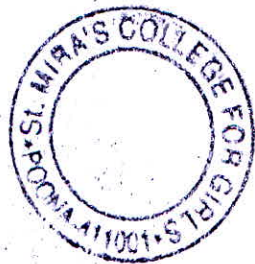




SADHU VASWANI MISSION'S
St. Mira's College For Girls, Pune
An Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE, BSc (Computer Science), BBA,
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Policy Document:

POLICY TITLE:	Learning and identifying learning levels policy
Policy Number:	
Description of the Policy	The objective of this policy is to gather relevant information about the students progress or to determine student's interests to make judgement about their progress.
Drafting Authority	Criterion 2
Policy Application	Mention to whom the policy applies: Students
Effective from:	15 June 2017
Revised on:	
References for the Policy	



Jaysh
Dr. Jaya Rajagopalan
Principal Incharge

St. Mira's College for Girls, Pune

Autonomous (Affiliated to Savitribai Phule Pune University)

2.2.1 -learning and identifying learning levels POLICY

Learning and assessment being intertwined cannot be viewed in isolation from each other. At St. Miras College for Girls we recognise the nature of learning and assessment in order to understand how students learn at the various level of their course, as this, in turn, will determine how they can be assessed during the teaching-learning process.

Assessment serves to promote learning by reinforcing the efficacy of teaching-learning when teachers can customise their teaching plans through relevant information on students' interests, abilities and learning progress with constant involvement and inputs from students.

Objectives:

The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans.

Guidance for identifying the learning levels of students

- Entry level marks are used as the base for identifying the levels of students whether advanced learner , average or slow learner.
- Mentoring: teacher mentors get to know their mentees to understand their abilities
- Continuous internal assessment provides feedback about the learning and teaching process of every student .
- Subject teachers are sent the pass-fail report by the exam cell which help teacher to determine their level of achievement and provide them with feedback on their strengths and weaknesses.
- Prepare an questionnaire to identify the understanding levels of students.
- At the beginning of the term written internal assignments are given to students, allowing teachers to gauge their ability.
- Each department will select and develop assessment methods that are appropriate to their departmental goals and objectives.



Process:

GENERAL PROCEDURE FOR CATERING DIVERSE LEVELS of LEARNING

- Provide guidance to advanced learners for research projects and in writing and publishing research papers.
- Train and motivate the advanced learners to participate in the state/regional level competitions and MILE .
- For Below Average Learners identify the subjects which requires extra classes/tutorial classes. Such classes are held by the faculty for the entire section, they are handling.
- Conduct seminars and conferences and extra credit courses.
- Encourage Buddy systems for the average and slow learners Using which students get information from their classmates about what areas they should revise and what areas they're good at.
- Conduct special tests and improvement tests for slow learners .
- Design different syllabi into higher level and lower level to cater to the diverse needs of students .(example English dept)
- Hold special sessions to understand problems of students with backlogs.
- Provide video recordings of the practicals for revision .



G. H. Gidwan
Principal
St. Mira's College for Girls