

RESEARCH ARTICLE

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New normal for online education with perspectives of educators of higher education of Surat city, Gujarat

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Abstract

The COVID-19 pandemic has propelled an unprecedented shift inside the landscape of schooling, necessitating a transition to on line learning. This observe delves into the perspectives of better education educators in Surat, Gujarat, exploring their variation to the "new everyday" in on-line schooling. Amidst technological dependencies and the pedagogical overhaul delivered about by means of digital lecture rooms, educators encountered challenges that examined their resilience and brought about a reevaluation of teaching methodologies. Through a complete review of current literature, this paper examines the viewpoints of educators and students regarding the efficacy of on line education, emphasizing the effect of technological infrastructure on teaching and studying reports. Employing statistical analysis, the study scrutinizes the function of management support and to be had technological amenities in facilitating educators' transition to on-line teaching. Findings reveal various degrees of support and aid availability, underscoring disparities in preparedness among educators. Factor analysis identifies key determinants affecting educators' consolation in online teaching, highlighting elements consisting of pride with on-line pedagogy and the emphasis on virtual proficiency in schooling. Furthermore, the look at addresses the multifaceted nature of on-line schooling, delineating its benefits in phrases of flexibility, accessibility, and personalized studying whilst acknowledging challenges encompassing technical boundaries, self-motivation, and confined social interactions. Anticipating the destiny trajectory of virtual skill ability in schooling, the paper envisions an integration of revolutionary teaching methods, personalized mastering experiences, and a paradigm shift towards blended studying method

Keywords: Online Education; Teaching Methodologies; Personalised Learning; Technical limitations; Blended Learning.

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1. Introduction

The drastic changes in Education system caused by corona virus are the implementation learning through distance. Covid-19, phase II has replicated the education system from real to realistic. The education was consistently following the new normal ways to approach the students' mental stability. Educators of higher education are severely getting reliable on technology for modulating the pedagogies. The phase-I was striking with new technologies to frame virtual class to teach the students clarifying the concepts of per jugated topics. The educators have been through the tough juncture of their career during Covid-19. The advent of virtual classes involves technological competitiveness that initially brought stage of stress to fill the gaps of understanding among teachers and students.

Based on the difficulties experienced in organizing digital class, educators perceived balance in old and

new techniques of teaching that eventually raised the self-efficacy of theirs. Transferrable skills developed to keep the pace of 'New Normal for Education'. The management of academic institutions have organized training sessions for educators to update the technological skills to execute the class virtually.

2. OBJECTIVES

- 1) To identify educators' views for technologically oriented classes.
- 2) To find educators' positive career approach during Covid-19 phase II.
- 3) To study students' response for online class.

3. LITERATURE REVIEW

Leidner, D. E., & Jarvenpaa, S. L. (1995). "The use of information technology to enhance management school education: A theoretical view". The paper

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studied that information technologies have improvised learning process through digitalized pedagogies. The different models of learning of electronic teaching technology have been reviewed.

Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). "Investigation of views of students and teachers on distance education practices during the coronavirus (COVID-19) pandemic". The study identified the views of teachers and pupils about the distance learning carried out in Covid-19 pandemic. The perceptions include infrastructure and shortage of technological equipment in the institution of studies. The new idea of distance learning virtually assumed to take a solid shape in future

Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). "Students' perception and preference for online education in India during COVID-19 pandemic". The research analysed that majority of students are fetching comfort zone to study online and prepared their mindset for understanding the concepts through new technologically oriented pedagogies. The students opined flexibility saving much time to explore more options for career but issues pertaining to bandwidth connectivity in rural areas are challenging. However few courses which are practical oriented are problematic to understand through online classes. The study is helpful to frame new curriculum considering distance learning prospects.

Tzifopoulos, M. (2020). "In the shadow of Coronavirus: Distance education and digital literacy skills in Greece". The study has the research of education system during Coronavirus pandemic which has brought vital changes to study and to teach for maintain the persistent approach in education. Various issues and innovative learning methods framing futuristic education system have been studied.

Jena, P. K. (2020). "Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU". This article studied issues and advancements of Open distance learning system in India. New technologies for consistent learning and teaching for educators adopted by Open Distance Learning institutions like IGNOU (Indira Gandhi national Open University), during Covid-19 pandemic.

Goyal, J. K., Daipuria, P., & Jain, S. (2021). "An alternative structure of delivering management education in India". The findings suggests that the paradigm is gradually shifting from teaching design, lecture delivery, assessment process. The study suggest modern outlook of teaching content useful in practical ways.

Joshi, A., Vinay, M., & Bhaskar, P. (2020). "Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments". The study focused on issues faced by teachers to conduct online classes like lack of technical support, technical literacy, less awareness of online teaching platforms, and lack of motivation to teach

virtually. The research suggests to frame new policies for Education system in India.

Sugar, W., Martindale, T., & Crawley, F. E. (2007). "One professor's face-to-face teaching strategy while becoming an online instructor". The paper studied that the experts have to change their teaching strategies from face-to-face teaching to online class. It has been analysed by this study that educators are implicitly applying new techniques to their pedagogies to follow current trends of education system.

Mamun, A. M. A. (2021). "Employee Perception on How Much Supportive the Employers Are To Manage Work-From-Home during COVID-19 Pandemic-An Empirical Study". The research got the findings that majority of teachers got approval for Work from home but one-third of the teachers got training to teach with technological platforms. Less than one-third were of positive attitude to teach from home with less support for technological utility which is necessary for work from home was not proper. The study found that employees (educators) assume support from management to teach online and they are expected to exert fully with maintain the morale.

Borah, B. (2021). "Challenges of using digital pedagogy practices during covid 19 outbreak in the elementary schools of Sivasagar district of Assam (India)". The findings of the study reveals that the educators are struggling with the technological advancement but they are trying to cope with the issues by interacting with them on social media like what's app or Telegram to share notes or other information. Concludingly they are learning with the trends to update the technological skills.

Saravanakumar, A. R. (2014). "Present Scenario and Future Prospects of Higher Education in India. Education is one of the significant factors instrumental to the development of a country". The unplanned expansion of higher training opportunities, spiraling trend of the knowledgeable unemployed, commercialization of training, the imbalance of amount with best, lack of knowledge equity and excellence, are some of the pertinent instances in factor which pose continuous threats to higher education of India. In this light, the new reforms in education to come back must cope with all the above concerns in better education and involve modern modalities of a way to classify and reclassify facts, the way to take a look at issues from new and unique instructions and at closing the way to result in new destiny society to meet the challenges to come.

4. Research Methodology

The study proposed a hypothesis: "There is a significant difference between Management supports, teachers to learn online teaching with the technological amenities available for teaching online."

To investigate the proposed hypothesis statistical tools like Descriptive Statistics, One Way ANOVA (to

examine the significant difference between Management supports teachers to learn online teaching as well as among the listed technological amenities available for teaching online), Test of Homogeneity (Levene Statistic) has been used. The following sections discuss the results of various statistical tests employed.

Findings from the analysis:

1. 42 respondents have been supportive management to learn online teaching by providing training to teach online.
2. 50 respondents responded that their institution permits to attend workshops to learn online teaching software
3. 40 respondents have flexible Management to choose software for teaching.
4. 37 educators are favoured by the management to arrange workshops by professionals for learning advanced technologies used for online teaching.
5. Out of the 169 respondents; there are 111 males and 58 females have Management support to learn online teaching
6. From the first group it is found that there are 27 (16.0%) males and remaining 15 (8.9%) females have got training to teach online. From the second group it is found that there 34 (20.1%) males and remaining 16 (9.5%) females have Permission to attend workshops to learn online teaching software
7. 26 (15.4%) males and remaining 14 (8.3%) females have Management is flexible with software chosen by teacher for teaching.
8. 24 (14.2%) males and remaining 13 (7.7%) females have Management arrange workshops by professionals for orientation of online teaching.

5. DATA ANALYSIS & INTERPRETATION

Identification of the Core Factors

The Rotated Factor Matrix represents the rotated factor loadings, which are the correlations between the variables and the factors. The factor column represents the rotated factors that have been extracted out of the total factor. These are the core factors, which have been used as the final factor after data reduction. According to the grouping of the factors, each group of factors is named which will represent the grouped factor and represent the factors.

The values have been highlighted in each of the rows to group the 7 variables into 2 core factors. After rotation, Factor 1 accounts for 38.558% of the variance; Factor 2 accounts for 32.14% of the variance. All the 2 factors together explain for 70.698% of the variance in performance of Level of comfort while teaching online.

Factor Analysis

The variables that have been included into each core factor have been named as under: -

Conclusions of Factor Analysis

The Factor Analysis has thus identified two core factors that affect the performance of the Open-Ended Equity Schemes. They can be categorized as under: -

1. Online Instruction: A Contemporary Approach of education.
2. Digital Proficiency in Education.

SUGGESTIONS: -

1. Flexibility: Online guidance allows newcomers to get entry to educational content material from anywhere at any time, providing flexibility in scheduling and pace of getting to know.
2. Accessibility: It permits college students to get right of entry to academic assets and possibilities no matter their geographic place, bodily talents, or other barriers.
3. Three. Personalization: Online training may be tailor-made to individual learning desires, permitting students to development at their own tempo and recognition on regions where they want greater aid.
4. Four. Variety of Resources: Online platforms offer a huge variety of multimedia resources, interactive gear, and educational software program, enhancing the learning enjoy and catering to various getting to know patterns.
5. Five. Global Connectivity: Students can connect to friends and educators from around the arena, fostering go-cultural understanding and collaboration.

CHALLENGES:

1. Technical Challenges: Access to constant cyberspace connection and decent electronics foundation is essential for connected to the internet instruction. Lack of trustworthy connectedness can prevent the learning happening.
2. Self-Motivation and Discipline: Online education demands self-ambition and discipline from undergraduates to stay busy and complete tasks on time. Some pupils concede possibility fight with the independence and independence necessary in an connected to the internet atmosphere.
3. Limited Social Interaction: Online instruction concede possibility lack opposite interplays accompanying peers and educators, reducing freedom for socialization and cooperative knowledge.
4. Potential for Distractions: Students may face complications from their home surroundings or added connected to the internet activities, jolting their focus and aggregation all the while connected to the internet classes.
5. Technological Skill Requirements: Both students and educators need to carry fundamental concerning details skills to guide along route, often over water connected to the internet planks and efficiently engage in connected to the internet direction. The knowledge curve for some things concede possibility be

steep.

It's main to note that the influence and experience of connected to the internet education can change depending on miscellaneous determinants to a degree the character of the online plank, education means employed, and individual trainee traits. The future of Digital Proficiency in Education proper expected significant and transformational. Here are any key facets that highlight the potential future incidents:

1 Increased Integration: Digital skillfulness will enhance an basic part of instruction across all levels, from basic to university. It will no longer be thought-out an added ingredient or possible ability but a core ability for two together educators and graduates.

2 Evolving Teaching Methods: Digital proficiency will touch change education orders, allowing educators to influence miscellaneous sciences, online policies, and finishes to constitute mesmerizing and interactive knowledge occurrences. This involves computer simulation (VR), augmented phenomenon (AR), gamification, and adjusting knowledge systems.

3 Personalized Learning: Digital skilfulness will authorize embodied knowledge experiences tailor-made to the singular needs and predilections of individual students. Adaptive knowledge sciences and dossier science of logical analysis will help educators identify education break, specify targeted attacks, and path undergraduate progress efficiently.

4 Blended Learning Approaches: The future of digital skillfulness in instruction will likely include a blend of online and in-customer command. Blended knowledge models will enhance more prevalent, joining the benefits of directly facing interplays with

the elasticity and approachability of connected to the internet possessions.

5 Digital Citizenship and Ethics: Digital proficiency will surpass mechanics abilities and encompass mathematical place of birth and morality. Educators will devote effort to something teaching graduates about mature connected to the internet behavior, solitude, mathematical rights, and fault-finding thinking abilities to navigate the mathematical countryside efficiently.

6 Emerging Technologies: The future will witness the integration of arising electronics, in the way that machine intelligence (AI), machine learning (ML), and blockchain, into instruction. These sciences will improve personalized knowledge occurrences, mechanize legislative tasks, and improve amount systems.

7 Lifelong Learning and Professional Development: Digital ability will touch be crucial for educators' professional growth, as they will need to steadily revise their skills to acclimate to progressing sciences and teaching approaches. Lifelong learning push and professional incident programs will be owned by support educators in this process.

Overall, the future of mathematical ability in instruction holds excellent promise for transforming education and knowledge occurrences, fostering change, and fitting graduates for the mathematical age. It will empower two together educators and pupils accompanying the necessary abilities to blossom in an more and more mathematical and interconnected experience.

PERCEPTIONS		Responses		Percent of Cases
		N	Percent	
1.	Management support teachers to learn online teaching by Providing training to teach online	42	24.9%	51.2%
2.	Management support teachers to learn online teaching by Permission to attend workshops to learn online teaching software	50	29.6%	61.0%
3.	Management support teachers to learn online teaching by Management is flexible with software chosen by teacher for teaching.	40	23.7%	48.8%
4.	Management support teachers to learn online teaching by Management arrange workshops by professionals for orientation of online teaching.	37	21.9%	45.1%
Total	169	100.0%	206.1%	

Table 1: Name of the four core factors

Factor	Variables Included	Name of the Factor
1.	Are you comfortable teaching online? Level of satisfaction in adopting the online teaching in your pedagogy. Students respond actively in online class. Teaching software are helpful in teaching.	Online Instruction: A Contemporary Approach of education.
2.	Capacity building and provision of training in the use of technologies. Capacity building and training offer on online teaching pedagogies. Use of digital communication infrastructure to communicate with students.	Digital Proficiency in Education.

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