

THE INTERVENTION OF ICT IN INDIAN HIGHER EDUCATION: AN ANALYSIS OF ASYNCHRONOUS AND SYNCHRONOUS MODE OF LEARNING.

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ABSTRACT

The COVID-19 pandemic has wreaked havoc on education and resulted in huge changes. These alterations, though, may fade as schools resume. Furthermore, not all of the changes in education are necessarily the reforms we want. We suggest in this study that the pandemic has created an once-in-a-lifetime opportunity for educational reforms that were proposed prior to COVID-19 but never completely achieved. The change is much necessary in the education system. We have been following the same Education system for years and even though change is something that is constant it has not been the same case with the education system. The objective of this paper is to find out the challenges, problems, opportunities and outcome of asynchronous and synchronous learning among university students, specifically in Bangalore. Through this study, the researcher aims to develop a better understanding of how the educational landscape has changed since the introduction of asynchronous and online synchronous modes of learning. Furthermore, the researcher tries to understand the overall impact of the intervention of these innovative techniques in teaching and learning, on both the teachers' and students. From this study, the researcher tries to infer the access to technology that is the digital divide among the students in the education system. Finally, with the aid of this research study, the aim is to have a better understanding of the success rate of asynchronous learning form a student's viewpoint and a professor's viewpoint.

KEYWORDS: Asynchronous learning, Synchronous learning, asynchronous learning environment, asynchronous learning students, asynchronous learning blended, asynchronous learning classroom, asynchronous learning collaborative, asynchronous learning faculty, asynchronous learning facility, Higher Education.

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