

University of Technology, Rajasthan

Process Manual for Slow Learners and Advanced Learners

(Identification, Activities, Monitoring)

Preamble:

In every classroom, students exhibit diverse learning abilities—some grasp concepts quickly, while others require more time and support. Hence, it becomes essential to identify and understand the learning capacity of each student. Based on this, faculty can categorize students and adopt appropriate teaching strategies to ensure inclusive learning.

At the **University of Technology**, first-year students are assessed based on their prior academic performance and active participation during the one-week Induction/Orientation Programme. Based on this, they are grouped as **Advanced Learners** and **Slow Learners**.

For students in higher semesters, categorization is done on the basis of:

- Previous examination results
- Current academic performance
- Classroom behavior and learning pace

Faculty members are expected to balance their teaching approach to avoid disengaging either group—ensuring advanced learners remain intellectually stimulated, and slow learners are adequately supported.

Objectives:

- To identify slow learners and advanced learners in each class.
- To provide customized support to slow learners and enrichment opportunities for advanced learners.
- To enhance overall academic performance through tailored interventions.

Process Inputs:

1. Orientation and Induction Programme (First-Year Students):

After the admission process, the Orientation Programme welcomes students and their parents. This is followed by a week-long **Induction Programme** consisting of daily two-hour sessions. The key participants include:

- Director, Principal
- IQAC Coordinator
- Administrative Officer, Controller of Examination
- Heads of Internal Complaint Cell, Anti-Ragging Cell, and Discipline Committee
- Faculty Mentors, Senior Students, Alumni
- Distinguished Guest Speakers



Broad Focus Areas of the Induction Programme:

1. Purpose and relevance of the chosen programme in life goals.
2. National development perspectives and priorities.
3. Societal and global engagement.
4. Motivation, leadership, and self-empowerment.
5. Student-faculty bonding through mentoring.
6. Academic rules, regulations, and institutional structure.
7. Institutional culture, values, and etiquette.
8. Holistic development via curricular and extra-curricular resources.
9. Career awareness and future opportunities.
10. ICT tools, e-learning, and digital literacy.

Induction Programme Activities:**1. Mentoring (Daily – 30 Minutes):**

A group of 10–15 students is assigned to a faculty mentor. Discussions aim at self-awareness, emotional connection, and understanding of academic and life goals.

Day-wise Themes:

- **Day 1:** Aspirations and family expectations
- **Day 2:** Gratitude and appreciation
- **Day 3:** Needs of the self and the body
- **Day 4:** Coping with peer pressure
- **Day 5:** Strengths, weaknesses, and prosperity
- **Day 6:** Understanding relationships

2. Department/Programme Familiarization (Alternate Days – 1.5 Hours):

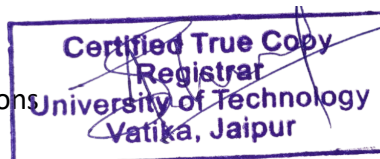
Students are introduced to:

- Departments and laboratories
- ICT and library resources
- Curriculum structure
- Career paths and professional expectations

3. Literary Activities:

Includes:

- Reading assigned articles
- Writing summaries
- Participating in group debates/discussions



4. Lectures by Eminent Personalities:

Organized to expose students to:

- Alumni experiences
- Insights from industry professionals
- Specialized knowledge domains

5. Outreach Activities (Usually Saturdays):

Objective:

- Community visits with mentors
- Sensitize students to social responsibility and community engagement

6. Extra-Curricular Activities:

Students participate in:

- Cultural programs (music, dance, drama, etc.)
- Sports activities (indoor and outdoor)
- Any club-based activities of interest

Monitoring & Evaluation:

- **Advanced Learners** are encouraged to participate in projects, seminars, paper presentations, MOOCs, and competitive activities.
- **Slow Learners** are provided with:
 - Extra remedial classes
 - One-on-one mentoring
 - Simple language notes and learning aids
 - Regular assessments and feedback

Faculty regularly record student progress, maintain documentation, and review outcomes to ensure effective learning for both groups.

