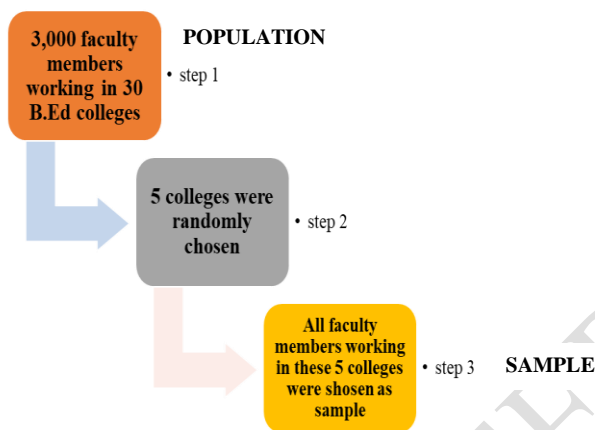


Figure 1: Sampling Procedure

iv. Hypothesis of the Study

Null Hypothesis H_0 : There is no significant variation in the preferences for e-learning materials among B.Ed faculty members who are teaching the course 'Understanding Disciplines and School Subjects'.

v. Research Design

This study employs a quantitative approach and utilizes surveys as the primary data collection method.

vi. Tools for Data Collection

The study employed a closed ended questionnaire for data collection.

vii. Procedure for Data Collection

The questionnaire for assessing the quality, accessibility, and usability of e-learning in the 'Understanding Disciplines and School Subjects' course was developed by the investigators.

The reliability and validity of the questionnaire were assessed. The four experts were given the task of assessing validity. A pilot study was conducted to inform modifications made to the questionnaire. The revised questionnaire was utilized to gather data.

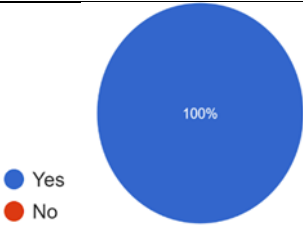
8. Data Analysis

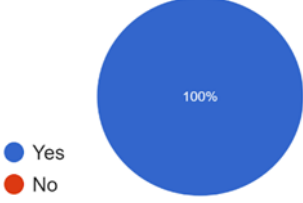
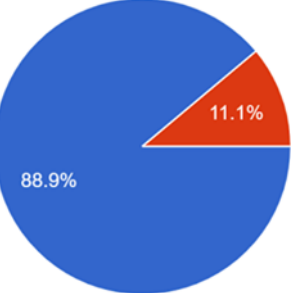
The data collected were quantitatively analysed using percentages and chi-square.

Section 1: Demographic Information

Approximately 11.1% of faculty members possessed a decade of experience in teaching the B.Ed. programme. 11.1% of faculty members possessed a two-year teaching experience in the B.Ed. programme. 11.1% of faculty members possessed three years of teaching experience in the B.Ed. programme. Approximately 22.2% of faculty members possessed a teaching experience of five years in the B.Ed. programme. Approximately 11.1% of faculty members possessed a five-year tenure in teaching the B.Ed. programme. Approximately 11.1% of faculty members possessed a six-year tenure in teaching the B.Ed. programme. Approximately 11.1% of faculty members possessed eight years of teaching experience in the B.Ed. programme. Approximately 11.1% of faculty members possessed a teaching experience of nine years in the B.Ed. programme. The female faculty members constituted 66.7% of the total, while the male faculty members accounted for 33.3%.

Table 1: Questions Related to the E-Learning Preferences

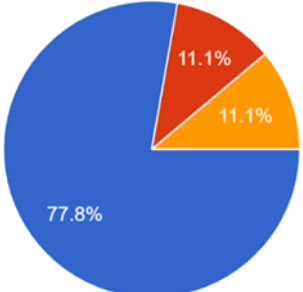
Objective 1: To understand B.Ed faculty members knowledge of e-learning materials for the course 'Understanding Disciplines and School Subjects'.					
S.No	Question	Figure	Percentage	Chi-Square Analysis	Statistically Significant
1	Do you have prior experience with e-learning?		100% faculty members said 'yes'	$\chi^2(1, N=42) = 100, p = 0.0001$	Yes

2	Have you used e-learning resources in your B.Ed program teaching the course 'Understanding Disciplines and School Subjects' before?	 <p>● Yes ● No</p>	100% faculty members said 'yes'	$\chi^2(1, N=42) = 100, p = 0.0001$	Yes
3	Have you developed e-learning resources in your teaching B.Ed program for the course 'Understanding Disciplines and School Subjects' before?	 <p>● Yes ● No</p>	88.9% 'yes' 11.1% 'No'	$\chi^2(1, N=42) = 60.840, p = 0.0001$	Yes

Note: The acronym and colour mentioned below are utilised.

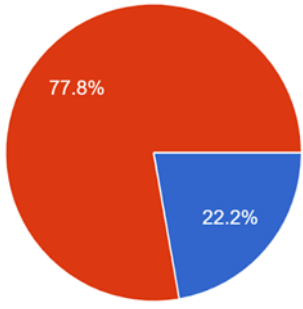
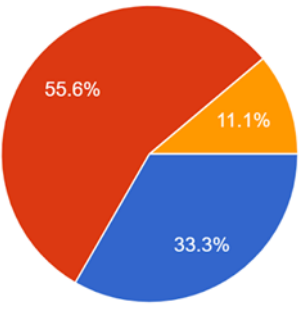
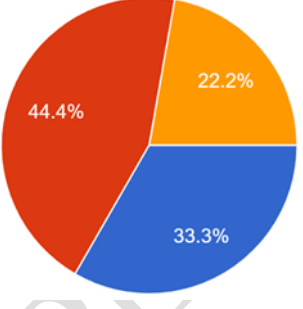
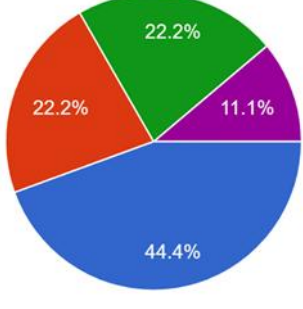
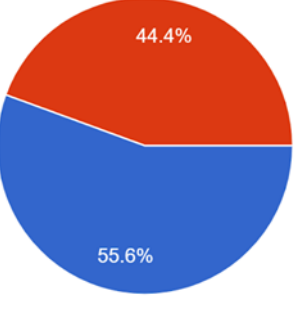
		<ul style="list-style-type: none"> ● Strongly Agree ● Agree ● Neither Agree nor Disagree ● Disagree ● Strongly Disagree 	SA: Strongly Agree A: Agree ND: Neither Agree nor Disagree D: Disagree SD: Strongly Disagree
--	--	--	--

Objective 2: To understand B.Ed faculty members perception regarding the accessibility of e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.

4	I am comfortable with using technology for teaching the course 'Understanding Disciplines and School Subjects'.		SA: 77.8% A: 11.1% ND: 11.1% D: 0% SD: 0%	$\chi^2(4, N=42) = 216.300, p = 0.0001$	Yes
---	---	---	---	---	-----

5	I prefer 'Video lectures' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 44.4% A: 44.4% ND: 0% D: 11.1% SD: 0%	$\chi^2(4, N=42) = 100.800, p = 0.0001$	Yes
6	I prefer 'Interactive simulations' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 33.3% A: 55.6% ND: 11.1% D: 0% SD: 0%	$\chi^2(4, N=42) = 117.300, p = 0.0001$	Yes
7	I prefer 'Online discussion forums' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 77.8% A: 0% ND: 0% D: 22.2% SD: 0%	$\chi^2(4, N=42) = 228.400, p = 0.0001$	Yes
8	I prefer 'Quizzes and assessments' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 44.4% A: 44.4% ND: 0% D: 0% SD: 11.1%	$\chi^2(4, N=42) = 100.800, p = 0.0001$	Yes

9	I prefer 'E-books or digital textbooks as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 33.3% A: 55.6% ND: 0% D: 11.1% SD: 0%	$\chi^2(4,N=42)=117.300, p = 0.0001$	Yes
10	I prefer 'Live virtual classes' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 55.6% A: 33.3% ND: 0% D: 11.1% SD: 0%	$\chi^2(4,N=42)=117.300, p = 0.0001$	Yes
11	I prefer 'Case studies and real-life examples' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 55.6% A: 33.3% ND: 11.1% D: 0% SD: 0%	$\chi^2(4,N=42)=117.300, p = 0.0001$	Yes
12	I prefer 'Live virtual classes with guest speakers' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.		SA: 33.3% A: 55.6% ND: 0% D: 11.1% SD: 0%	$\chi^2(4,N=42)=117.300, p = 0.0001$	Yes
Objective 3: To understand B.Ed faculty members perception regarding the usability of e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.					

13	I prefer a 'Desktop' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.		SA: 22.2% A: 77.8% ND: 0% D: 0% SD: 0%	$\chi^2(4,N=42)=228.400, p = 0.0001$	Yes
14	I prefer a 'Laptop' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.		SA: 33.3% A: 55.6% ND: 11.1% D: 0% SD: 0%	$\chi^2(4,N=42)=117.300, p = 0.0001$	Yes
15	I prefer a 'Tablet' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.		SA: 33.3% A: 44.4% ND: 22.2% D: 0% SD: 0%	$\chi^2(4,N=42)=79.9, p = 0.0001$	Yes
16	I prefer a 'Mobile phone' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.		SA: 44.4% A: 22.2% ND: 0% D: 22.2% SD: 11.1%	$\chi^2(4,N=42)=55.700, p = 0.0001$	Yes
17	I prefer the university's learning management system (LMS) using the Mobile apps for teaching the course 'Understanding Disciplines and School		SA: 55.6% A: 44.4% ND: 0% D: 0% SD: 0%	$\chi^2(4,N=42)=153.600, p = 0.0001$	Yes

	Subjects’.				
18	I prefer the university's learning management system (LMS) using the Websites for teaching the course ‘Understanding Disciplines and School Subjects’.		SA: 22.2% A: 55.6% ND: 11.1% D: 11.1% SD: 0%	$\chi^2(4,N=42)=93.100, p = 0.0001$	Yes

9. Results

The value of 'yes' is at its highest possible level. Hence, a significant proportion of faculty members responded affirmatively to the inquiry regarding their prior experience with e-learning.

The value of 'yes' is at its highest possible level. Hence, many faculty members responded affirmatively to the inquiry regarding their prior utilisation of e-learning resources in teaching the course ‘Understanding Disciplines and School Subjects’.

The value of 'yes' is at its highest possible level. Hence, many faculty members responded affirmatively to the inquiry regarding development of e-learning resources in their teaching B.Ed programme for the course ‘Understanding Disciplines and School Subjects’.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Hence, most faculty members strongly agreed with the statement, ' I am comfortable with using technology for teaching the course ‘Understanding Disciplines and School Subjects’.'

The 'Strongly Agree' and 'Agree' categories each have an equal amount of weight in this calculation. Hence, most faculty members preferred 'Video lectures' as e-learning resources for teaching the course of ‘Understanding Disciplines and School Subjects’.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred 'Interactive simulations' as e-learning resources or tools for teaching the course of ‘Understanding Disciplines and School Subjects’.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Most faculty members preferred using online discussion forums as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'

The 'Strongly Agree' and 'Agree' categories each have an equal amount of weight in this calculation. Hence, most faculty members preferred 'Quizzes and assessments as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred using e-books or digital textbooks as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Most faculty members preferred 'Live virtual classes' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Most faculty members preferred using case studies and real-life examples as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred 'Live virtual classes with guest speakers' as e-learning resources or tools for teaching the course of 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred 'Desktop' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred 'Laptop' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred 'Tablet' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Most faculty members preferred 'Mobile phone' to access e-learning materials for teaching the course 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Strongly Agree' category. Most faculty members preferred university's learning management system (LMS) using the Mobile apps for teaching the course 'Understanding Disciplines and School Subjects'.

The result that was recorded as being the highest was for the 'Agree' category. Most faculty members preferred the university's learning management system (LMS) using the Websites for teaching the course 'Understanding Disciplines and School Subjects'.

10. Discussion

In the study, perceptions of e-learning resources, such as content quality, accessibility, and usability, as well as overall satisfaction with the e-learning teaching experience, were investigated. The findings of this study provide valuable insights into the views and experiences of e-learners, which can inform the development and enhancement of programmes for e-learning. The participants in the survey held a variety of opinions regarding the standard of the e-learning resources and content. Accessibility is a crucial factor in determining overall satisfaction among e-learners, which is the objective of this teaching. Several of the attendees underlined how important it is to make sure that the contents can be easily accessed across a variety of devices and operating systems. The ease of use had a substantial impact on the level of contentment experienced by online students when it came to the educational experience. A large number of participants said that they were pleased with their experience of using e-learning in the classroom, even though there are many different perspectives on the many different facets of using e-learning for educational purposes and the obstacles that come along with them.

11. Implication of the Study

This study investigates the perspectives of B.Ed faculty members regarding the utilization of e-learning materials for Understanding Disciplines and School Subjects. The objective is to fill a research gap in the current literature on this topic. Understanding the perspectives of future educators is essential for various reasons.

This study offers valuable insights for informing teacher education programs and curriculum designers in enhancing the preparation of teachers for their roles in a digital educational environment. Effective resource development involves creating e-learning materials that align

with the preferences and needs of B.Ed faculty members, meeting their expectations and catering to their learning styles. The attitudes of B.Ed faculty members towards lifelong learning and professional development in their teaching careers can be influenced by their experiences with e-learning materials.

Policymakers can benefit from understanding B.Ed faculty members' perspectives on e-learning integration. This understanding can guide the formulating of policies and guidelines for digital education in pre-service programs. This study explores the perspectives and opinions of B.Ed faculty members in the Cuddalore district of Tamil Nadu regarding e-learning materials developed for the 'Understanding Disciplines and School Subjects' course. This study aims to analyse the significance and potential impact of its findings. Evaluate the viewpoints and attitudes of B.Ed faculty members towards e-learning resources.

The study analysed the perception of e-learning materials in the 'Understanding Disciplines and School Subjects' course. Evaluate the strengths and weaknesses of the existing e-learning materials. **The study** examined the possibilities for enhancing e-learning resources within this educational context. The study's significance lies in its potential to contribute valuable insights and knowledge to the field. The study is significant for multiple reasons.

12. Conclusion

In a nutshell, the findings of this study have shed light on the myriad of viewpoints and experiences associated with e-learning. There is a considerable connection between the materials used for online education and the quality of the information, as well as accessibility, usability, and general satisfaction. E-learning service providers need to dedicate resources to improving the quality of the information they offer, giving accessibility a top priority, and continually working to make their platforms more straightforward to use to maximise the effectiveness of their courses.

References

Bhardwaj, B. (2016). *Syllabus for Bachelor of Education (B. Ed.) Programme*. Sri Aurobindo Marg, New Delhi – 110 016: DEPARTMENT OF TEACHER EDUCATION National Council of Educational Research and Training. Retrieved November 7, 2023, from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ncert.nic.in/pdf/syllabus/Syllabus_BEd.pdf

- Ganguli, B. (2023). *What is 'E-learning'*. Mumbai: The Economic Times: Bennett, Coleman & Co. Ltd. Retrieved November 7, 2023, from <https://economictimes.indiatimes.com/definition/e-learning>
- Hudson, B., Gericke, N., Scheller, C., & Political, M. (2023, February 26). Trajectories of powerful knowledge and epistemic quality: analysing the transformations from disciplines across school subjects. *Journal of Curriculum Studies*, 119-137. doi:<https://doi.org/10.1080/00220272.2023.2182164>
- Matthiessen, C. (2021, December). Register cartography and Giovanni Parodi's research: Registerial profiles of school subjects and university disciplines. *Revista signos*, 54(107), 799-841. doi:DOI: 10.4067/S0718-09342021000300799
- Mseleku, Z. (2020, October). A Literature Review of E-Learning and E-Teaching in the Era of Covid-19 Pandemic. *International Journal of Innovative Science and Research Technology*, 5(10), 588-597. Retrieved October 24, 2023, from <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ijisrt.com/assets/upload/files/IJISRT20OCT430.pdf>
- Ninsiana, W., Gabidullina, F., Widodo, M., Patra, I., Pallathadka, H., Alkhateeb, D., . . . Gheisari, A. (2022). High School Students' Attitudes towards E-Learning and Impacts of Online Instruction on Their General English Learning: Challenges and Issues. *Education Research International*, vol. 2022, 10 pages. Retrieved September 30, 2023, from <https://doi.org/10.1155/2022/9103862>
- Paine, R. (2022). *The Use Of Technology In Online Education*. eLearning Industry. Retrieved November 2023, 2023, from <https://elearningindustry.com/the-use-of-technology-in-online-education>
- Yilmaz, A. (2021, April). The Effect of Technology Integration in Education on Prospective Teachers' Critical and Creative Thinking, Multidimensional 21st Century Skills and Academic Achievements. *Participatory Educational Research (PER)*, 8(2), pp.163-199. Retrieved November 7, 2023, from <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ1283596.pdf>

- Almahasees, Z., Mohsen, K., & Amin, M. (2021, May 12). Faculty's and Students' Perceptions of Online Learning During COVID-19. *Sec. Digital Education*, 6. doi: <https://doi.org/10.3389/feduc.2021.638470>
- Anand, M. (2023). An Evaluative Study of the B.Ed. Curricula Operative in Universities with Specific Reference to Environmental Education. *Journal of Teacher Education and Research*, 18(1). doi:<https://doi.org/10.36268/JTER/18103>
- Encarnacion , R., Galang, A., & Hallar, B. (2020, June 30). The Impact and Effectiveness of E-Learning on Teaching. *International Journal of Computing Sciences Research*, 5, 383-397. Retrieved september 28-09-2023, 2023, from <https://stepacademic.net>
- Fatima, K., & Naaz, S. (2015, November). Impact of Participatory Learning Technique on the Content Enrichment Of B.Ed . Trainees. *MIER Journal of Educational Studies Trends and Practices*, 5(2). doi:<https://doi.org/10.52634/mier/2015/v5/i2/1501>
- Gopal, R., Singh, V., & Aggarwal, A. (2021, April 21). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, 26(November 2021), 6923–6947. doi:<https://doi.org/10.1007/s10639-021-10523-1>
- Mamattah, R. (2016). *Students' Perceptions of E-Learning*. Linköping: Linköping University, |Department of Behavioural Sciences and Learning. Retrieved September 28, 2023, from <http://www.diva-portal.org/smash/get/diva2:925978/FULLTEXT01.pdf>
- Muthuprasad, T., Aiswarya, S., Aditya, K., & Jha, G. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open, Volume 3*(1). doi:<https://doi.org/10.1016/j.ssaho.2020.100101>
- Nurmiati, S., Mohamad, A., & Razali, S. (2021). Literature Review of E-Learning Since 2015 - 2020. *2nd International Seminar of Science and Applied Technology (ISSAT 2021)* (pp. 412-421). Atlantis Press.
- Padmini, S., & Ramani, P. (2023, October 30). Crafting E-Learning Pathways: A Student's Insight into the Course 'Understanding Disciplines and School Subjects' Offered in Teacher Education in Cuddalore District of Tamil Nadu, India. *Advances in Research*, 24(6), 146-159. doi:DOI:10.9734/AIR/2023/v24i6995

- Padmini, S., & Ramani, P. (2023, November 3). Opinions of B.Ed Students in the Cuddalore District of Tamil Nadu about E-learning Materials for the Course of Understanding Disciplines and School Subjects in B.Ed. *Asian Journal of Advanced Research and Reports*, 17(11), 320-343. doi:DOI: 10.9734/AJARR/2023/v17i11579
- Padmini, S., & Ramani, P. (2023, November 09). Perceptions of B.Ed Faculty Members on the Course 'Understanding the Disciplines and Academic Subjects' Offered in Tamil Nadu Teachers Education University. *Asian Journal of Education and Social Studies*, 251-265. doi:10.9734/AJESS/2023/v49i31152
- Padmini, S., & Ramani, P. (2023, October 19). Perceptions of B.Ed Students on the Course of 'Understanding the Disciplines and Academic Subjects' Offered in Teacher Education Programs. *Asian Journal of Advanced Research and Reports*, 17(11), 272-282. doi:10.9734/ajarr/2023/v17i11574
- Rawashdeh1, A., Mohammed, E., Arab, A., Alara, M., & Al-Rawashdeh, B. (2021). Advantages and Disadvantages of Using e-Learning in University Education: Analyzing Students' Perspectives. *The Electronic Journal of e-Learning*, 19(2), 107-117. Retrieved October 19, 2023, from www.ejel.org
- ReechaJrall, & Kiran. (2022). Development of E-content Module and Measuring Effectiveness in the Topic Understanding ICT and its Application at B.Ed Level. *International Journal of Early Childhood Special Education (INT-JECSE)*, 14(5), 5443-5449. doi:DOI: 10.9756/INTJECSE/V14I5.665
- SplashLearn. (2023, February 20). *Learning Experiences: Types, Benefits, Techniques*. Retrieved November 7, 2023, from SplashLearn: <https://www.splashlearn.com/blog/learning-experiences-can-inspire-educate-motivate-students-heres-how/>
- Srivastava, P. (2023, June). A Study On Attitude of B.Ed. Pupil Teachers Towards E-Learning. *International Journal of Creative Research Thoughts (IJCRT)*, 11(6), h18-h24. Retrieved September 28, 2023, from https://www.researchgate.net/publication/372133106_A_Study_On_Attitude_Of_BE_D_Pupil_Teachers_Towards_E-Learning

Thakkar, S., & Joshi, H. (2017, November). Students' Attitude towards E-learning. *International Journal of Advance Engineering and ResearchDevelopment, Volume 4*(Issue 11), 209-213. doi:DOI: 10.21090/IJAERD.15380

Thompson, I. (2023). Subject Disciplines and the Construction of Teachers' Identities. In I. Thompson, *The Palgrave Handbook of Teacher Education Research*. doi:10.1007/978-3-030-59533-3_78-1

Venkataraman , S., & Manivannan , S. (2021). A REVIEW ON STUDIES RELATED TO TEACHERS' PERCEPTION ABOUT ICT USAGE FOR TEACHING. *Juni Khyat*, 109-119. Retrieved October 24, 2023, from https://www.researchgate.net/publication/348281099_A_REVIEW_ON_STUDIES_RELATED_TO_TEACHERS'_PERCEPTION_ABOUT_ICT_USAGE_FOR_TEACHING

UNDER PEER REVIEW