Teaching and Learning in the post Covid -19 world

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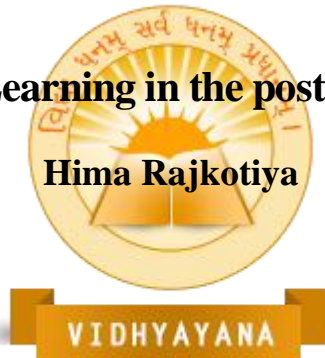
Abstract:

This research paper focuses on dynamic and collaborative approaches towards learning and teaching in the post covid-19 world. Education is one of the most affected and thus, thought-provoking areas amid this pandemic. It also explores the optimistic and pessimistic side of the transition in mode of teaching that education system has gone through due to Covid-19. It also focuses on the role of educators as it needs to be redefined to mitigate the effects of current challenge on education system and thus, they can be more resilient in facing other circumstances alike.

Key words: Education, Covid-19 pandemic, technology, online learning, educators.

Teaching and Learning in the post Covid-19 world

A big concern amid pandemic Covid-19 is education. The United Nations has recently announced that 166 nations closed schools and colleges to constrain the spread of the corona virus. One and a half billion children and youngsters are influenced, representing 87 percent of the enlisted populace. According to research done by Brainwiz, the last two academic years, across India have seen some shocking disturbance. For example, since the revoke of Article 370 in August 2019, schools across Jammu and Kashmir lost more than 60 working days. Extraordinary climate conditions and pollution levels constrained loss of 120 days across states, example are Delhi, Puducherry, Punjab and West Bengal. Moreover, political rallies and bandhs represented more than 30 lost days. However, as one may see, every one of these occasions, or 'shocks' were to a great extent local in nature. Because a student in Karnataka was not very influenced by the lockdown in Jammu and Kashmir. Indeed, even as student didn't go to class in Delhi because of air contamination, student in Nagaland didn't confront any such issues. Besides, students across various states could have barely had any kind of effect to relieve the hardships of other influenced students. Though, something is essentially extraordinary about the COVID-19 emergency.

The post COVID 19 world isn't completely upsetting. There are some positive ways which one can scarcely discover in some other field as one can discover in the field of Education. The central approach in post-crisis recovery should be to take advantage of the moment and to build

back better. There are potential ways that education can become more grounded on account of the COVID-19 emergency. One beneficial thing is parent engagement in education which has happened as student has started learning at home. Different researches show that when guardians are occupied with their children's education, especially through asking question about what they are learning at school, students improve well. This is particularly true for children of low-pay families where schools battle often to establish significant associations with the guardians. Schools could construct these important connections during remote learning and continue them after the arrival to regularity.

Another potential area might be around the integration of technology into education. Remote learning may compel many teachers and school administration supervisors to find, what technology can offer, and this expanded degree of familiarity with technology could be useful in postcrisis to help student's learning. A last potential area could likewise incorporate educational systems themselves and their readiness to confront another emergency. In the case of nothing else, COVID-19 revealed to most education system that how they are inadequate with regards to their crisis readiness plans are —so in a way, this crisis has provided opportunity to system to be more resilient.

Because of this pandemic, education system is encountering massive "migration" from the habitual method of learning and instructing to online learning and teaching. There is the optimistic and the pessimistic side of this new way for learning and teaching. The more optimistic side is that everyone stuck at home can ponder over personalized learning. In many respects, instructors can really personalize apparatuses and support much better by utilizing assets online. For example, when educators are doing something like zoom or video chats all the students are in the first line. So, every student of the class has to pay same attention which they may miss out sometimes in the traditional class while sitting in the last row. Along with that, educators can be much more mindful to the necessities of their students. Online learning can also be helpful to those students who feel shy in asking question during traditional class. Because in online learning, individuals can pose their queries just by sending a text message. Technology can make it simpler for battling students to signal their requirement for help and revisit resources like recordings so they have more opportunity to revise and understand them.

Teachers are looking to different instructors as well as authentic sources to provide high-quality internet learning. Keeping that in mind, some of them are also live-streaming explorer classroom model that links youngsters with researchers, scientists, teachers, and storytellers. During this shift in education, they need students and families to approach that larger world which they haven't explored yet much. The greatest future advantages of virtual guidance will come after when educators and students come back to their physical classrooms. The need of educating and learning with asynchronous (canvas, B.B, D2L) and synchronous (zoom) stages will yield noteworthy advantages, At the point when these techniques are layered in face to face guidance. Educators and students will return from Covid-19 with a significantly more shared understanding that digital instruments are supplements, not substitutes, for the intimacy and immediacy of face to face learning. Teacher's exercise of moving content on the web will be much helpful, as valuable classroom time will be more productively used for conversation and debate.

After Covid-19, online education will become basic need for each educational organization. Despite the fact that a large portion of the academics are already locked in with online instruction in pre covid-19 time also but now it will be much in centre while planning the educational program or curricula of any school or academic organization. Now onwards online education won't be only a potential source but it will be need for institutional versatility and scholarly progression. online education gives a more prominent level of adaptability. Besides, on teacher's part there is less strain to engage the students, as teachers have the assistance of gadgets, applications, and media instruments to make learning an increasingly intelligent and pleasant possibility. With the help of online instruction, there are more possibilities that enrolment of students will increase in higher education as they will get greater adaptability through remote learning.

As every coin has two sides, online learning and teaching also consist its pessimistic side. Presently, as learning and teaching process is experiencing extraordinary change, it is very hard for students to acknowledge this approach for learning because in conventional in-class teaching, non-verbal communication, outward appearance and instructor's voice are exceedingly significant teaching devices, while in internet learning educator have to be effective through their voice only. Education is moving to distance learning, regardless of whether through conveying

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physical bundles of materials for learners or through utilizing technology to encourage web-based learning. But there are genuine dangers on these grounds, because these methodologies can be extremely solitary and didactic when instructors are simply asking students to sit and silently watch recordings, read archives on the web, or navigate introductions—which is truly dull. The most exceedingly awful type of learning is to sit inactively and tune in, and this might be the structure that most of the learners will get during school closures. It serves nobody well, particularly the individuals who are the farthest behind. In a way, now it will be much clear that schools aren't simply buildings where students go to learn, and that educators are irreplaceable. There's something more fascinating about that in-person association, that bond among instructors and their students. Having that eye to eye association with students and having the option to help them over their unique skills—that is difficult to imitate in a distance learning. Additionally, several students get to basic assets at school, for example, food, attire, and mental and emotional support that may not be as generally accessible at home. Educators realize that a few students who use ed-tech during the pandemic will have a poor encounter since they're not accustomed to it. Individuals' grades will be affected. Individuals can become depressed due to isolation which affects one's mental health. These poor experiences are extremely helpful to realize what works and what doesn't work.

Bridget Terry Long, the dean of the Harvard Graduate School of Education has pointed out one remarkable thing, "What we have learned, is not to get bogged down with technology, but to really think about pedagogy and engagement."

Instructors around the globe have been discussing the need to re-evaluate how we teach children for the future. This crisis may be the interruption that the area expected to get every one of us to re-evaluate how we educate, and question what we have to educate and what we are setting up our students for. So, as teachers are dealing with the new approaches for communicating with students away from classrooms and lecture theaters, it is a decent time to consider how this problematic emergency can enable us to characterize what learning should look like and the education which we are supplying right now is how much worthy for students.

In the preface to the 2011 revised edition of his book 'Out of Our Minds', Sir Ken Robinson observes that 'The more complex the world becomes, the more creative we need to be to meet its challenges'. Unfortunately, most of students till now keep on being instructed

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similarly as they were before, being taught through normalized educational plan through repetition in learning and individualized testing, at a one-size-fits-all pace. Why go to class when students could get familiar with a similar data quicker by viewing a YouTube video or playing a PC game? Why memorize information for a test when students have all the data in the palm of their hand at any rate? Past techniques look less effective to the present students who learn and think in an unexpected way, and these techniques look less valuable according to the evolving working environment, where utilizing data is currently definitely more significant than just knowing things. Schools are neglecting to instruct students to react to quick change and how to deal with new data since they are sticking to out of date strategies. The idea of a teacher as the information holder who bestows knowledge to their pupils is no longer fit with the purpose of 21st-century education. With students having the option to access information, and even become familiar with a technical-skills just through a couple of clicks on their phones, tablets and PCs, it is presently need to reclassify the job of the instructor in the classrooms and lecture theater. This may imply that the job of teachers should move towards encouraging youngsters' advancement as contributing citizens of society.

Educators and higher education organizers must move toward skill competency with an adaptable flexible growth of mindset that will work well for students over the global, information-based economy – and all throughout their careers. There is an unquestionable need to prepare the next generation in rising digital competency along with other advanced skills and to be familiar in designing, developing or employing technology responsibly. Simultaneously, 21st-century students must figure out how to solve various issues from many perspectives, cultivate creativity, engage in complex communication, and leverage critical thinking. With an eventual future of work that is continually advancing, these non-automatable "human" aptitudes are fundamental, and will increase in value as mechanization turns out to be more standard.

In this ever-changing worldwide condition, youngsters require resilience and adaptability skills that are proving of being fundamental to navigate effectively through this pandemic. Investigating the future, probably the most significant skills that businesses will be searching for will be innovativeness, correspondence and coordinated effort, nearby sympathy and emotional intelligence; and having the option to work across demographic lines of contrasts to harness the power of the group through collective teamwork.

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Teachers should target at internalizing the unintended impacts of one's activities on others. By presenting subjects, for example, gender studies and environmental sustainability, education institutions over the world are attempting to ingrain among their students these ideas at an exceptionally young age. Through multidisciplinary, inter-disciplinary and multidimensional methodologies, the general goal of this exercise pivots around making an interpretation of educational ideas into relatable real-life difficulties and finding their answers. Instructors ought to likewise concentrate on frequently disregarded soft skills, for example, basic reasoning, critical thinking, leadership, problem solving and communication equip students with the right toolkit to manage these difficulties. These affirmations are likewise supported by proof. Proof from over the world proposes that such educational programs assist students with building up a more profound understanding of real-life challenges that the worldwide network is confronting. These incorporate however are not limited to-environmental change, financial disparity, gender bias, peace building and harmony building. Through such a holistic methodology, Instructors appear to have not just evolved excellencies, for example, sympathy and empathy, but at the same time is corresponded with better evaluations and a more extensive scope of future academics and expert open doors for students. It is, in this way, to be expected that UNESCO is seeking after this target thoroughly and is working with strategy producers and instructive establishments over the world to scale these endeavors up.

Conclusion:

This newly emerged pandemic has brought the world together. Because, across the Nation, every country is passing through common threat, therefore these countries have also learnt much from different individuals to mitigate the impact of Covid-19 on education system. As a result several resources have also emerged such as UNESCO curated a 'Robust list of distance solutions' for both parents and educators, the World Bank has shared 'practical tips and guidance' and the Inter-agency Network for Education in Emergencies (INEE) created 'an online repository' of blogs, webinars, and other helpful resources to support its 16,000 members.

People would be remiss it if they didn't improve a more noteworthy feeling of compassion for one another—the possibility that everyone can work through anything together—from this emergency. Educators should believe it's an opportunity for the education system to join together, forge associations across nations and landmasses, and really share what works in a

worldwide manner. Preceding this emergency, no one had the option to do this, and educators will ruin an opportunity of a lifetime in such few moments if they don't attempt to do that now.

The world faces critical difficulties in addressing to the immediate and longer-term impacts of this pandemic on academic systems. Crisis showcase leadership. If the universal education system can meet up and learn from one another about better approaches for giving quality education, then it will develop better education to assist learners to thrive in a quickly evolving world. As much as we might need to wish, the COVID-19 emergency won't be the last such aggregate shock. By not concentrating on skills focused at sustainable cohabitation, Education system has created a few ages of grown-ups who may not be mentally outfitted to manage such difficulties. Our best expectation, in such a case, is to start as quickly as time permits and produce the next generation of community leaders, who can think for themselves as well as for people around them. COVID-19 may very well be a trailer for a few such difficulties that await us.

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