

9. Adaptive Teaching and Learning; Exigencies & Upshots in Rural Academic Institutions

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Abstract

Rural academic institutions are most important shareholders in any countries development. Higher education institutes are human resource development centres for rural areas. They are not only responsible for academic development of rural students but also to enrich rural social ambience with modern ethics. With a great potential of development, rural institutes suffers more challenges than urban institutes like that of qualitative potential of students, local language dominance, low motivation, remote connectivity, etc. To overcome these hurdles, rural institutes must adopt nonconventional techniques of teaching and learning like inquiry, project based, just-in-time, deep & collaborative learning approaches etc. special measures must be taken to motivate rural students which will improve their dedication towards learning. Flexible language can be most efficient tool to narrow down the communication gap between teachers and students. This is a process of gradual change, may take a long term but a start-up is a mandate today.

Keywords: Adaption, Induced Teaching-Learning, Motivation, Nonconventional, Rural Academic Institutions,

Introduction

In a country where majority of young population resides in rural region, rural institutions hold strategic position in the road map for development. In last few decades they have emerged as a human resource development centres for those who were least benefited. Special drives were executed by various agencies to enrich these academic institutions. Along with the great responsibilities, immense pressure of population growth, quality control, poor connectivity to main stream, etc. are common to rural academic institutions. Teaching and learning processes are the backbone of an academic institution. Efficient faculty and observant disciple are expected stakeholders, but this is not the case. Student usually enrolled in rural academic institutions



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