



Bharati Vidyapeeth
COLLEGE OF ARCHITECTURE

Affiliated to the University of Mumbai



Founder:
Dr. Patangrao Kadam
M.A.,LL.B.,Ph.D.

Belpada Complex, Opp. Kharghar Rly. Station,
Sec.7, C. B. D. Belapur, Navi Mumbai- 400 614 - India

Principal
Prof. Satish Dhale
(G.D.D.I.D, P.G.D.I.D, I.I.A, M.Sc.I.D, M.Arch)

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Date :

Criteria 2

Teaching, Learning & Evaluation

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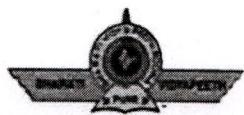
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Key Indicator – 2.2 Catering to Student Diversity



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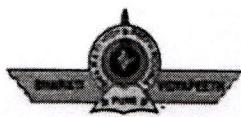
Criteria 2 – Teaching, Learning & Evaluation

2.2 – Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organizes special Programmes for advanced learner & slow learners.



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Standard Operating Procedures (SoP) to identify Advanced & Slow learners

To address the issues associated with the wide range of students' learning capacities, the institution uses well-organized, multi-tiered solutions. Students' performance in the first monthly review, which is conducted four to five weeks following the start of the academic year, provides preliminary information on their learning aptitudes.

Throughout the semester, students receive personalized assistance from their respective faculty members to address their unique requirements and any challenges they may face.

Students' performance on the First End Semester exams is used to really classify them into various learning categories, such as slow, average, and advanced. Following this classification, teaching staff, course coordinators, and institution leaders work together to provide continuous supervision and assistance throughout the student's academic journey.

- Special remedial sessions are planned on days for each course to accommodate students with different learning speeds. These tailored lessons are designed to improve students' learning, problem-solving, and presentation skills.
- They involve these students in projects and assignments, and they especially promote peer-group conversations. All participants have benefited from peer-group learning, which has continuously produced favorable results.
- While typical learners receive answers to their queries through competent and lucid academic talks, advanced learners discover fulfillment and inspiration for deeper learning.
- The mentor conducts individualized counseling sessions to provide extra support for slow learners. Most student difficulties are successfully addressed by these initiatives. Parents may be asked to help their children when extra help is needed.



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1. Objectives

The main objective of these recommendations is to evaluate students' learning capacities and offer them appropriate coaching. The following are specific goals:

- Determining which students in the class are advanced and slow learners
- To create important tactics that will help both slow and advanced learners.
- To increase the self-assurance of slow learners, reduce obstacles, and assist them in improving their learning process skills.
- To motivate advanced students to achieve success.
- To help slow learners close the learning gap and attain the intended results.
- To give teachers feedback so they can enhance their methods for teaching, learning, and assessment.



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2. Identifying Advanced and slow learners:

For the student to be successful during the academic year, it is necessary to identify both of the learners when the student enrolls at BVCOA. This allows for the development of educational programs that are tailored to their specific needs.

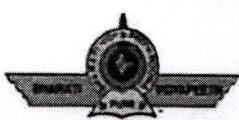
a. Identification of Slow Learners:

Slow learners consistently do poorly and fall behind in their academic lives. They might receive just low grades or flunk exams. They may struggle with comprehension, retention, reproduction, and integration in addition to having trouble understanding the lessons. They could struggle with critical thinking and articulation. Additionally, their motivation levels can be low, they might struggle to adapt to the teaching and learning process, and they might flunk the program or drop out.

- Progressive marking for ongoing observation (if it's less than 50%, at the margin, or below the passing level).
- Lacks enthusiasm and interest in class and other activities;
- Requires constant repetition and takes time to grasp the topics.



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b. Identification of Advanced Learners:

In this document, "advanced learner" refers to students who can participate in learning activities with greater proficiency than their peers, get good grades, and make outstanding life accomplishments. Their comprehension, recall, retention, critical thinking, creativity, and contextualization skills are all more promising. These learners are much more talented and exceptional than the other students in the class. Higher level learning and academic obligations are possible for these kids. They can mentor their peer group and offer some fresh ideas and tactics.

- Prior academic accomplishments: honors, certificates, recognition, etc.
- Progressive marking for ongoing observation: (If greater than 75%)
- Quickly picks up concepts and responds to inquiries
- Self-driven to learn and engage in activities
- When necessary, explains the ideas to peers.
- Does well in events such as architectural competitions, such as those held by the National Association of Students of Architecture (NASA).

Individual subjects in charge are responsible for keeping score records and applying statistical treatments to extract meaning from the results. They may come up with ways to utilize marks,

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interpret them, and demonstrate how the scores have improved following interventions. Meetings for academic monitoring might address identifying such students.

c. Guidelines for Advanced and Slow Learners

- a) The mentors establish more ambitious objectives for these students so they can push themselves and become well-rounded individuals. Additionally, they receive more advanced training in managing stress and building their personalities.
- b) To support them, these students are paired with students who are below or average in the class, and they are also required to participate in peer teaching.
- c) These students will receive guidance on how to ace competitive exams and be prepared for improved career planning and advancement.
- d) Encouraging students' research skills by giving them the chance to undertake internships or gain practical experience on topics outside of the curriculum.
- e) Encourage them to enroll in certificate or value-added courses to develop their abilities on SWAYAM, NPTEL, Coursera, etc.
- f) Encourage them to take part in debates, quizzes, and group discussions to hone their analytical and problem-solving skills. Plan exercises to help them develop their critical thinking skills.




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3. Strategies used for Advanced learners:

a) Seek motivation from an array of sources, establish objectives, and reward achievements:

Observe other designers' work, visit new locations, and draw inspiration from history, art, and the natural world. Advanced students are inspired to pursue more ambitious objectives. More information should be given to them in order to improve their career planning and development. Honoring a student's accomplishment can inspire and promote ongoing development, boost self-esteem, and motivate others to pursue success.

ULTIMATE ACHIEVERS
BVCOA takes immense pride in extending heartfelt
Congratulations on

SANJYOT MANIBAM MHAIRE
9.47 CGPA
B.VOC ID
MUMBAI UNIVERSITY EXAMINATION

RUCHI RAJENDRA VARNE
8.67 CGPA
B.VOC ID
MUMBAI UNIVERSITY EXAMINATION

MANSI PATIL
8.13 CGPA
B.VOC ID
MUMBAI UNIVERSITY EXAMINATION

On scoring excellent pointers at University Level.

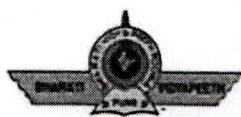
RUNNER-UP ACHIEVER
3rd SHRIKAR GARDE NATIONAL AWARD FOR
EXCELLENCE IN SKETCHING 2024

G-seed
**SHRIKAR
GARDE
AWARD**
3RD EXCELLENCE
IN SKETCHING
RUNNER-UP

2024

AMNA MAPKAR





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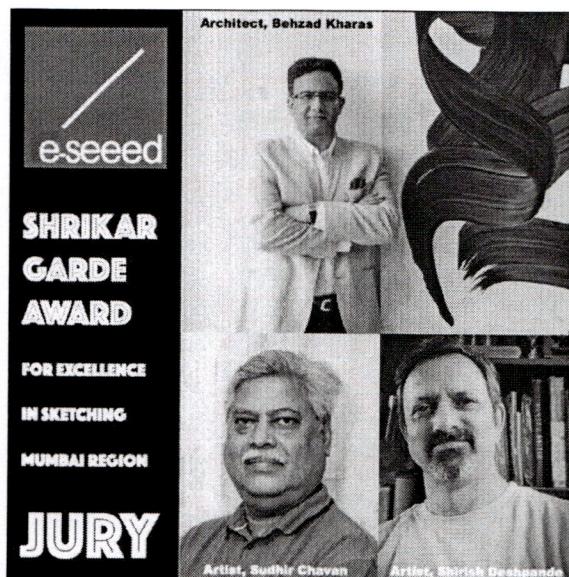
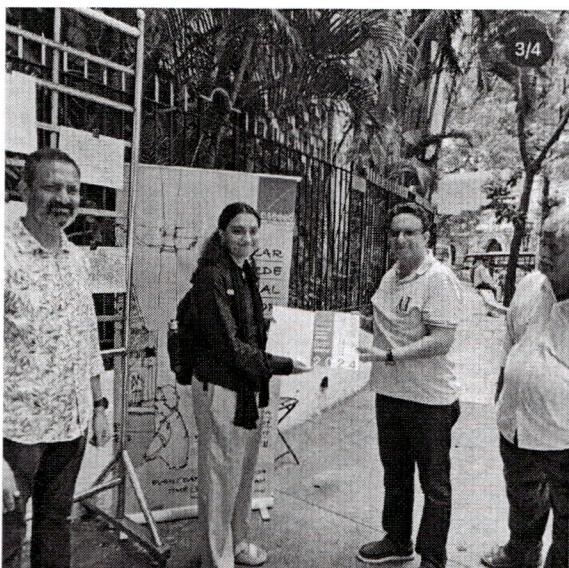
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b) Competitions & Conferences:

Students receive the proper direction so students can take part in group discussions and tests to hone their analytical and problem-solving skills, which will enhance their presentation talents. They are inspired to participate in research projects and contests in order to develop their aptitude for research and their desire to pursue higher education. They are encouraged to give presentations and take part in national and international conferences.



Ms. Amina Mapkar from Fourth Year B.Arch secured runner-up position in Live Street sketching competition organized by e-seeed Shrikar Garde award for excellence in sketching.



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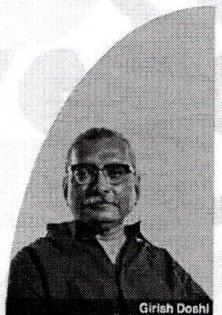
KALEIDOSCOPE OF IDEAS

DIVERGE . CONVERGE . INNOVATE

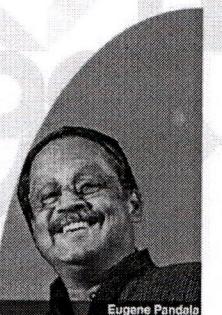
KEY NOTE SPEAKERS



Yatin Pandya
FOOTPRINT E.A.R.T.H.



Girish Doshi
Nevkar Architect Studio



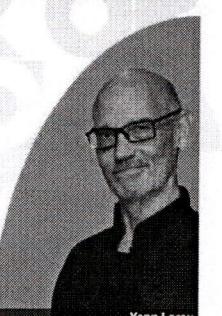
Eugene Pandala



Akshay Heranjal & Aditi Pai
The Purple Ink Studio



Walk for
Gita Balkrishnan



Yann Leroy
Yann Leroy Design

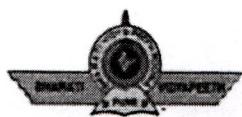
16 JANUARY 2025 @ CIDCO Convention Center Vashi

 koi.bvcoa@gmail.com  koi.bvcoa

By organizing KOI, an international conference, students of BVCOA gained learning that extends beyond the classroom. Hosting the conference helped architectural students develop crucial professional skills such as planning, coordination, teamwork, leadership, communication, and problem-solving—abilities essential to architectural practice.


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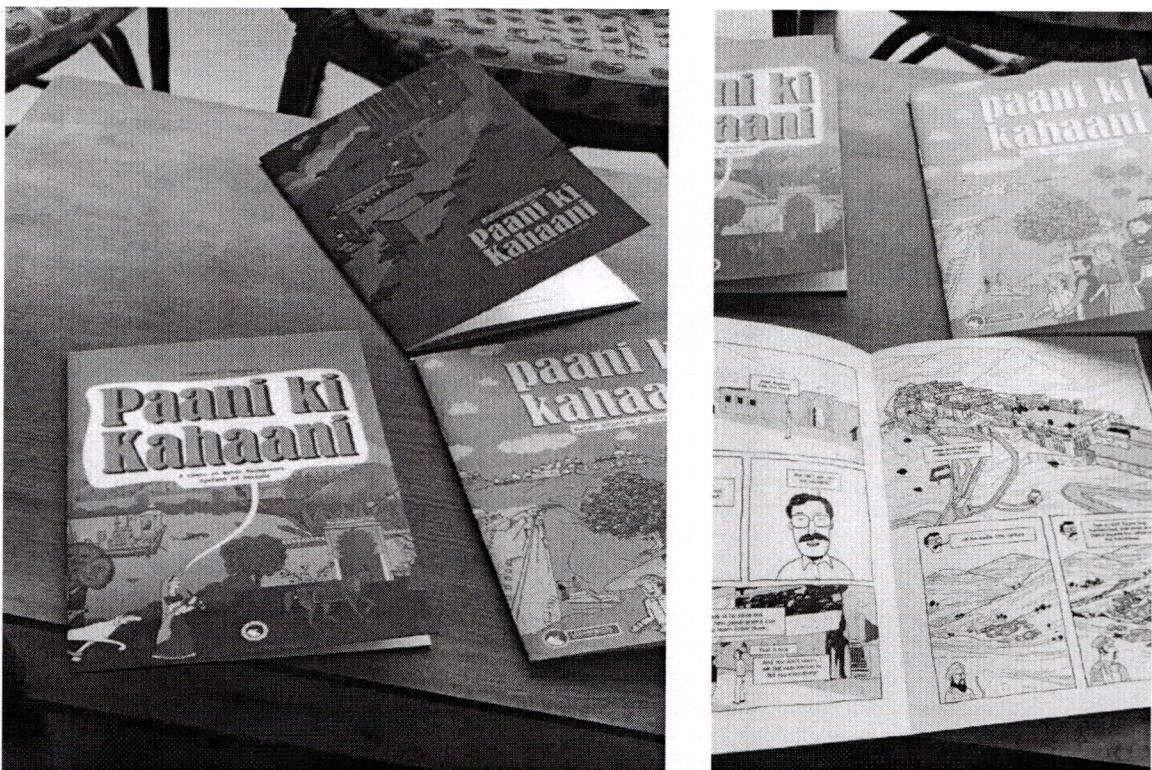
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c) Publications:

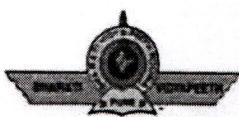
Motivating advanced students to create creative contributions to academics and the real world as well as publications of the highest standard. publishing: Internal newsletters and magazines are examples of regular publishing. These publications showcase the artwork, talents, and interviews of students. They provide a platform for inspiration and peer education.



Paani ki Kahani, a 3-part series about stories of water from various cities of Rajasthan illustrated by students of BVCOA in a workshop conducted by Leewardists in Jaisalmer.




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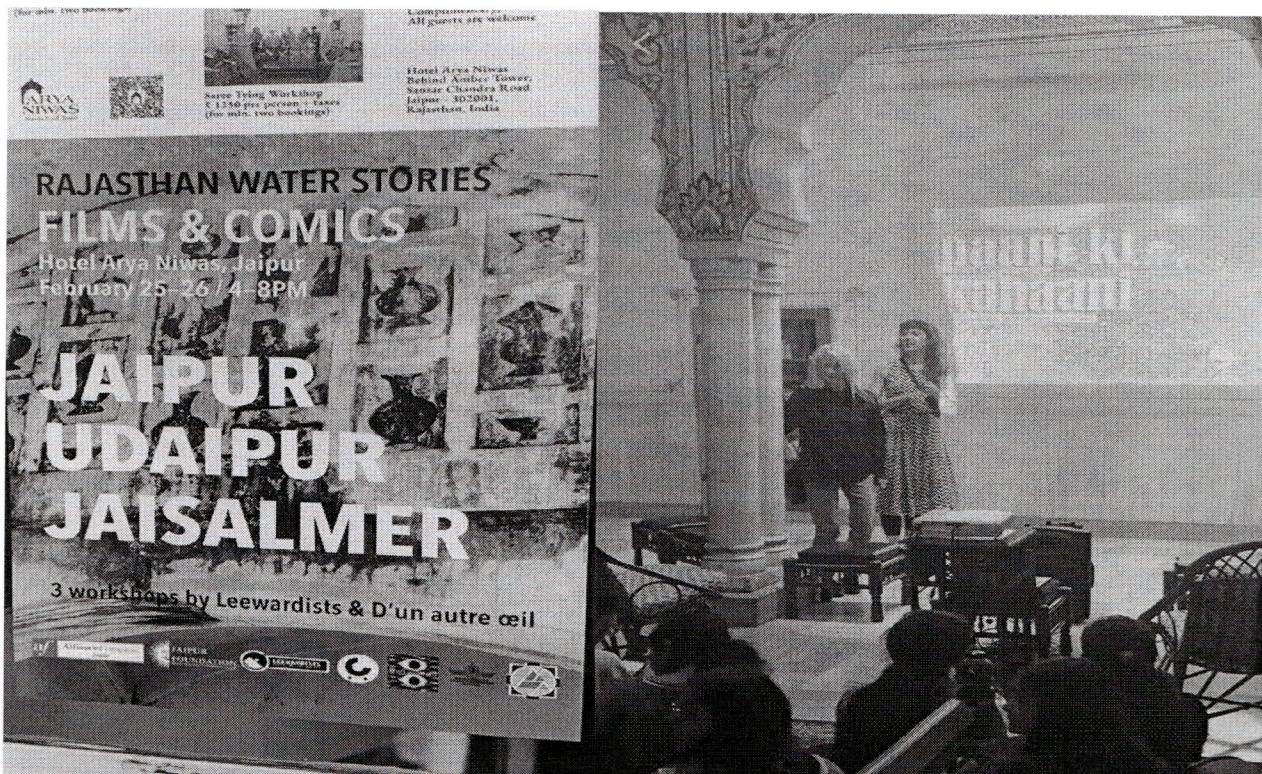
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d) Exhibitions:

Students display their best academic work, encourage vertical interaction among themselves, and foster a healthy competition with zeal to produce the best and seize the chance to demonstrate their creative abilities.



Exhibition - Rajasthan Water Stories – Films & Comics hosted in Jaipur on 25-26 February about stories of water from various cities of Rajasthan illustrated by students of BVCOA in a workshop conducted by Leewardists in Jaisalmer.



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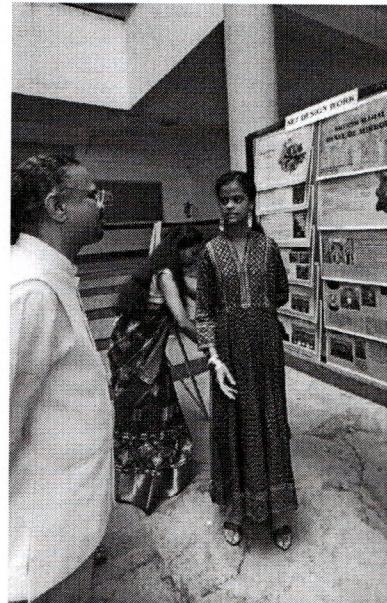
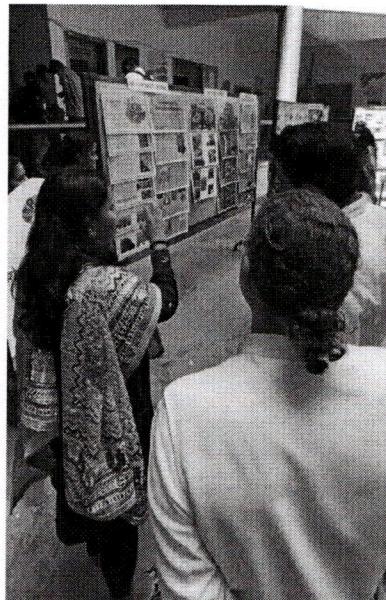
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B.Voc I.D. Exhibition – Jaisalmer Study Trip Exhibition



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e) Indo-French Student Exchange Program:

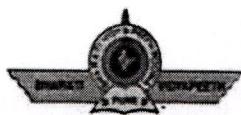
A student exchange program's goal is to increase students' awareness of other cultures and the world. Improve your language abilities by immersing yourself in a foreign setting. Encourage academic success by utilizing a variety of educational materials. Develop professional connections and global networks.



Building worldwide Connections: To provide students with a worldwide perspective, BVCOA arranges international exchanges.



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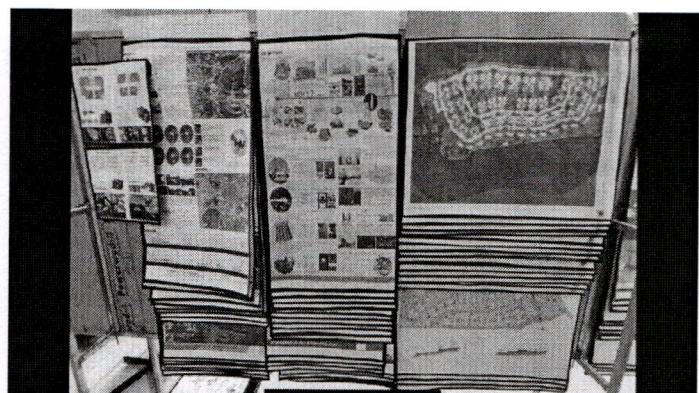
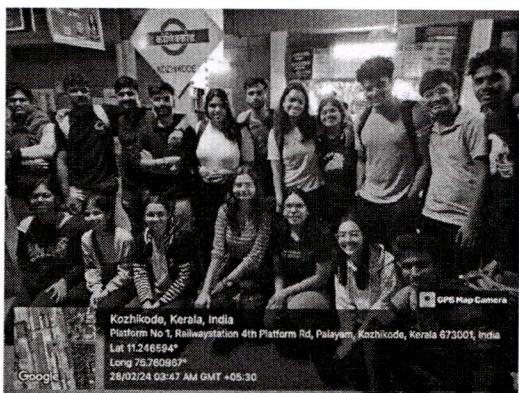
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f) NASA Participation:

Opportunities for Networking and Exposure to Diverse Viewpoints: Students frequently value the opportunity to establish friendships and professional connections with classmates from many institutions, which can persist throughout their careers. Students' understanding of architecture and design methodologies is expanded by interaction with students from diverse architectural backgrounds and cultures.



BVCOA students participating in the Annual NASA convention in Kerala.

g) Collaborative Workshops and Seminars:

BVCOA organizes events that unite students, faculty, and community members to brainstorm solutions to local architectural challenges. For instance, the visual illustration, photo - video documentation of Jaisalmer aimed to bridge the gap between various educational institutions, fostering collaboration and knowledge sharing.



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Collaborative workshops, such as the Indo-French Student Exchange enrich students with international experiences.

h) Industry Partnerships & Consultancy:

Architectural students learn valuable real-world insights through **Industry Partnerships & Consultancy** by bridging the gap between academic learning and professional practice. These collaborations expose students to live projects, client interactions, regulatory frameworks, budgets, timelines, and construction realities, helping them understand how design decisions are shaped by practical constraints. Students also develop professional ethics, technical proficiency, teamwork, and communication skills while gaining clarity about industry expectations, emerging technologies, and career pathways, making them better prepared for architectural practice

i) Knowledge Sharing:

Knowledge sharing, public speaking, and confidence building play a vital role in the development of architectural students. Through discussions, presentations, critiques, and public forums, students learn to articulate design ideas clearly, defend their concepts, and engage with diverse audiences. These experiences strengthen communication skills, boost self-confidence, and prepare students to present proposals, collaborate with professionals, and participate effectively in academic and professional architectural platforms.



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4. Strategies used for Slow learners

- a) The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introverted in the class.
- b) They should be treated as any other student in the class but they can be provided extra classes for improvement and achievement.
- c) Mentors shall help the slow learners by giving proper guidance and support to them as and when required. These learners may need more support than the average learners in the class.
- d) Schools must do a need analysis to identify needs of such learners and design bridge courses for such learners.
- e) Slow learners' performance in the tests conducted at school must be analyzed and remedial classes must be organized for slow learners. Remedial sessions must be taught using different teaching methods for supporting learning. Aim of the remedial class shall be to bridge the learning gap and help each learner achieve the minimum set benchmarks.
- f) Extra classes for the difficult subjects (based on the previous university results) in the 8 Guidelines for Advanced and Slow Learners, BVCOA curriculum can also be conducted for supporting the learners.
- g) Special attention must be given to the students in the tutorial classes, who are identified as the slow learners.
- h) To boost confidence in slow learners, training in communication skills, personality development, time management, and motivational sessions shall be conducted.
- i) Academic and personal counseling are given to the slow learners by the mentor and the counseling cell of the University.
- j) Such learners must be provided with notes in various formats such as simple written language, podcasts, recorded videos, you tube videos and so on. This will enable learners to choose the resource catering to their learning preferences.



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k) Advanced learners must be involved in supporting slow learners by using a buddy system. Teachers must make sure that both the learners must not know that one is supporting the other. This may lead to behavioral problems.

l) Encouraging the group learning activities and practical will be useful to slow learners.

m) The support of the alumni can also be effectively used to motivate and mentor slow learners.

5. Conclusion:

The BVCOA mentor-mentee program is designed to benefit both mentors and learners. Mentors play a key role in monitoring students' goals and progress while guiding advanced learners by connecting them with experts for higher-level exposure and training. For slow learners, mentors provide essential academic, professional, and psychological support. The combined efforts of faculty mentoring, effective facilitation, and the institute's strong administrative framework reflect a significant commitment to helping students achieve their best performance and outcomes.



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