



IMPROVISATION ALWAYS TAKES US TOWARDS A PROGRESSIVE FUTURE

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Abstract

The COVID-19 pandemic is all set to change our world digitally. How our governments, institutions, and people think and function will radically and abruptly change. The education sector is undergoing a massive tectonic shift among many sectors. Online education has become the default learning mode during this long lockdown period in the wake of Covid-19. Does this mean that the true definition of institutions and academic leaders, administrators, and students, in the long run, is getting more apparent day by day?. At least for two decades now, edutech (Education Technologies) enthusiasts have been foretelling that technology will become the most prominent intermediary of teaching-learning processes. In the shock of the Covid-19 pandemic, millions of students across the globe have been forcefully driven out of their university premises, and professors are confined to their homes. Education is disaggregated, and faculty and students are grappling with the sudden new norm of completely tech-mediated teaching and learning. The Hindu expresses that over the past 20 years, this shift to online learning was happening in fits and starts across different theatres – colleges, universities, skill development companies, corporate learning centers. Most policy-level dynamics remained half-hearted attempts brimming from old stereotypes. At best, we can combine the old processes with modern technology techniques that can be considered an 'experiment' as part of their preexisting classroom courses resulting in 'blended learning' methods.

Keywords: lockdown, institutions, online, experiment.

We need to highlight the worldwide change in the offline education system. This landscape will look completely different after the threat of COVID-19 dissipation, which we all will witness. The mirror through which we are looking is a bit translucent. Disturbances and upheavals are the unusual counterparts of logic and reason. The crude alchemy of fear and uncertainty walks the corridors of corporates and universities alike, making it quite tricky but not impossible to predict with repercussions. Amid the COVID-19 crisis, we are sure that fellow educators are wondering what we need to prepare our students for in the future, as anything can happen.

Understanding that it is an unwise attempt to make predictions, we believe that leftovers will stay post-COVID-19 but no longer be any significant

threat to human life and education. The countless colleges and universities worldwide have suspended, or ended, in-person instruction and replaced it with online teaching. The importance and necessity of increased online and MOOC learning options can no longer be denied now. It is high time to give an insight into human perception of online education as a source of learning in classroom culture. Unlike the usual and conventional learning in a classroom, online learning makes the content available for students digitally. Students can learn online anywhere and anytime. Instead of hardcover books, e-learning uses visual content and gamification, making it enjoyable. We serve as anonymous users in online learning, which will help us get our doubts cleared without any hesitation, unlike in front of a class full of students. We will learn a new skill as per your timeline while devoting as many hours in a day as we would prefer. The short breaks that students usually encounter during their professional and academic careers and procrastinating can now be utilized productively. Over the past years, online learning has grown exponentially and is becoming a mainstream medium for learning. We reside in a world where facts and norms are consistently unraveling around the edges. A new model for the world's education will emerge at the intersection of inevitable disruption and unpredictability. In online learning, we serve as anonymous users, and our doubts do not have to be asked in front of a class full of students. It will help us in getting our doubts cleared without any hesitation. We will learn a new skill as per your timeline while devoting as many hours in a day as we would prefer. The short breaks that students usually encounter during their professional and academic careers and procrastinating can now be utilized productively. Over the past years, online learning has grown exponentially and is becoming a mainstream medium for learning. Recruitment processes and admission practices will also change. Across Asia, nearly every entrance examination has been delayed, which will eventually affect the 2020 autumn intake of first-year students. America has withheld the schools and colleges for the coming one complete year. This will also have an irreversible effect on the education setup. Admission deans and recruiters will embrace online outreach to prospective students in the future. Prior algorithms attempting to calculate expected yields of accepted students' typical outcomes may no longer be valid. College fairs may no longer be valid. Accepted student receptions and traditional orientation programs may also no longer be considered accurate. Most companies, colleges, and universities have banned non-essential travel for their employees. Teleconferencing opportunities will partially replace long-distance travel as faculty and administrators re-evaluate recruitment travel and attendance at academic conferences. Specific digital platforms are there for students who will study closer to home. COVID-19 is a global pandemic highlighting how intimately interconnected we are – there are no longer such isolated issues and actions. Successful people in the coming eras need to understand this interrelatedness and navigate the boundaries to bridge their differences and work in a globally collaborative way. The preconceived notion that knowledge-holders impart wisdom to their pupils is no longer fit for 21st-century education. With students getting the internet privilege to gain unlimited access to knowledge and learning a technical skill through electronic gadgets with a few clicks on their phones, tablets, and

computers, we need to ponder upon rethinking and redefining the role of the educator in the classroom and lecture theatre. This may mean that educators will need to facilitate young people's development as contributing members of society.

In this unexpectedly changing global environment, young people require several crucial skills like resilience and adaptability to sail through the pandemic effectively. About the future, some of the most critical skills that employers will be looking for will be creativity, communication and collaboration, empathy and emotional intelligence; and working across demographic lines of differences to harness the collective power through effective teamwork.

The COVID-19 pandemic has uprooted educational institutions' lineage worldwide since they have been compelled to suddenly acquire, harness, and utilize the suite of available technological tools to create content for remote learning for students in all sectors. Educators worldwide are experiencing novel possibilities and demand to do things differently and greater flexibility resulting in potential benefits and outcomes inaccessibility to education for students worldwide. Most importantly, after experiencing the isolation and remote learning away from their peers, teachers, and classrooms, we hope that future generations will serve as a cautious reminder of the importance of our human need for face-to-face social interaction.

Conclusion

A new model for the world's higher education will emerge at the intersection of disruption and unpredictability. It may also teach us how education needs to change to better prepare our young learners for what the future might hold. For heads of state and global corporate leaders and higher education administrators, a shifting perspective will hopefully encourage different perspectives and eventually promote the re-alignment of markets and students.

References

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