



**Anekant Education Society's
Anekant Institute of Management
Studies (AIMS), Baramati**



**Under
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Proceeding

11th National Conference 2022

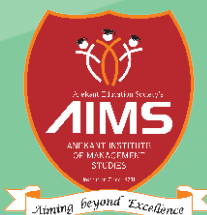
On

**“Innovative Practices for Quality Enhancement
in Higher Education Institutions”
(Online)**

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Anekant Education Society

Anekant Education Society is established in 1961 under the able guidance of Late Shri Fulchandji Gandhi, Education Minister of the Former Hyderabad State. The founder President of the Society Late Shriman Seth Lalchand Hirachand Doshi, founder President of Premier Automobiles Ltd., and Walchand Group of Industries was determined on attracting the best talent to institutions operating under the auspices of AES. The society has chosen the Jain concept of "Siddhirnekantat" and "Anekantvad" in the nomenclature of the Society. The Society started Undergraduate Programs in Baramati in the year 1962. The college eventually was renamed as Tuljaram Chaturchand College. In a span of about 5 decades of its presence, Anekant Education Society has touched upon the lives of almost every household in and surrounding areas of Baramati.

Anekant Institute of Management Studies (AIMS), Baramati

Anekant Education Society has added another feather to its cap by starting AIMS to provide MBA course. AIMS is certainly working beyond excellence in all the accreditations, affiliations and Certifications of the nominated authorities. The initiative is to develop management professionals with a view to excel in the corporate world as well as take it to new heights. The need is to nurture the talents and hone their skills which are achieved only through AIMS. Since its inception, AIMS is providing quality education and in a period of few years the Institute has made its mark on academic, cultural and social environment of Baramati.

About the 11th National Conference

The aim of proposed conference is to enhance the quality of HEI by adopting various innovative practices. The expected outcomes of this conference are as follows:

- i. Participants will be able to realize the importance of NAAC in the quality of HEI
- ii. Participants will be able to discuss the adopted innovative practices about the quality enhancement in the HEI
- iii. Participants will be able to share the ideas about quality sustenance in the HEI
- iv. Participants will be able to share the innovative practices adopted by HEIs to convert challenges into opportunities

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Expectations of Rural Students from Higher & Professional Education Institutes

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Abstract: *Students are the main stakeholder and are at the focal point of every academic establishment. The holistic development of the student is a key objective every institute is thriving for. The grooming needs and expectations of every student are unique students are diverse. Higher Education Institutes must suffice these diverse needs and satisfy them with Institutional services. The majority of Institutes imparts the curriculum designed by the university and has very less scope to customize it as per the needs and interests of students. The accrediting agencies also weigh all academic Institutes irrespective of geographical area, student diversity, and type of courses taught. This paper attempts to identify the expectations of rural students from Higher and Professional Education Institutes and explore the key areas that affect their learning and overall experience at the Institute.*

Keywords: *Stakeholder, holistic development, diverse needs, curriculum*

INTRODUCTION: The values of modern higher education typically place a strong emphasis on the idea that the educational environment should support student-centered teaching methods. The academic existing pedagogical values include concepts like learning from diverse experiences, contextualizing or localizing pedagogical tasks, utilizing authentic texts, creating an interactive learning environment, eliciting students' prior life experiences, ensuring students' mental readiness, and meeting students' needs, interests, and expectations. Particularly higher education institutions are thought to be pioneers in embracing open-ended academic learning approaches. These are places where students can develop their own knowledge and abilities by building on their own learning potential. It is believed that the Instructional material would empower students to take a more active role in their own education. Identifying the expectations of students is crucial since they play a crucial part in developing the highest caliber graduates who will contribute greatly to the steady advancement of a nation. In order to gain a thorough understanding of students' prior university academic performance expectations and

how those expectations have affected their outcomes, one of the fundamental pillars of university academic concerns should be to do just that.

RESEARCH PROBLEM:

The vice president of India in his recent talk emphasized and appealed higher education Institutes to break the cycle of disadvantage for youths in rural area and make the education more inclusive and equitable. The number of students enrolled in higher education has increased by 11.4% from 2015–16 to 2019–20. Female enrollment in higher education increased by 18.2% over this time. According to the AISHE report, the number of institutions with national significance rose by 80%. (From 75 in 2015 to 135 in 2020). Compared to 1.17 lakh in 2014–15, 2.03 lakh students are pursuing PhDs in 2019–20. The increasing trend of enrollments of rural youth with the tremendous potential of transforming rural India is a positive indicator. The higher and professional education Institutes must cater to these students with cafeteria approach by knowing their academic abilities, grooming needs and suitability of teaching methods.

This paper attempt to explore the unique characteristics and development needs of rural students which will be a guiding path for Higher and professional education Institutes in Rural Area.

OBJECTIVES:

1. To identify the grooming needs and expectation of rural students from Higher Education Institutes
2. To assess the effectiveness of various teaching pedagogies to engage and groom rural students

SCOPE OF THE STUDY: This research is confined to the geographical area of Baramati tehsil.

RESULTS:

Table No 1 Expectations of Students

| | N | Minimum | Maximum | Mean | Rank |
|---|----|---------|---------|------|------|
| Industry Interface | 55 | 2 | 5 | 4.20 | 5 |
| Holistic Grooming Activities | 55 | 2 | 5 | 4.36 | 3 |
| Add on skill and value based courses | 55 | 2 | 5 | 4.11 | 6 |
| Experience and involvement of faculty members | 55 | 2 | 5 | 4.50 | 1 |
| Placement Activities | 55 | 2 | 5 | 4.24 | 4 |
| Extension & Community Development Activities | 55 | 2 | 5 | 3.85 | 8 |
| IT enabled state of art infrastructure | 55 | 2 | 5 | 3.95 | 7 |
| Mentorship & Student Support | 55 | 1 | 5 | 4.42 | 2 |
| Institutional Scholarships | 55 | 2 | 5 | 3.73 | 9 |
| Life orientation through student driven clubs & cells | 55 | 1 | 5 | 3.65 | 10 |
| Valid N (list wise) | 55 | 2 | 5 | | |

(Source: Primary Data))

Students in rural area place more importance on the experience and involvement of faculty members with mean score of 4.50 followed by Mentorship and Student Support (mean 4.42) and Holistic grooming activities (mean 4.36). Student place relative less importance upon Life orientation (3.65), Institutional scholarships (3.73) and extension and community development activities (3.85). Students in rural area are have tremendous potential but are lacking in self-realization hence

The expectations of students from professional PG courses viz. Management, Engineering & Pharmacy are studied.

RESEARCH DESIGN:

Researcher has used descriptive design for this study the required primary data regarding the expectations of students from Institutes and suitable teaching methodology is collected from the students of PG professional courses using structures questionnaire. The published data on the relevant topic is also reviewed to draw qualitative findings on the topic. The primary data is collected from 55 students using simple random sampling.

they feel it more important for mentorship and counseling during their professional education.

Table No. 2**Preferences of students for various Teaching Methods**

| | N | Minimum | Maximum | Mean | Rank |
|------------------------|----|---------|---------|------|------|
| Lecturing | 55 | 2 | 5 | 3.55 | 9 |
| Interactive Lecture | 55 | 2 | 5 | 4.42 | 2 |
| Flipped Classroom | 55 | 2 | 5 | 3.90 | 7 |
| Case Based | 55 | 1 | 5 | 4.51 | 1 |
| Discussion Based | 55 | 2 | 5 | 4.18 | 4 |
| Scenario Based | 55 | 2 | 5 | 3.85 | 8 |
| Collaborative Learning | 55 | 2 | 5 | 4.05 | 6 |
| Problem Based | 55 | 1 | 5 | 4.10 | 5 |
| Project Based | 55 | 2 | 5 | 4.32 | 3 |
| Valid N (list wise) | 55 | 2 | 5 | | |

(Source: Primary Data)

Students in rural area perceive that the case based (mean 4.51), Interactive (mean 4.42) and Project based (mean 4.32) methods are more engaging hence they prefer these methods on more compared to others. Teaching methods such as lecturing, scenario based and flipped classroom are less preferred teaching methods by rural students.

CONCLUSION:

The present research paper reveals the expectation of rural students from higher and professional Institutes. From the data analysis, it is found that most of the trending methods such as flipped classroom & scenario-based methods proven insignificant compared to case-based and interactive methods. Also, the students rely on faculty members as their mentors hence the teacher's involvement and commitment to students is a key to grooming the students.

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