

(Affiated to University of Mumbai and Approved Bar Council of India)

Lala Lajpatrai Marg, Mahalaxmi, Mumbai - 400 034. Tel.: 2354 8240 / 2354 8241 • Fax: 2353 2896 E-mail: principal.llcl@gmail.com • Gram: LAJCOL

Policy Document on Learners with Different Learning Abilities

PRINCIPAL

Lala Lajpatrai College of Law

Lala Lajpatrai Marg,

Mumbai - 400 034.

SK



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Prelude:

Lala Lajpatrai College of Law identifies slow and advanced learners at the Entry Level based on their performance in the Common Entrance Test administered by the CET Cell of the Government of Maharashtra.

Our commitment to inclusive education is reinforced by acknowledging different learning speeds. It ensures that every student has equal opportunities to learn according to their unique pace.

Rationale of Identification of Students on the basis of their Learning Abilities:

In adherence to our institutional policy, the identification of both slow and advanced learners is imperative for the following reasons:

- (a) **Customized Education:** Recognizing individual learning paces allows us to tailor our educational approaches. We can provide additional support to slow learners and offer more challenging material to advanced learners.
- (b) **Resource Allocation:** By identifying the diverse needs of our students, we can allocate resources efficiently. Slow learners may benefit from remedial programs, while advanced learners may be provided with mentoring activities.
- (c) **Equitable Assessment:** The fair assessment and evaluation of students are facilitated through the process of identification of students on the basis of their learning abilities. It enables provision of adequate support for to learners for continuous assessment process.
- (d) **Intervention and Support:** Early identification of slow learners enables us to provide timely support and intervention. Advanced learners can receive specialized attention to nurture their intellectual growth and prevent disengagement.



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- (e) **Curriculum Delivery Enhancement:** We can enhance our curriculum delivery by aligning it with the needs of both slow and advanced learners. This leads to a more effective and engaging learning environment.
- (f) **Engagement of Parents/Guardians:** Keeping parents and guardians informed about their child's learning pace empowers them to offer appropriate support and encouragement at home.

Process of Identification of Slow and Advanced Learners:

The process of identification of Slow Learners and Advanced Learners on the basis of CET Score is flexible as the outcomes of the CET vary from year to year. Therefore, the College segregates students into two groups formed on the basis of CET score into top 50% in the group of Advanced Learners and bottom 50% into the group of Slow Learners. The following is the list of slow and advanced learners for the Academic Year 2021-22:

List of Advanced Learners						
Sr.	Roll No.	Candidate Names	CET Score			
No.						
1	2122151	SWAMINATHAN RAMESH NATRAJAN JAYALAKSHMI	113			
2	2122130	KULSHRESHTHA SANJEEV PRAVESH LAXMI BAI	102			
3	2122105	BHAVNAGARWALA TASNEEM ABBAS	101			
4	2122113	CHOUDHARY SONAL SHANKARLAL ANANDIDEVI	100			
5	2122125	JAIN RAHUL AMRATLAL SHOBHA	96			
6	2122126	JAIN YASHVI RAMESH PADMAVTI	96			
7	2122146	SHINDE BAJIRAO VALMIK DRAUPADABAI	96			
8	2122158	WILSON GILLIAN GREGORY GERTRUDE	96			
9	2122152	THAKKAR JIGNESH NAVIN SHAKUNTALA	95 DDIA(



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10	2122134	MULLA RAE RUSTAM BEHROZ	94
11	2122136	PATIL NITANSHU RAMESH REEDDHI	94
12	2122120	JADHAV ANKITA CHANDRAKANT CHANDRAKALA	93
13	2122122	JAIN ISHA ANIL SHIVANI	93
14	2122127	KAMBLI SHAMLI JAGDISH SWATI	92
15	2122137	PAWALE VIDYA DATTATRAYA LEELA	91
16	2122106	BHIWANDKAR SAACHI SANJEEV SNEHA	90
17	2122139	RAUT SHREEYA DHANANJAY DHANASHRI	90
18	2122154	TIWARI HARDIK MANOJ SUHASINI	90
19	2122156	VAISHYA PADMAVATI CHUNILAL LAXMI	90
20	2122104	BHATT MRINAL VIPUL BIJAL	89
21	2122107	BIYANI SHUBHAM SHYAMSUNDER SAVITA	89
22	2122112	CHAVAN KRUSHNA BHAUSAHEB ARATI	89
23	2122116	DESAI AVINASH VASANT KUSUM	89
24	2122117	DHURE VAISHNAVI SUNIL SUVARNA	89
25	2122123	JAIN JINESH PRAVIN NEETA	89
26	2122124	JAIN NEHA BHAGVATI REKHA	89
27	2122128	KARGUTKAR NITANSHU PRAVIN RAJASHREE	89
28	2122150	SULAMBE SURAJ DILIP DEEPALI	89
29	2122111	CHAURASIA PRIYANKA RAJU MAMTA	88
30	2122114	DELWARI TANVI PANKAJ LATA	88
31	2122119	HARAN AYUSHI PRAVEEN SANGEETA	88
32	2122140	SATAM DARSHAN UDAY UTKARSHA	88
33	2122133	MOHITE SHASHIKANT DEORAJ SULOCHANA	87
34	2122144	SHARMA RIYA RAMBALI GUDDI	87
35	2122135	PAL SANTOSHKUMAR BIJOYKUMAR USHA	86

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List of Slow Learners						
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No.						
1	2122103	BHARADIA MADHAV SUNIL DEEPA	85			
2	2122157	VASANI MUSHKAN MINESH MEETA	85			
3	2122160	ZORE ROSHAN BALKRISHNA MADHAVI	85			
4	2122118	FERNANDES ANGELA FRANCIS JACQUELINE	84			
5	2122149	SIRSULLA PRIYANKA JAGDISH REKHA	84			
6	2122101	BAJAJ SATYANARAYAN SHIVPRASAD GODAVARI	83			
7	2122102	BALSARA RUSHAN PIROOZ DILKHUSH	81			
8	2122110	BUTTAR SIMRANPREET KAUR HARCHARAN SINGH GURPREET	79			
9	2122143	SHAH VRUDDHI VIJAY MANISHA	77			
10	2122109	BUTTAR ASHMEET KAUR HARCHARAN SINGH GURPREET	76			
11	2122131	MALHOTRA JHALAK GAURAV SONAL	76			
12	2122121	JAIN DIMISHA NARESH SANGITA	75			
13	2122141	SAWANT NIDHI PRADEEP PURVA	75			
14	2122153	THAKUR SHREYAS ANIL RATNAPRABHA	75			
15	2122148	SINGH DHRUV RYAN SANGEETA	74			
16	2122155	TIWARI RAKESH AKHILESH NIRMALA	74			
17	2122159	YANGAL PREETHI THOMAS ANITHA	74			
18	2122142	SETHI HARPREETKAUR HARINDERPALSINGH GURDEEPKAUR	72			
19	2122147	SHIRODKAR MANALI SATISH SHWETA	72			
20	2122129	KUKREJA HITESH SUBHASH SUDESH	71			
21	2122108	BOHRA KARAN RAJESH LALITA	70			
22	2122138	RATHORE HARSH NANDKISHORE NIRMALA	69			



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23	2122145	SHARMA RIYA SANJAY MUNNI	68
24	2122132	MODI JIGNA DANABHAI JASSIBEN	65
25	2122115	DERE ATHARVA DEEPAK GITANJALI	64

Assessment of Learning Levels during the Course:

The college employs a variety of methodologies to continually evaluate students' learning levels during their academic tenure:

- (a) **Student's Attendance in the Class:** Regular attendance is monitored to gauge students' engagement and participation in the class.
- (b) **Class Interactions:** Interactions within the classroom setting offer insights into students' comprehension and engagement.
- (c) **Participation in Co-curricular and Extra-curricular Activities:** Involvement in extracurricular activities can reveal a student's potential and aptitudes beyond the classroom.
- (d) **Performance in Continuous Internal Evaluation (CIE):** Continuous internal assessments provide an ongoing measure of a student's academic progress.

Institutional Policies to Bridge Learning Gaps:

To address varying learning needs, the institution has implemented several policies:

- (a) **Orientation Programme:** New students undergo orientation to acquaint them with the institution's values, mission, and teaching and evaluation practices.
- (b) **Bilingual Mode of Instructions:** Bilingual instruction supports students from vernacular backgrounds, allowing them to express themselves comfortably in either English or Marath?



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- (c) **Mentoring System:** Mentoring by teachers and senior students help weak students to adapt to studies in legal courses and get guidance on several critical issues.
- (d) Intensive Coaching and Mentoring Assignments: Advanced learners are provided with intensive coaching, including practical assignments and mentoring of juniors.
- (e) **Field Visits:** Visits to Police Stations, Courts and Forensic Labs are organised to provide hands-on experiences and opportunities to students to learn in practical environment.
- (f) **Moot Courts:** Preparing memorials for respondents and petitioners in moot court competitions enhances critical thinking and courtroom exposure of students.
- (g) **Statutory Committees:** Statutory Committees such as Ant-ragging Committee, Grievance Redressal Committee and ICC have been constituted to boost morales of students.
- (h) **Seminars, Workshops, and Guest Lectures:** Eminent personalities and academicians are invited to the colleges to conduct sessions various topics to enrich the learning experience.
- (i) **Student-centric Teaching Methodologies:** Visits, debates, quizzes, case studies, discussions, presentations, tests, and vivas are conducted to engage students.
- (j) **Online Teaching Methodologies:** ICT-equipped classrooms enable the integration of online resources into teaching and give students live exposure to course contents.
- (k) **Peer Learning:** Advanced students serve as mentors for slower learners, facilitating regular mentoring sessions.



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(I) **Certificate Courses:** Certificate courses have been introduced to enhance students' skills and knowledge.

These comprehensive approaches ensure that our institution caters to the diverse learning needs of all students, fostering an inclusive and enriched educational environment.