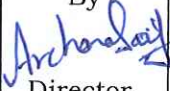# SHRI RAMSWAROOP MEMORIAL UNIVERSITY

Village – Hadauri, Post – Tindola, Lucknow-Deva Road,
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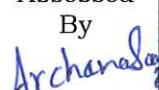
Policy for Identification & integrated Intervention Measures for Advanced Learners

(w.e.f. session 2018-19)

Ref. No: SRMU/RO/Policy/ ALP/2017-18/10 Issue No. – 01	Compiled By	Checked By	Assessed By	Approved By
Date of Issue: 04 May, 2018	Deputy Registrar (Academics)	Coordinator, Teaching, Learning & Evaluation	Director, IQAC	Vice Chancellor

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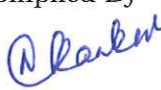| Ref. No: SRMU/RO/Policy/ ALP/2017-18/10 Issue No. – 01 Date of Issue: 04 May, 2018	Compiled By Deputy Registrar (Academics)	Checked By Coordinator, Teaching, Learning & Evaluation	Assessed By Director, IQAC	Approved By Vice Chancellor

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SHRI RAMSWAROOP
MEMORIAL UNIVERSITY

Policy for Identification & integrated Intervention Measures for Advanced Learners
(w.e.f. 2018-19)

1. Introduction

Classrooms, like the world around us, are made up of increasingly diverse learners from slow to advanced learners. Advanced learners are, "Students who perform much better than the class averages". He/She learns more rapidly than their fellows; he/she has superior power to comprehend abstract ideas; he/she has greater verbal facility; and he/she can carry on considerable study without supervision, demonstrates advanced skills, very inquisitive, creative and admires challenging topics. Advanced learners are usually taught in one of two possible instructional arrangements:

1) a class composed mostly of average students, in which certain percentage may be advanced learners,

2) a class specially designed for advanced learners.

Every teacher shall have exposure to all different levels, but just like slow learners, advanced students require a distinct kind of effort. This policy aims for identification and suggest comprehensive integrated intervention measures for advanced learners.

2. Policy for Identification

Students are admitted in the University in the Diploma/Undergraduate programme in first year through regular entry/second year through lateral entry/Transfer cases in any year. Identification policy for advanced learners is categorized as:

1. Identification policy for advanced learners in first year.

2. Identification policy for advanced learners in subsequent years.

2.1 Identification policy for advanced learners in first year

Advanced learners are identified at two stages:

a) Before the commencement of semester

b) After the commencement of semester on the basis of marks obtained in UTs

2.1.1 Before the commencement of Semester

Advanced learners shall be identified after admission in first year through regular entry/transfer cases of Diploma/Undergraduate programme on the basis of marks obtained in class X/Class XII respectively. The cut-off marks identified for different courses in the class X/Class XII are given below:

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S. No.	Name of Course	Cut-off Marks (Class X/XII)
1.	B. Tech	85%
2.	Integrated B. Tech+ M. Tech	85%
3.	B. Arch	85%
4.	B. Sc (Hons.)	80%
5.	BCA, B. Sc (IT)	80%
6.	BBA	80%
7.	LL.B	80%
8.	Integrated B.B.A+ LL.B (Hons)	80%
9.	B.Com(Hons)	80%
10.	Integrated B.Com+ LL.B (Hons)	80%
11.	B.A (Hons)	80%
12.	Integrated B.A+ LL.B (Hons)	80%
13.	Diploma	70%

Director, Admission & Public Relations shall provide the list of advanced learners to the Director of Institute Programme wise on the basis of above criteria.

2.1.2 After the commencement of semester on the basis of marks obtained in internal assessment such as UTs or its equivalent

After the identification on the basis of cut-off marks in the Class X/Class XII advanced learners shall join the regular classes of first semester. Suitable comprehensive integrated intervention measures for identified advanced learners in stages-1 shall be undertaken till first internal assessment like UT-1 marks or its equivalent are obtained.

After UT-1, advanced learners shall be identified in each subject for U.G as PG well as programme after the result analysis of UT-1 marks or its equivalent as one who obtained marks equal or more than 85% by subject teacher and take comprehensive integrated intervention measures for advanced learners till UT-2 marks are obtained.

After UT-2 marks or its equivalent are obtained, the subject teacher shall identify again advanced learners as one who obtained marks equal or more than 85% of total marks of UT-1 and UT-2. This process of identification shall continue till UT-4. There is possibility that after every subsequent UTs, the strength of advanced learners may increase or decrease or remain constant. It is the responsibility of subject teacher to identify the advanced learners during odd/even semester of first year and take comprehensive integrated intervention measures as mentioned in para 3.

2.2 Identification policy for advanced learners in the subsequent years

From second year onwards, advanced learners in UG as well as PG programme shall be identified for each subject after result analysis of first internal assessment such as UT-1 marks or its equivalent as one who obtained marks equal or more than 85% by subject teacher and take comprehensive integrated intervention measures for advanced learners till UT-2 marks or its equivalent are obtained.

After UT-2 marks are obtained subject teacher shall identify advanced learners as one who obtained marks equal or more than 85% of total marks of UT-1 and UT-2. This process of identification shall continue till UT-4 (as the case may be). There is possibility that after every subsequent UTs, the strength of advanced learners may increase or decrease or remain constant. It is the responsibility of subject teacher to identify advanced learners

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during odd/even semester of subsequent years and take comprehensive integrated intervention measures as mentioned in para 3.

3. Comprehensive integrated intervention measures

The Comprehensive integrated intervention measures are listed below that every teacher shall know about reaching (and keeping) advanced learners.

3.1 Choice based Credit System

Advanced learners can get advantage from CBCS, as it has the self paced learning with more flexibility in choosing extra credits and improving his/her qualification. A student can exercise this option to decide his/her own pace of learning- normal/ accelerated plan and sequence his/her choice of paper, learn to face challenges through term work/project work, may venture out to acquire extra knowledge/proficiency through add- on facilities and finish his program before normal time.

3.2 Allow Choice

Try to offer more than one way for your students to show what they know and understand. All of your students shall benefit from having more choice in what materials they use and what assignment and project they shall complete. It's essential for advanced learners, as it allows them to delve deeper into a subject. Try these adaptations for your strongest students.

a) Offer a Range of Texts: Advanced students could report on a more difficult book than their peers for a research project.

b) Ask Deeper Questions: Encourage your students to move from the factual to the conceptual. Instead of just asking for facts, push students to make connections.

c) Do the Research: Push students, particularly strong learners, to use a variety of texts, websites, blogs, and so forth.

d) The advanced learners may be given project at the start of the 3rd semester to be completed in 7th/8th/Final Semester. The project shall be given either individually or to a group of students after discussing with such students.

e) Get Creative: Instead of mandating a product, encourage divergent thinking. In addition to essays, students can express their learning through other forms— poems, collages, podcasts, and so on.

f) Most Difficult First: Teacher selects the five most difficult problems/questions/tasks in the assignment and offers students the opportunity to do those items first.

3.3 Integrate Technology

Including technology in the classroom forms a powerful bridge from academics to the real world. The flexibility of the Internet provides rich and varied learning options for advanced students. SMART Boards, blogs, e-mails, software programs, and Internet searches are among the many means to enhance learning experiences. Technology gives students access to an extraordinary range of sources and learning opportunities that they might never discover otherwise.

The Internet also provides ways for students to collaborate with peers from other states or countries who share the same interests. Apart from offering a significant enhancement to their academic and creative lives, technology also helps advanced learners feel more connected with others, less alone and isolated.

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3.4 Let Students Work Together

For advanced learners, working with peers is critical. Social and emotional difficulties diminish when they have opportunities to learn with intellectual peers.

a) In Pairs: Students who need more challenges could work together to share their ideas on an assignment that is more complex or involved.

b) In Groups: Let advanced students work together in areas where they need the stimulation of intellectual peers (e.g., in literature circle).

c) Across Classes: Combine your advanced students across the grade, if possible. Then, you and your colleagues can share responsibilities for monitoring extra projects.

d) On Projects: Advanced learners could work on an independent project that is supervised by a parent volunteer or community member.

3.5 Accommodate Pace

Accelerated learning shall always be part of anything for an advanced child. Acceleration includes a broad spectrum of options—from assigning more difficult texts or research questions for a report to forming and coordinating a cluster group of high-ability students with another teacher. Strategies such as compacting, independent study, and even creative thinking activities enable above-grade students to learn at an appropriate pace for them.

3.6 Determine Prior Knowledge

The purpose is to find out what advanced students have mastered. Nothing's worse than twiddling thumbs over lessons already learned. Advanced students come into our rooms with abilities, experiences, and skills—much of which they either hide or lay aside. Give them credit for the knowledge and skills they possess, and help them create alternative goals. Avoid drill-and-practice assignments that can cause boredom and potential discipline problems. Keep them engaged with a process that challenges their thinking and includes their interests.

3.7 Encourage Goal Setting

The purpose is to provide opportunities to advanced learners (students) to set their own personal learning goals. Display the day's or week's schedule in the classroom.
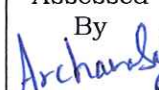
3.8 Teach Creatively

Creativity is not about paintbrushes and poems. These students tend to be out-of-the-box learners, so they occasionally need alternative ways to process new concepts and information.

3.9 Independent Learning Projects

Whenever possible, advanced students shall be given independent projects that permit them to inquire about a topic more deeply. For e.g advanced learners in a geometry class could apply their knowledge of geometric shapes and measurement skills to research kite designs and materials, and then build tetrahedron kites. Independent learning only works when students have opportunities to practice and develop the skills they need.

3.10 Follow their Interests

The purpose is to provide chance to the advanced learners to explore their interests and to follow their curiosity.

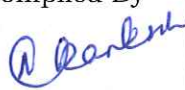| Ref. No: SRMU/RO/Policy/ ALP/2017-18/10 Issue No. – 01 Date of Issue: 04 May, 2018	Compiled By Deputy Registrar (Academics)	Checked By Coordinator, Teaching, Learning & Evaluation	Assessed By Director, IQAC	Approved By Vice Chancellor

3.11 Encourage Self-assessment

The aim is to help the students to reflect on what they have learned. Through writing a paragraph about what they take away from a lesson helps them to see their progress and own it. Advanced learners need this kind of visual record. Becoming conscious of what they know and how they came to know it makes them more aware of their learning process.

3.12 Other Measures

a) To identify top 5 students on the basis of their CGPA and guide them in the area of interest.

b) Project/dissertation in collaboration with National laboratory and industries.

c) Supplementary questions in problem set meant for advanced learners.

d) Enable him to go for job market in advance.

e) Certificate courses are organized for advanced learners.

f) Interaction with experts /industry professional about emerging trends through

g) Guest lecture/workshop/ Industrial visit.

h) Institute/Faculty/Department shall have provisions of financial exemption for advance learners in attending in-house seminars, workshops, short term courses and conference.

i) Advance learners shall be engaged with research oriented faculty to discuss innovative ideas and convert into viable and cost effective project.

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Calendar for Advanced Learners Programme
(All Courses: Second Year Onwards)

Description of Activities	Schedule$	Criteria	Responsibility
Identification of Learners	One week after the first internal assessment such as UT-1	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between first & second internal assessment such as UT-1 & UT-2 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the second internal assessment such as UT-2	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between second & third internal assessment such as UT-2 & UT-3 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the third internal assessment such as UT-3	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between third & fourth internal assessment such as UT-3 & UT-4 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the fourth internal assessment such as UT-4	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between fourth internal assessment such as UT4 & ESE.	≥ 85%	Subject Teacher

$ Four Internal Assessment for Diploma, U.G, MCA & Integrated (Engineering- U.G Subject) Courses

$ Three Internal Assessment for MBA Courses

$ Two Internal Assessment for P.G & Integrated (Engineering- P.G Subject) Courses

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Calendar for Advanced Learners Programme
All Diploma, U.G Courses & Integrated (Engineering- U.G Subject): First Year

Description of Activities	Schedule	Criteria	Responsibility
Identification of Learners	During admission	Cut-off Marks in class X/XII@	Director, Admission & Public Relations
Remedial Classes	After admission & before the commencement of classes	≥ 85%	Directors of respective Institutes
Integrated Intervention Measures	From commencement of classes till first internal assessment such as UT-1	≥ 85%	Subject Teacher
Identification of Learners	One week after the first internal assessment such as UT-1	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between first & second internal assessment such as UT-1 & UT-2 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the second internal assessment such as UT-2	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between second & third internal assessment such as UT-2 & UT-3 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the third internal assessment such as UT-3	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between third & fourth internal assessment such as UT-3 & UT-4 respectively	≥ 85%	Subject Teacher
Identification of Learners	One week after the fourth internal assessment such as UT-4	≥ 85%	Subject Teacher
Integrated Intervention Measures	Between fourth internal assessment such as UT-4 & ESE.	≥ 85%	Subject Teacher

@ Refer para 2.1.2 of Policy for Advanced Learners

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