



MNR UNIVERSITY

Peer Learning Policy

MNR Nagar, Fasalwadi-502294, Gr Hyderabad, Sangareddy District, Telangana

Ref.No.MNRU/102/P-2/2026

Dated:16.02.2026

Peer Learning Policy

In exercise of the powers conferred by Section 30 of the Telangana State Private Universities (Establishment and Regulation) Act 11 of 2018 and in accordance with the Regulations of the University Grants Commission, the Academic Council and the Board of Management hereby frame the following Policy to practice fostering collaborative knowledge exchange, intellectual curiosity, critical thinking, creativity and social learning. The Governing Body in exercise of the powers conferred by Section 20(4)(d) of the above Act approved the **Peer Learning Policy** through the Resolution No.5, dated 12.02.2026 for implementation in the University.

1. Policy Title

Peer Learning Policy

2. Preamble

MNR University recognizes peer learning as a transformative educational practice fostering collaborative knowledge exchange, intellectual curiosity, critical thinking, creativity and social learning. The University's Peer Learning Policy aligns with national and international quality frameworks, including **NAAC, NIRF, QS Stars, THE Impact Rankings, ABET (Engineering), and AACSB (Management)** criteria for learner engagement, innovation in pedagogy, and academic excellence. The policy is strategically designed to enhance the University's Academic Reputation and Teaching-Learning metrics in national and global rankings by fostering a culture of high student-student-faculty interaction for quality learning outcome, documented innovation, and measurable societal impact.

3. Objectives

The Peer Learning Policy aims to:

1. Promote a **collaborative ICT-enabled learning environment** that enhances student engagement and deep learning, and satisfaction metrics (aligned with NIRF TLR and QS Stars teaching quality).
2. Develop **leadership, communication, mentoring, and teamwork** skills among students (supporting ABET Student Outcomes 2, 3, 4, and 5) without any inhibitions/hesitations among the students as the mentors are senior students
3. Bridge the learning gaps between diverse student groups, including high-achievers, slow learners, and underrepresented populations, through inclusive practices.

4. Embed peer-assisted learning as an **integral component of Learning Outcome-Based Education (LOBE) and Continuous Internal Evaluation (CIE)**, with explicit ties to Course Learning Outcomes (CLOs) and Program Outcomes (POs).
5. Support **SDG 4: Quality Education** by fostering inclusive, equitable, and technology-integrated learning opportunities, with tracked impact on equity indicators.
6. Strengthen parameters contributing to **QS/THE reputation (e.g., innovative pedagogy and learning environment), NAAC Teaching-Learning Evaluation (Criterion II), and ABET/AACSB program outcomes** through evidence-based assessment.
7. Ensure equitable access to peer learning opportunities, including training for mentors in inclusive instructional design, cultural sensitivity, and accessibility for students with disabilities (directly supporting NAAC diversity metrics and THE Impact inclusivity).

4. Scope

This policy applies to:

- All undergraduate, postgraduate, and doctoral students of MNR University.
- All Schools, Programs, and Centers within the University.
- Both **academic and co-curricular** peer learning engagements, including ICT-supported virtual formats.

5. Definitions

- **Peer Learning:** A structured process in which students help each other learn and learn by teaching, incorporating student-centric methods such as participative, experiential, and problem-solving activities (NAAC 2.3.1).
- **Peer Student Mentor:** A trained senior student who provides academic, emotional, or professional guidance to peers.
- **Peer Group:** A small learning cluster of students working collaboratively on academic or skill-based tasks.
- **Faculty Facilitator:** A faculty member who supervises and monitors peer learning sessions.

6. Implementation Framework

6.1 Structure

Component	Description
Coordinator	Appointed by the Dean of each School to oversee peer learning programs.
Faculty Facilitator	Guides the peer student mentors and ensures alignment with course outcomes and integrates ICT tools for session delivery and feedback.
Peer Student Mentor	Selected based on academic performance (CGPA \geq 7.5) and faculty recommendation, followed by mandatory training in mentoring skills, communication, and inclusive teaching practices , cultural sensitivity, and accessibility (e.g., for students with disabilities).
Mentees	Students needing academic reinforcement or seeking skill enhancement.

6.2 Selection and Allocation

- Peer student mentors shall be nominated by Faculty Coordinators.
- Each mentor shall handle **5–10 mentees**, ensuring optimal attention and learning interaction.
- Allocation will consider diversity (e.g., gender, socioeconomic background, abilities), learning pace, and background for inclusive learning, with priority to underrepresented groups to address equity gaps (NAAC 2.2).

6.3 Inclusivity and Accessibility Measures

- All peer learning activities will incorporate universal design principles, such as captioning for online sessions and flexible formats for diverse needs.
- Annual audits will track participation rates across demographic groups to ensure equitable access (supporting QS Stars inclusivity and THE Impact SDG 4 metrics).
- Training modules for student mentors will include case studies on supporting neurodiverse learners and fostering psychological safety in groups.

6.4 Modes of Peer Learning

- **Course-based Peer Tutorials:** Conducted weekly for slow learners or specific topics, with optional ICT tools like collaborative platforms (e.g., Moodle forums).
- **Peer Review in Projects:** Students evaluate and give feedback on each other's assignments or designs, using rubrics aligned with ABET communication and teamwork outcomes.

- **Collaborative Research Pods:** Groups of students under a faculty guide engage in literature reviews or mini-research projects, emphasizing problem-solving (NAAC experiential learning).
- **Cross-disciplinary Clusters:** Encourage multi-school participation (aligned with QS and THE innovation metrics).
- **Student Clubs**
- **Peer Learning Circles:** Focus on soft skills, leadership, and professional development (aligned with AACSB learner engagement standards).

6.5 Frequency

- Peer learning sessions will be conducted **weekly or bi-weekly** depending on the course plan.
- A **minimum of 10 hours per semester** shall be dedicated to structured peer learning activities per student, with flexibility for hybrid formats.

6.6 Documentation & Records

(All documentation will be maintained digitally via the University LMS for QS, THE, and NAAC audit readiness, including anonymized data for equity analysis.)

Document Type	Maintained By	Frequency
Peer Learning Log Book / Digital Record	Peer Student Mentor	Weekly
Attendance & Feedback Sheet	Faculty Facilitator	After every session
Performance Improvement Report	Faculty Coordinator	Mid-term & End-term
Peer Learning Review Report	Dean / IQAC	Mid-term & Semester-end

6.7 Faculty Facilitator and Coordinator Engagement

Faculty Facilitators shall dedicate a minimum of 2 hours per month for supervision, logbook review, and mentor debriefing sessions. Facilitators will also contribute to peer mentor training and co-design innovative session formats to support AACSB innovation standards.

Faculty Coordinators shall dedicate a minimum of 4 hours per semester for coordinating performance improvement twice in a semester

6.8 Resource Allocation

- The University will allocate a dedicated budget line for peer learning (e.g., 0.5% of TLR resources per NIRF guidelines), covering training workshops, ICT tools, and incentives.
- Central support from IQAC will include access to benchmarking tools against top QS/THE-ranked institutions.

7. Assessment & Evaluation

- Peer learning outcomes shall be linked with **CLOs (Course Learning Outcomes)** and **Program Outcomes**.
- Marks or credits may be allotted under **Continuous Internal Evaluation (CIE)** for participation and leadership.
- Performance metrics include:
 1. Improvement in internal assessment marks of CIE (quantified pre/post correlation).
 2. Peer feedback, reflective journals, and student satisfaction surveys (5-point Likert scale, aligned with NAAC and NIRF engagement metrics).
 3. Faculty evaluation of learning outcomes using standardized tools.
 4. **Quantified correlation** between peer learning participation/mentor activity and improvement in end-semester examination scores, CLO and PO attainment, and societal impact indicators (e.g., equity in grade improvements).
 5. Annual impact reports will benchmark against peer institutions, tracking contributions to NIRF TLR student engagement scores.

8. Review and Monitoring

- **IQAC** shall monitor implementation and quality of peer learning across Schools, including risk assessment for challenges like low engagement and low outcome.
- Annual review through feedback, performance data, and accreditation readiness reports, and student surveys.
- **Benchmarking** shall be conducted with top QS and THE-ranked institutions (e.g., via shared best practices) for continuous improvement, with revisions informed by updated accreditation methodologies.

9. Quality Indicators Mapping

Accreditation Body	Relevant Criteria	Policy Alignment
NAAC	Criterion II: Teaching-Learning and Evaluation	Enhances student-centric learning and mentoring practices of high quality pedagogy
NIRF	"Teaching, Learning & Resources (TLR)"	Improves student engagement metrics in delivery of appropriate curriculum
QS/THE	"Academic Reputation, Learning Environment"	Demonstrates innovative pedagogy and inclusivity
ABET	Student Outcomes (1–7)	Develops teamwork, communication, lifelong learning skills
AACSB	"Engagement, Innovation, Impact"	Encourages leadership and community learning initiatives

10. Support and Incentives

- Peer student mentors may receive:
 1. Certificates of recognition from the Dean or Vice Chancellor.
 2. Consideration for internal awards or credits under value-added courses.
 3. Inclusion in co-curricular transcripts and verified digital badges upon completing required hours and training.
 4. Mentors who complete the required hours and training will receive a verified digital badge/certificate, and the activity will be officially recorded on the student's official co-curricular transcript/LMS record.
 5. Faculty facilitators and Coordinators may be recognized in **Annual Appraisal Metrics** for their mentoring contribution and innovation in pedagogy.

11. Policy Review and Revision

- The Peer Learning Policy shall be reviewed every **two academic years** or as per the recommendations of IQAC, Academic Council, or statutory bodies.
- Updates shall align with revised NAAC Manuals, QS/THE methodology updates, NIRF parameter revisions and ABET/AACSB framework revisions.

Annexure C – Peer Learning Feedback Form (Mentee)

Sample Parameters:

1. Clarity and helpfulness of mentor
2. Improvement in understanding of topics
3. Confidence gained through discussions
4. Inclusivity and accessibility of sessions
5. Suggestions for improvement

(5-point Likert scale for QS, NAAC audit-ready feedback)

Annexure D – Semester-End Review Template

School	Program	Total Mentors	Total Sessions	Average Attendance	Improvement in Grades (%)	Faculty Feedback	IQAC Remarks

—