

UNIVERSITY OF TECHNOLOGY

CONSOLIDATED REPORT ON SLOW PERFORMERS AND ADVANCED LEARNERS

Academic Year: 2024–2025

Prepared by: Internal Quality Assurance Cell (IQAC)

1. Preamble

The University of Technology is committed to inclusive education and academic excellence. This report outlines the identification, support mechanisms, progress, and outcomes related to both **slow performers** and **advanced learners**, ensuring that every student is provided with an environment conducive to their academic growth.

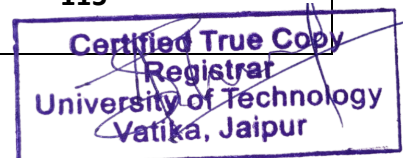
2. Identification Criteria

Category	Basis of Identification
Slow Performers	- Previous semester results - Low internal marks - Lack of class participation - Faculty and mentor feedback
Advanced Learners	- High academic performance - Active participation in discussions and competitions - Faculty recommendations

3. Number of Identified Students

Department	Slow Performers	Advanced Learners
School of Engineering	45	38
School of Basic & Applied Sci.	22	30
School of Management	15	27
School of Agriculture	18	20
Total	100	115

4. Support Strategies Implemented



a. For Slow Performers

- Weekly remedial classes for core subjects.
- Peer tutoring by advanced learners.
- Regular academic counseling and mentoring.
- Use of simplified learning resources.
- Parental communication and periodic review.

b. For Advanced Learners

- Assignment of advanced-level projects and research tasks.
- Participation in seminars, conferences, and paper presentations.
- Preparation for competitive exams (GATE, NET, etc.).
- Involvement in mentoring slow performers.
- Online certificate courses via NPTEL/Coursera recommended.

5. Monitoring and Evaluation

- Progress of each student is monitored through mentor review sheets.
- Mid-semester and end-semester evaluations conducted.
- Feedback from students and faculty recorded for continuous improvement.
- Transition records maintained (e.g., students moving from slow to average/advanced category).

6. Key Outcomes

- **26%** of slow performers showed measurable improvement in internal and end-semester results.
- **18** students transitioned from slow to average category.
- **11** slow learners progressed to advanced learning support.
- Advanced learners contributed to **peer learning**, enhancing collaborative culture.
- Overall class performance improved across multiple departments.

7. Challenges Faced

- Irregular attendance among some slow learners.
- Need for additional faculty time for remedial sessions.
- Internet access issues for online course follow-up in rural-based students.

8. Recommendations

- Continue structured mentoring programs with clear documentation.
- Develop Learning Management System (LMS)-based modules for differentiated learning.
- Increase frequency of feedback and parent-teacher interactions.



- Recognize and reward improved performance and peer mentoring efforts.

9. Conclusion

The initiatives taken for slow performers and advanced learners have contributed significantly to enhancing the quality of learning and inclusiveness at the University of Technology. The institution continues to strive for a learning environment where **every student has the opportunity to succeed.**

