



SHRI VILE PARLE KELAVANI MANDAL'S
USHA PRAVIN GANDHI COLLEGE OF ARTS, SCIENCE & COMMERCE
 Bhakti Vedanta Swami Marg, North-South Road No. 1,
 Juhu Scheme, Vile Parle (West), Mumbai 400 056.
 NAAC ACCREDITED "A" GRADE



Policy for Assessing Learning Levels of the Students

Preamble

Assessment of learning levels is essential to the education process. It encompasses both summative and formative assessments. Summative assessments are used to measure what students have learnt at the end of a module, to ensure they have met required standards on the way to earning the degree or to enter the industry, or for pursuing students for entry into further education. In the classroom, teachers have to deal with students who have varying degrees of learning levels. In order to handle the student diversity, it is imperative to identify the learning levels of students thus enabling them to instruct in an effective manner.

Objectives

This policy document will guide the institution in assessing and identifying the learning levels of the students and articulates its indispensability to ensure that effective teaching methods are adopted for the diverse learning levels of students. The policy guides the teachers to develop effective strategies and their implementation to benefit all categories of learners.

Identification of Learning Levels

1. Identification Mechanism:

Learning levels of the students are assessed through an independently designed test titled as "Program Preparedness Test". Program preparedness test is designed to find out the learning levels of the students on two fronts. First, the learning level in terms of the pace of learning and memorization. This is assessed through subjective questions which are common to all students from all programs. Second, the state of readiness of the student to learn a chosen program is assessed through program specific multiple-choice questions.

IQAC CO-ORDINATOR
 SVKM's
 USHA PRAVIN GANDHI COLLEGE OF ARTS,
 SCIENCE AND COMMERCE
 VILE PARLE (WEST), MUMBAI - 400 056



In addition to this, following factors are also considered for identification of learning levels:

- Communication and soft skills
- Class interaction and participation
- Teacher's observations regarding student's aptitude.
- Performance in co-curricular and extracurricular activities.
- Performance in internal assessment examination
- Performance in project presentations.

Based on the responses on subjective questions and scores obtained in the MCQs of Program Preparedness Test and factors mentioned above, students are grouped as Group 1 and Group 2.

Group 1 students include advanced learners

Group 2 students include slow learners

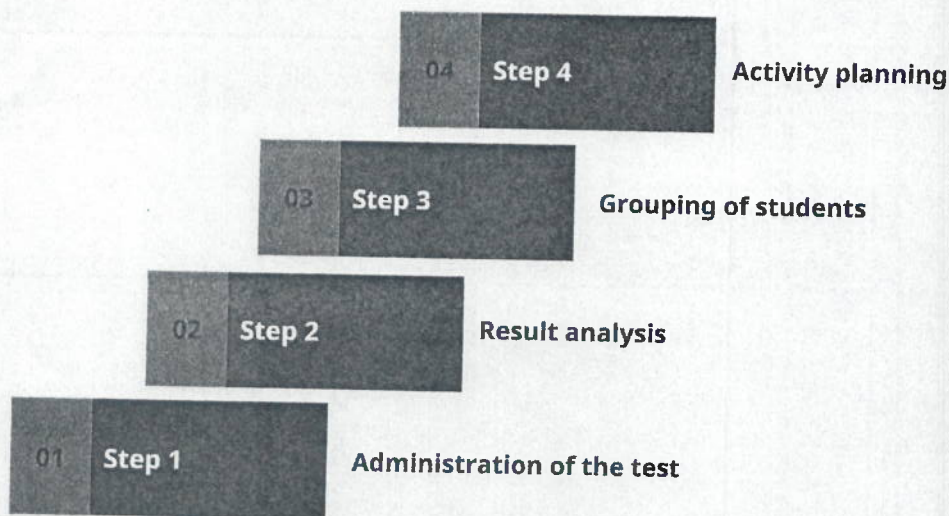
Students enrolled in the UG programs already have high scores in their Higher Secondary Examination. The mechanism to assess the learning levels is designed to cater to the diversity existing among these already high performing learners.



IQAC CO-ORDINATOR
SVKM's
USHA PRAVIN GANDHI COLLEGE OF ARTS,
SCIENCE AND COMMERCE
VILE PARLE (WEST), MUMBAI - 400 056



2. Identification Process:



Special initiatives for students preferring fast pace of teaching/learning

- They are made to attend expert lectures and master classes on current trends and advances in the industry and interact with the industry practitioners.
- They are encouraged to participate in various workshops, seminars and conferences, student colloquiums, intercollege competitions, presentation of research papers, publishing research papers under guidance of mentors etc.
- They are given advanced reading in different subject topics. Peer groups are formed and these students are encouraged to help the students preferring slow pace of learning by engaging in group activities like group discussions and presentations.
- These students are also given a lead in flip classroom where they discuss/debate in the class on a topic they are allotted to research/prepare in advance.

Special initiatives for students preferring slow pace of teaching/learning

- Extra and remedial lectures are held for the slow learners in the subjects they require extra coaching.
- Students preferring slow pace of learning are given internal and supplementary assignments after some progress has been made in a particular subject



- Peer learning initiatives and group study activities are conducted by involving students who are fast learners.
- Solving and practising previous year's question papers.
- Encouraging to participate in various co-curricular and extracurricular activities to develop their interactive skills and confidence.
- Special attention, counselling and mentoring by teacher mentors on continuous basis.
- Memory retention and recollection activities are conducted for these students.
- Such activities include teaching techniques on improving attention level and how to organize and structure information, utilizing mnemonic devices.

Expected Outcome:

The eventual aim of all programs is to equip all students to face challenges of life and be competent to enter the industry. This can be realized through making the academic process more effective for all learners. Every academic program has diverse learners in terms of pace of learning, comprehension and retention capabilities. On the whole, the academic endeavours must address the needs of all learners and be inclusive in terms of catering to all students.



Dr. Anju Kapoor

Principal



IQAC CO-ORDINATOR
SVKM's
USHA PRAVIN GANDHI COLLEGE OF ARTS,
SCIENCE AND COMMERCE
VILE PARLE (WEST), MUMBAI - 400 056



Revised in the IQAC Meeting

Dated 13th June 2022