PATNA WOMEN'S COLLEGE
Autonomous
PATNA UNIVERSITY
3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4
'College with Potential for Excellence' (CPE) status accorded by UGC

Process Manual of
Learning Level Identification Mechanism

1. Introduction

Patna Women's College, Autonomous, emphasizes the importance of catering to the diverse needs of its students in alignment with its educational philosophy. For the holistic development of students, a balanced combination of knowledge, skill, values, and attitude is required. The institution acknowledges the uniqueness and distinctiveness of each student, understanding that their learning abilities, aptitudes as well as aspirations differ. Therefore, the college avoids a one-size-fits-all teaching approach and instead focuses on identifying students' learning levels and creating appropriate teaching plans to match their pace.

The mechanism of learning level identification lays down the process of identifying the learning level of students and formulates strategies for accomplishment of holistic development. The Institution assesses the learning level of the students based on their **performance in class, mid-term evaluation and teachers' feedback.**

2. Objectives

Learning Level Identification Mechanism has the following objectives:

1. To identify the diverse learning categories for classifying the learning levels of students in different programmes.

2. To design 'Tailored Learning Strategies' for development of students' engagement strategies that cater to varying learning needs.

3. To define the role of departments to conduct various activities to meet differential needs of the students.

3. Learning Level Identification Mechanism

The Institution assesses the learning level of its students on the basis of their academic aptitude assessment. The performance of students in mid-term exam of Semester -I and teachers' evaluation based on teachers' rating are the components to differentiate the learning levels of students across departments.

4. Teachers' Evaluation

Teachers evaluate students using a standardised academic rating scale, called 'Teacher's **Rating Checklist'**, which comprises 20 **parameters** to evaluate the academic performance and perseverance of the students. The Teacher's Rating Checklist has been developed to identify the potential of students on various parameters like - aptitude for the subject, efficiency in completing academic assignments, interest in learning through multidimensional activities, teamwork, etc.

The evaluation is done by the teachers based on their observation and interaction with the students during classes.

5. Mid-Term Examination

The academic performance of the students in the mid-term examination of Semester I is also a crucial component in determining students' learning levels.

6. Category of Learning Level

Students are categorized into three levels based on their mid-term exam scores and teacher's rating:

(i)   Slow Learner – Students scoring less than 60% of the total based on their performance in mid -term examination and the teacher's rating scale.

(ii) Average Learner – Students scoring 60% or more but less than 75% of the total based on their performance in mid -term examination and the teacher's rating scale.

(iii) Advanced Learner – Students scoring 75% or more of the total based on their performance in mid -term examination and the teacher's rating scale.

Table 1. Illustration – Scores of Students' Learning Level

Learning Level	Mid -Term	Teacher's Rating	Total	Percentage
	30 Marks	20 Marks	50 Marks	100 %
Advanced Learner				75% and Above
Average Learner				60% to 74%
Slow Learner				Less than 60 %

7. Strategies for Student Engagement

The institution employs various programmes to cater to diverse learners. Different strategies are recommended based on students' learning levels.

The Institution organises various programmes to meet the differential needs of their learners. For result-oriented and effective engagement of students in the classroom, teachers are advised by the institution to adopt various strategies.

7.1. Advanced Learners

The Strategies suggested by the institution for effectively boosting the learning of advanced learners are depicted in Fig. 1
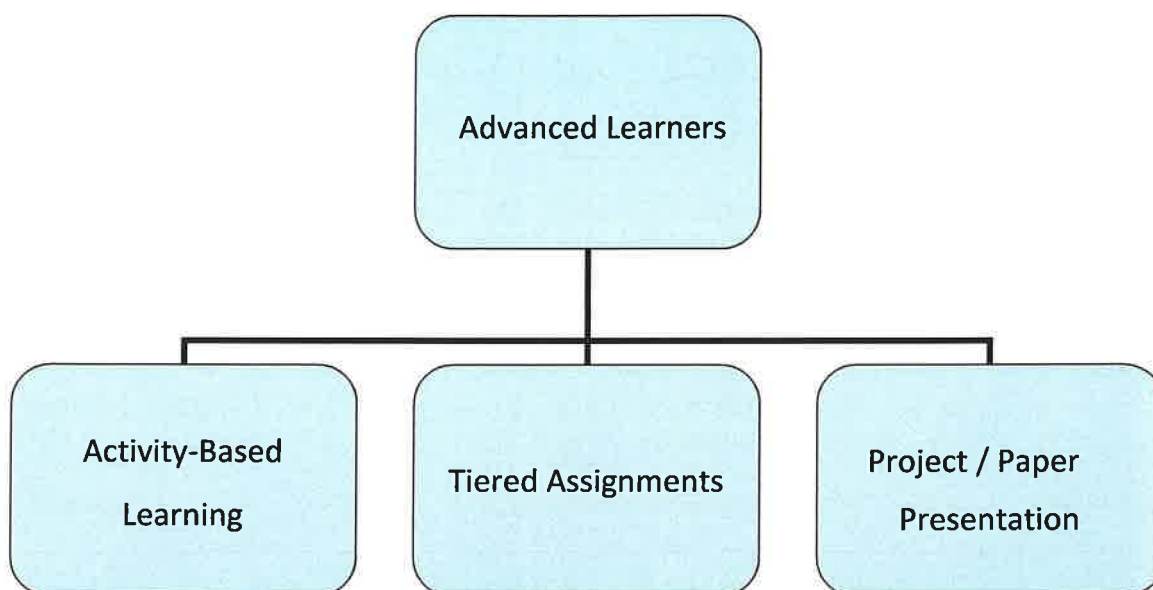

Fig.1. Strategies for Engaging Advanced Learners

7.2. Activity-Based Learning

The department conducts various programmes to cater to the learning need of advanced learners. Suitable activity-based learning is organized by each department to actively engage advanced learners to address their intellectual aspirations. It incorporates activities like – academic competitions, debates, group discussions, workshops, poster- making, essay writing competitions, quiz, slogan writing, field trips, etc.

7.3. Tiered Assignments

Teaching in a class which represents students with mixed ability is also a call for providing equal opportunities to each student to enhance their knowledge and skill.

Tiered assignments offer tasks at different levels of complexity to suit individual readiness and interests of students with the same skill or concept.

7.4. Project-Based Learning

The advanced learners may work on projects and they may be encouraged to give presentation of their work. The students may also be encouraged to write research papers.

7.5. Entrepreneurship

Entrepreneurship opportunities may be offered to provide avenues for entrepreneurial pursuits.

7.6. Software Development, Web Designing and Web Development

Advanced learners of specific departments may be given an opportunity to develop software, websites, LMS, etc.

7.7. Competitive Exam Preparation

Students are motivated to appear in various competitive examinations. The institution supports students in preparing for competitive exams by providing career counselling, personality development, training programmes, preparatory classes for competitions, etc

7.8. Student Leadership Roles

Advanced Learners are given opportunities to take up enterprising and challenging responsibilities. They are provided platforms to play leadership roles in class, academic groups or institution.

8. Slow Learners

The strategies suggested for effectively guiding the slow learners in their academic pursuits are depicted in Fig. 2.
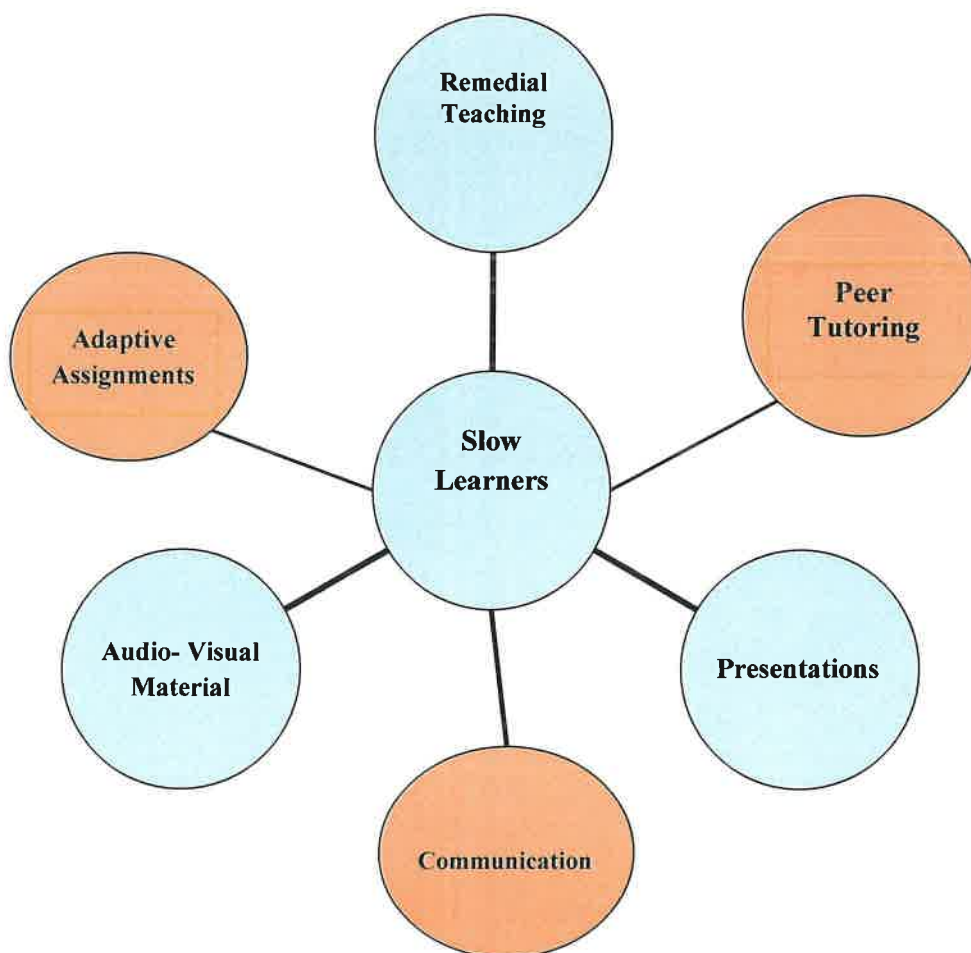

Fig.2. Strategies for Engaging Slow Learners

8.1. Remedial Teaching

Every student aspires to learn and imbibe knowledge in class at the same pace as everyone else but there could possibly be some learners who lag, and it is here that the remedial teaching plays a major role to provide support and assistance to such students. In remedial teaching the students are provided individual attention and tailored teaching strategies like- explanation, clarification, revision help them to overcome the learning barrier.

8.2. Provision of audio and video materials

Audio-Visual Materials in teaching pedagogy indicates incorporation of multimedia for better understanding of students.

8.3. Peer Tutoring

Peer Tutoring pair slow learners with advanced learners as peer tutors.

8.4. Adaptive Assignments and Presentations

Slow learners may be offered adaptive assignments which gives them an opportunity to complete their assignments in a special way like oral assignments and audio-visual presentations.

8.5. Communication Skills and Presentations

Slow learners may be guided by the teachers to improve communication and presentation skills.

9. Role of Departments

9.1. Identification of students' learning levels within the departments.

9.2. Crafting strategies to address various learners' need.

9.3. Planning and conducting activities in the department to cater to the differential needs of the learners.

This holistic approach to education at Patna Women's College, Autonomous, ensures that each student's unique learning abilities and aspirations are acknowledged and supported through tailored strategies for growth and development.

Date: 01.07.2019

(Sister M. Tanisha A.C.)
SUPERIOR
Avila Convent
Bailey Road
Patna

(Dr. Sister M. Rashmi A.C.)

Principal
Patna Women's College
Autonomous
Patna University
Bailey Road, Patna- 1