



COTTON UNIVERSITY

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No.: CU/REGOFF/2017/017/ 7529 A

Date: 3rd July, 2023

NOTIFICATION

In pursuant to the Res. No. EC/2023/29/2 of the Executive Council in its 29th meeting held on 22 June, 2023 the following policy documents are notified and implemented in Cotton University with immediate effect.

Sl. No.	Policy Name
1	Cotton University Research Policy
2	Policy for the Students' Grievance Redressal Mechanism, 2023
3	Policy for Students' Fellowship, 2023
4	Policy for Slow and Advanced Learners
5	Policy document on Intellectual Property Rights, 2023
6	Policy document for granting financial support to university teachers for attending national and international conferences/ seminars/ workshops/ symposia under faculty development programme (FDP)
7	Policy Documents on In-House Research Project & Guidelines
8	Guidelines for In-House Departmental Projects

This has been issued with approval of the Hon'ble Vice Chancellor, Cotton University subject to the post facto approval of the Executive Council.

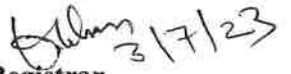

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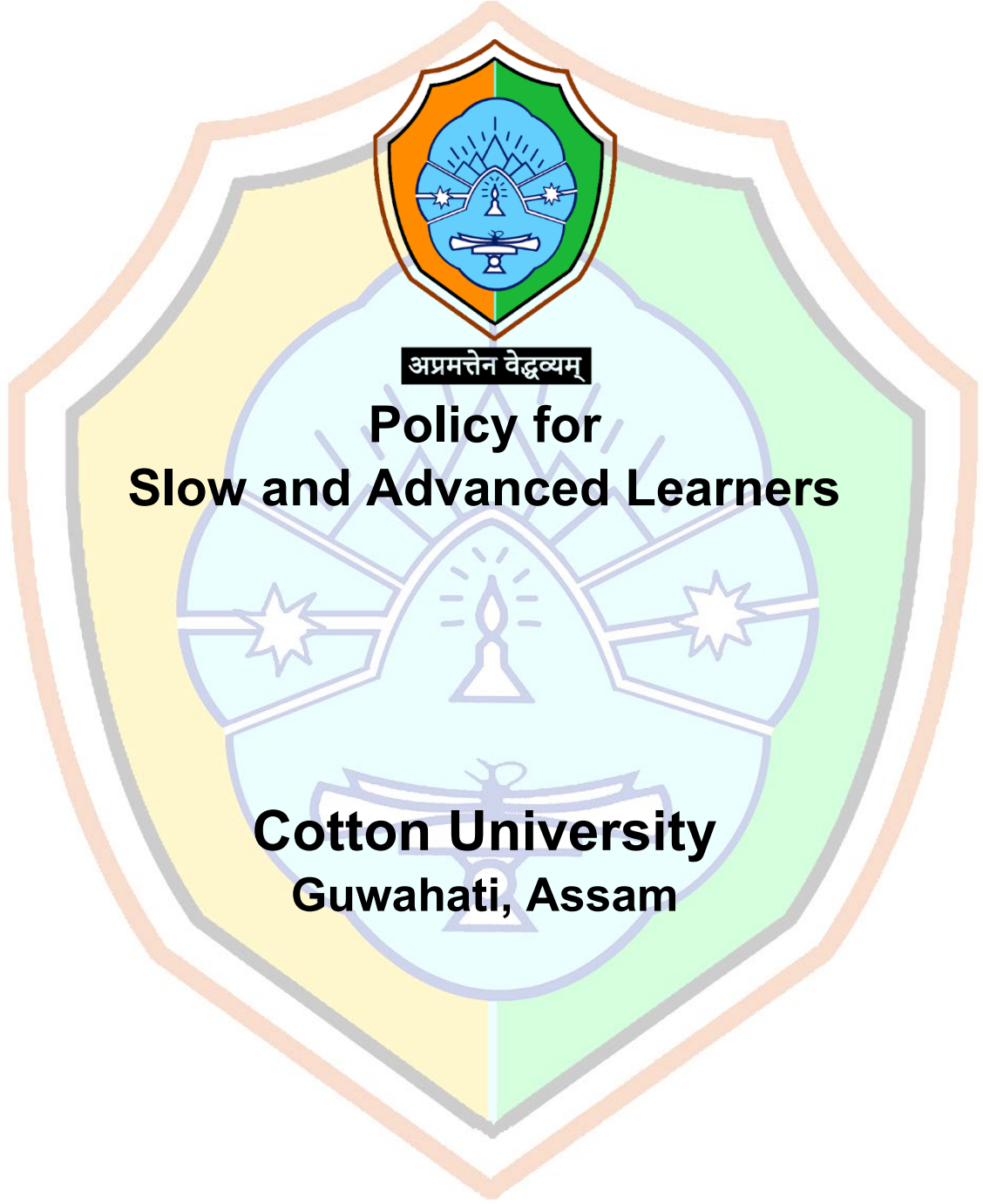
Memo No.: CU/REGOFF/2017/017/ 7529 (A) (H)

Date: 3rd July, 2023

Copy for information to:

1. Pro-Vice Chancellor, CU for kind information.
2. PS to Vice Chancellor for kind appraisal of the Hon'ble Vice Chancellor, CU
3. All Deans of CU for kind information.
4. All Officers/ HoDs of CU for kind information.
- ✓ 5. Coordinator, IQAC for kind information.
6. CSM to upload the notice in CU website with the Policy documents.
7. Notice Board
8. Office File


Registrar 3/7/23



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Introduction:

Cotton University constantly works to enhance and expand students' capacity for learning by encouraging the faculty to adopt innovative teaching-learning pedagogy that primarily focuses on a synthesis of traditional and modern teaching approaches, such as the use of audio-visual aids like PowerPoint presentations, videos, infographics, and other that not only help students maintain their attention span but also help them grasp the concept in a better way. Additionally, the flipped classroom strategy improves classroom instruction by encouraging student participation and active engagement. It also helps teachers better manage differential learning and student difficulties. Field trips, conversations with experts, and other real-world experiences also help students relate to their respective courses.

In addition to utilising the most up-to-date, cutting-edge teaching-learning tools and techniques, Cotton University is aware that each student has a unique learning interest and learning style (some students are slow learners, while others are gifted, or advanced learners), and as a result, special plans/strategies are adopted to deliver learner-centric teaching-learning pedagogies.

Advanced and Slow Learners:

Advanced learners are those who grasp a concept being taught significantly more quickly than their classmates and achieve high test results. Compared to the other students in the class, they have more talent and potential.

On the other side, slow learners typically fall behind in their academic endeavours and find it challenging to comprehend the material. Poor performance could not be an indication of insufficient skill or talent; rather, it might be brought on by ineffective teaching strategies, socioeconomic factors, a lack of support and motivation, disorganised learning procedures, or even the incapacity to converse in a new medium.

Preamble:

The primary objective of this policy is to evaluate students' learning capacities and to give them appropriate guidance. Specific goals are given as follows:

1. To identify the slow learners and advanced learners
2. To create noteworthy methods and scientific implementations to benefit both fast and slow learners
3. To increase the self-assurance of slow learners, remove obstacles in their path, and assist them in developing their abilities concerning learning processes.
4. To inspire advanced students to perform excellently
5. To bridge the achievement gap between slow and advanced learners.

The methodologies used to identify slow and advanced learners, as well as the relevant guiding measures, are described in depth in the section that follows.

Policy for identification of slow and advanced learners:

At the entry-level, students must be evaluated based on their performance on the Learner's Aptitude Test, preceding examinations, their interest in the current subject

they have selected, their participation in classroom teaching and learning, and their rate of learning.

Slow Learners:

- *Less than 50% on class tests*
- *Minimal self-initiative*
- *A lack of interest and motivation*
- *Being slow to address issues of a higher order*
- *Poor understanding of fundamental ideas and their application*

Advanced Learners:

- *A score of at least 70% on class tests*
- *High Grasping Capacity*
- *Quick response*
- *Self-motivated*
- *High ability to handle a higher-order problem*
- *Excellent ability to understand fundamental ideas and use them in practical contexts*

Strategies for addressing the differential learning abilities of slow and advanced learners:

Slow Learners:

After the identification of the learners, the academic departments may adopt the following policies –

- Remedial classes** shall regularly be held for the identified slow learners, in addition to their planned timetable. Teachers are expected to engage in problem-solving activities in these classes, give the students extra study materials and focus their creative energies on concept clarification to close the knowledge gap and help the students succeed in the academic course in which they are enrolled.

The mandates of the remedial classes thus would be:-

- Provision for simplified but standard lecture notes/course material
 - Giving additional learning materials
 - Revision of topics and practical
- The academic departments shall organise **workshops, seminars, and other assistance programmes** to improve reading comprehension and communication abilities.
 - Guidance through mentor-mentee scheme:** Healthy communication between students and teachers would be established through the mentor-mentee system. Faculty mentors shall arrange one-on-one conversations to promote open dialogue and self-reflection.
 - Conducting activities to improve their critical and problem-solving abilities and orient them to comprehend core concepts.

Advanced Learners:

- i. Advanced assignments or tasks would be given to enhance their critical and problem-solving abilities.
- ii. Guidance for competitive examinations and direction for better career planning and development.
- iii. Encourage research by allowing advanced learners to pursue internships and receive practical training on topics outside of the curriculum.
- iv. Encourage them to enrol in certificate programmes or value-added training on with SWAYAM, NPTEL, courses, etc. to develop their abilities
- v. Encourage them to take part in group discussions, debates, elocution competitions, and quizzes to hone their analytical and problem-solving skills.
- vi. Plan activities to enhance their capacity for critical thinking.

Assessment of Improvement:

After the announcement of the university's results for the most recent semester, each academic department shall create a report outlining the progress of slow learners to close the loop.

The following documents would be required to be maintained:-

- Report of the result of class test/unit test
- List of slow learners
- List of Advanced Learners
- Report of performance improvement for slow learners
- The attendance record for sessions conducted for slow learners
- List / Record of tasks given to advanced learners

Expected Outcomes:

It is anticipated that the policy created for the advanced and slow learners would lead to an overall improvement in the quality of the university graduates, an increase in the proportion of students who can properly plan their careers, and eventually contribute to the progress of the nation.

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