

# UNIVERSITY OF TECHNOLOGY

## Faculty and Mentor Feedback Report on Slow Performers

Academic Year: 2024–25

Prepared by: Subject Faculty / Department Mentor / IQAC

### 1. Purpose:

To document observations, challenges, and progress of slow-performing students based on regular interactions, class participation, assessments, and mentoring sessions. This helps in designing better support mechanisms and tracking improvement.

### 2. Identification Basis:

- Below-average marks in previous semester and internal assessments
- Lack of participation in class activities
- Difficulty in understanding core concepts
- Attendance issues and poor submission of assignments

### 3. Consolidated Faculty Feedback (Sample)

Student Name	Dept.	Observations by Faculty	Suggested Interventions
Rahul Verma	B.Tech (ECE)	Poor grasp of mathematics concepts; hesitant in class	Weekly remedial classes + peer tutoring
Pooja Sharma	B.Sc. (PCM)	Irregular attendance; lacks conceptual clarity in Physics	Parent meeting + topic-wise handouts
Suresh Yadav	Diploma (Mech)	Weak in Engineering Mechanics; language barrier	Bilingual explanation + visual aids
Neha Kumari	B.Com	Passive learner; lacks confidence in Accountancy	Individual mentoring + simple practice sets

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### 4. Mentor Feedback Summary

- Common Issues Identified:
  - Lack of self-confidence

- Poor time management
- Inadequate study habits
- Personal or family issues impacting focus

- **Corrective Actions Suggested:**

- Regular one-on-one mentoring sessions
- Motivation and counseling sessions
- Involving parents for support
- Providing simplified study materials

### **5. Follow-up and Monitoring**

- Monthly mentor meetings are conducted to assess improvement.
- Attendance and performance are closely monitored.
- Mentors maintain individual student files with progress updates.
- Success stories (students transitioning from slow to average/advanced) are documented.

### **6. Outcome Highlights**

- Positive behavioral and academic changes seen in many slow performers.
- Regular faculty feedback has helped in early intervention.
- Personalized attention led to measurable improvement in internal scores.

