ANAND AGRICULTURAL UNIVERSITY
ANAND-388110

INFORMATION
Criteria2 : Teaching-Learning and Evaluation
Key Indicator : 2.6 Student Performance and Learning Outcomes
Metric : 2.6.1
Metric Description : The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Write a description in maximum of 500 words

Anand Agricultural University (AAU) was established in 2004 at Anand with the support of the Government of Gujarat, Act No. (Guj 5 of 2004) dated April 29, 2004. Carved out of the erstwhile Gujarat Agricultural University (GAU), the AAU was set up to provide support to the farming community in three facets namely education, research and extension education activities in Agriculture, Horticulture, Agricultural Engineering, Food technology, Agri-business Management and Agricultural Information Technology. At present there are eight Colleges, eighteen Research Centers working in nine districts of middle Gujarat namely Ahmedabad, Anand, Dahod, Kheda, Panchmahal, Vadodara, Mahisagar, Botad and Chhotaudepur.

AAU's overall mission is to promote sustainable growth and economic independence in rural society. AAU aims to do this through education, research and extension education. Thus, AAU works towards the empowerment of the farmers with potential research outcome in order to improve the productivity of rural areas.

All the curricula have been designed by the Board of Studies of the given subject and recommended further to the Faculty and approved by the Academic Council. The program outcomes (PO) are designed, defined primarily by the domain of the discipline, and to be in tune with the vision and mission of the university.

The program outcome of a program is conceptualized with reference to the subject it includes and the discipline it belongs to. The thematic range of the discipline, learning outcome at the undergraduate studies in a given subject, and the contemporary industrial and societal requirements which a postgraduate program is expected to cater to are the primary considerations for the shaping of program outcomes. For program-specific outcomes, the range of the theme and requirements of society and industry narrows down to the context of the specific subject of the given program. Further, the interactive relevance of program outcomes, program specific outcomes, and the course outcomes are defined and tested through the mapping between CO to PSO and PSO to PO which becomes visually available helping the stakeholders for further planning and practice.

As feedback on curriculum is critical in assessing the PO, PSO and COs, it is employed by various stakeholders like students, teachers, alumni and employers to gauge the impact of teaching-learning. In addition, feedback from the teachers, alumni, and employers on the curriculum is also obtained and analyzed. The analysis of such feedback benefits the further designing and development of the curriculum.

Course outcomes are determined by considering a few of the relevant points from a wide range of parameters: expertise in the specific domain of a given course, skill development, relevance to industry requirements, capacity building, ethical values and nation, environmental awareness with sustainability building, etc. Further, with a special emphasis on the variety of skills the course outcomes are framed to accommodate soft skill, computing and programming skill, managerial skill, operational skill, diagnostic and analytical skill, etc.

The university enhances student learning through various methods, including effective self-learning, assisted learning, and hands-on experience. Advanced computing facilities, internet connectivity, Wi-Fi, and e-learning resources are strategically provided to enhance student engagement.

Direct assessment methods, such as informative and summative examinations, seminars, and assignments, serve to quantify the attainment of Course Outcomes (COs). Formative assessment involves continuous evaluation by teachers to gauge and improve student learning, utilizing tools like viva voce and written tests during course delivery.

Internal assessment, conducted periodically, evaluates students' academic performance. Seminars require students to present on their course of study, assessing their interaction with peers and teachers, along with evaluating content, preparation, presentation, and conversational abilities.

Assignments aim to gauge students' understanding of the allotted topic, information gathering ability, comprehension, innovation, analytical/critical thinking, interpretation skills, and written communication skills in alignment with learning outcomes. Viva voce assessments during practical classes assess students' knowledge and critical thinking abilities.

Research work, undertaken in master research and doctoral research guidance, measures students' ability to plan, execute experiments, analyze and interpret data, and deliver outcomes within specified time frames.

Summative assessment, a comprehensive evaluation of learning outcomes, occurs at the end of the semester through the end semester University examination, covering both theoretical and practical aspects of the complete syllabus. The results of these examinations play a crucial role in regulating students' academic performance at the end of the course and determining the extent of outcomes achieved.

Implicit learning outcomes of the PG programs include preparing students to function effectively as both team leaders and team members in multidisciplinary projects, showcasing their analytical skills. This holistic approach ensures that post graduates are well-prepared for the dynamic demands of the agriculture sector.

Details	Supporting Documents
Provide links as Additional Information	View Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document