ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು
ಗಾಂಧಿ ಕೃಷಿ ವಿಜ್ಞಾನ ಕೇಂದ್ರ, ಬಳ್ಳಾರಿ ರಸ್ತೆ, ಬೆಂಗಳೂರು-560065, ಕರ್ನಾಟಕ, ಭಾರತ

UNIVERSITY OF AGRICULTURAL SCIENCES, BANGALORE
Gandhi Krishi Vigyan Kendra, Bellary Road, Bengaluru-560065, Karnataka, INDIA

www.uasbangalore.edu.in

INFORMATION

Criteria2 : Teaching-Learning and Evaluation

Key Indicator : 2.2 Catering to Student Diversity

Metric : 2.2.1

Metric Description : The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Write a description in maximum of 500 words

The University of Agricultural Sciences, Bangalore has adopted various assessment methods to gauge the learning levels of students at all the constituent Colleges. This includes internal assessment through various examinations and Student -Counsellor system.

The course teacher-will make internal assessment of students learning abilities. These assessments help to identify the strengths, weaknesses and unique learning styles of each student. Further all the students are allocated to a particular faculty who serves as a counsellor for a group of 15 to 25 students, who guides that group of students throughout the degree programme. Consequently, the counsellor will identify the learning levels of all those and provides a feed back to the Dean's office to design and conduct the learning process for the weak students to achieve their learning goals. The students who are performing better will be guided for higher education through extra coaching classes on the subject of their choice.
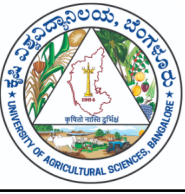
The University has implemented the special programs like Cross learning Porgramme and Finishing School programme for final year students in the 8th Semester and closely monitors their effectiveness. Regular communication ensures that everyone involved is informed about the students' progress and can provide input and support as needed.

In addition to these student-centric methods, teachers can enhance the teaching-learning process by incorporating ICT-enabled tools (smart class rooms) and online resources. By integrating technology into their teaching practice, teachers can create more dynamic and engaging learning experiences, cater to diverse learning styles, and provide students with access to a wealth of information and resources. Revision classes and counselling sessions are held and additional teaching is taken up, if required. Tutoring by peers, senior students and mentors is offered. Corrected assignments and answer scripts are shared with each student and discussed to enable students improve. Faculty makes it a point to be patient and accessible to students personally, over the phone, mail and social apps. The department assesses the learning levels of the students in two ways at the time of the commencement of the program as slow and advanced learners based on the marks obtained. This helps to design special coaching sessions to bridge the gap between the slow learners and the advanced learners. Following efforts are put in by the teachers for students of slow learning group

Individual counselling, Remedial Coaching, Additional notes, Group discussion session, Extra library books, Encouragement in NSS, Sports, Cultural, and academic activities are employed by the teachers.

To quota an example, a student of B.Sc. (Hons.) ABM, Ms. Hemavathi G, ID No. BMB 0025 had scored 6.400 CGPA out of 10.000 during her first-year degree programme. Through regular counselling by the Counsellors, Teachers and Heads of the department and special attention given as mentioned above for slow learners, her OGPA reached 7.801 out of 10.000, with 14 per cent increase when she completed her degree programme. The records reveal 8 to 10 per cent improvement in the academic performance of such students, apart from improvement in their psychological and socializing abilities.

Details	Supporting Documents
Provide link for additional information	View Document

| Upload Any additional information | View Document |