



MNR UNIVERSITY

POLICY FOR REMEDIAL AND ADDITIONAL LEARNING SUPPORT

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



MNR UNIVERSITY

(Estd. Under the Telangana State Private Universities
Establishment and Regulation) (Amendment Act No.11 of 2024)
[Recognized by the UGC under Section 2(f)]

MNR Nagar, Fasalwadi – 502294, Gr. Hyderabad, Sangareddy Dist., Telangana

Ref.No.MNRU/102/P-4/2026

Dated:16.02.2026

Policy for Remedial and Additional Learning Support

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 establish a structured framework for identifying, supporting, and monitoring students requiring academic assistance or enrichment beyond regular instruction. The Governing Body in exercise of the powers conferred by Section 20(4)(d) of the above Act approved the **Policy for Remedial and Additional Learning Support** through the Resolution No.5, dated 12.02.2026 for implementation in the University.

1. Title of the Policy

Remedial and Additional Support for Learning Policy

2. Purpose of the Policy

This policy aims to establish a structured framework for identifying, supporting, and monitoring students requiring academic assistance or enrichment beyond regular instruction. It promotes inclusivity, academic excellence, and continuous improvement to meet the expectations of global and national accreditation frameworks such as **QS, THE, NIRF, NAAC, ABET, and AACSB**.

3. Scope and Applicability

This policy applies to:

- All **undergraduate, postgraduate, and doctoral students** enrolled in the University.
- All **Schools, Programs, and Centres of Excellence** under MNR University.
- Faculty, mentors, and academic support staff involved in student learning enhancement.

4. Objectives

- Identify learners who need academic or skill-based support through data-driven methods, including learning analytics and diagnostic assessments.
- Bridge learning gaps through structured **remedial sessions, bridge courses, and tutorials**, while providing advanced enrichment for high-performing students.

- Promote equitable learning opportunities, supporting diversity, inclusion, and underrepresented groups including socio-economic disadvantaged groups (e.g., students with disabilities, from disadvantaged regions).
- Cultivate critical soft skills (e.g., communication, teamwork, professional ethics) and lifelong learning attitudes, mapped to ABET Criterion 3 and AACSB Assurance of Learning metrics.
- Enhance institutional performance in learning outcomes, employability, retention, and graduation rates, as emphasized by QS, THE, NIRF, NAAC, ABET, and AACSB.
- Integrate learning analytics, feedback loops, and academic mentoring into the University's learning ecosystem for continuous improvement.

5. Policy Framework

5.1 Identification of Students for Support

- **Academic Performance Analysis:** Continuous assessment scores, internal examinations, and attendance records.
- **Diagnostic Tests:** Baseline assessments in foundational subjects at the semester start, including equity-focused evaluations for diverse learners.
- **Mentor/Mentee Feedback:** Regular observations, student self-assessments, and satisfaction surveys to gauge support needs from mentor-mentee meetings reports
- **Faculty Recommendation:** Identification of conceptual or performance difficulties, with attention to at-risk groups per NIRF Outreach and Inclusivity parameters.
- **Learning Analytics:** LMS-based dashboards to flag at-risk students, tracking retention and progression metrics aligned with THE teaching indicators.

5.2 Types of Support Provided

A. Remedial Learning Support

- **Bridge Courses:** Semester-start sessions for students with weak foundations, including tailored modules for slow learners and underrepresented groups (NAAC Criterion V).
- **Remedial Classes/Tutorials:** Scheduled beyond regular hours or in zero-hour slots, with peer teaching options.
- **Peer Tutoring:** Supervised by faculty, involving high achievers to support struggling peers.
- **Skill Reinforcement Workshops:** Focused on numeracy, language, computer literacy, laboratory techniques, and inclusive practices for students with disabilities.
- **Professional Communication & Teamwork Workshops:** Emphasizing presentation skills, report writing, and collaborative management, assessed via direct measures (AACSB Standard 8).

- **Learning Resource Access:** Recorded lectures, e-learning modules (e.g., SWAYAM, NPTEL), and self-paced materials via LMS, with accessibility features.

B. Additional (Advanced) Learning Support

- **Honors/Minor Electives:** Extra credits for advanced learners, linked to research and innovation outcomes.
- **Industry Certifications:** Access to MOOC platforms (Coursera, EdX) for upskilling, tracked for employability gains (NIRF Graduation Outcomes).
- **Capstone & Research Projects:** Faculty-guided, aligned with SDGs/ESG goals and ABET student outcomes.
- **Global Engagement Programs:** Mentorship for international exchanges, COIL projects, and seminars, enhancing international outlook (THE).
- **Innovation Labs & Hackathons:** Experiential learning to foster problem-solving and teamwork.

6. Roles and Responsibilities

Stakeholder	Responsibilities
Dean/Head of Institution	Oversee implementation, allocate resources (e.g., faculty time, budget for workshops), and review semester reports for alignment with accreditation metrics.
Faculty Members/ Subject Teachers	Identify at-risk students, design and deliver remedial/advanced sessions, map activities to Course Outcomes (COs) and Program Outcomes (POs), and document evidence of soft skill attainment (AACSB Assurance of Learning).
Mentors/Academic Advisors	Monitor individual progress, facilitate peer tutoring, conduct feedback sessions, and report to the Academic Support Cell quarterly.
Academic Support Cell	Coordinate resources, schedule sessions, maintain LMS records, and analyze data for equity in support delivery (NIRF Inclusivity).
IQAC / Academic Quality Cell	Lead monitoring, annual audits, and policy revisions; ensure closing of improvement loops with evidence mapped to QS Stars teaching, THE student satisfaction, and NAAC progression indicators.
Students	Actively participate in assessments, self-report needs, attend support sessions, and provide feedback via surveys to inform continuous improvement (ABET Criterion 4)

7. Implementation Process

Stage	Activity	Responsible	Timeline
Step 1 Planning (Before Semester Start)	Conduct diagnostic tests and analytics review,	Form support committees per Program	Two weeks before start of the semester
Stage 2 Identification and Enrolment	Flag students via multi-method approach; notify and enrol within two weeks, ensuring 100% coverage for at-risk groups	Faculty / Mentors	First two weeks of semester
Stage 3	Design of support module	Program Academic Coordinator	Within 3 weeks
Stage 4 Delivery of remedial/ additional sessions	Roll out sessions per Annexure 1 plans, integrating LMS tracking for attendance and progress.	Assigned faculty / tutors	Throughout semester
Stage 5 Mid-Semester Review	Mentors assess via formative evaluations; adjust plans based on feedback	Faculty / Mentors	Mid-semester
Stage 6 End-semester assessments;	Compile reports per Annexures 2–5 for IQAC submission. Resources: Dedicated budget (5% of academic funds) for LMS tools, workshops, and certifications; staff-student ratio maintained at 1:20 for support activities (QS/THE teaching metrics)	Academic Quality Cell	End of semester
Stage 7	Feedback and review	IQAC	Post-semester

- **Monitoring and Evaluation**

- **Performance Metrics:**

- Improvement in CGPA, pass percentage, and retention rates (target: 10% annual increase).
- Reduction in dropout rates, backlogs, and time-to-graduation (NIRF Graduation Outcomes).
- Student satisfaction (via surveys: target >85%) and engagement levels (THE teaching pillar).

- Graduate employability and placement rates (>90%), with median salary tracking (NIRF).
- Attainment of soft skills and learning outcomes, measured via rubrics mapped to COs/POs (ABET Criterion 3).
- **Documentation:**
 - Attendance, assessment results, and mentoring logs maintained digitally through LMS.
 - Semester reports reviewed by IQAC, including indirect measures like employer feedback (AACSB).
 - Evidence of student achievement of specific soft skill outcomes (e.g., communication, problem-solving) from remedial and advanced sessions must be collected and mapped to the relevant Course Outcomes (COs) and Program Outcomes (POs) as mandated by ABET and AACSB Assurance of Learning.
- **Quality Audit:**
 - Annual internal audit by IQAC and submission in AQAR (for NAAC).
 - Explicit review of continuous improvement loops: Identify deficiencies, implement actions, reassess outcomes (ABET Criterion 4; AACSB Standard 8).
 - Evidence mapping to QS Stars (teaching effectiveness), THE Impact (inclusivity), NIRF (progression), NAAC (support systems), ABET (outcomes), and AACSB (learning assurance).

9. Integration with Accreditation Frameworks

Framework	Mapped Criteria/Outcome
QS Rankings	Enhances teaching rating through student satisfaction surveys, retention tracking, and faculty-student ratios in support programs.
THE Rankings	Supports teaching pillar via staff-to-student ratios, progression metrics, and international engagement for outlook scores.
NIRF	Aligns with Teaching, Learning & Resources (TLR), Graduation Outcomes (GO) and OI (diversity support for disadvantaged students).
NAAC	Criteria II (Teaching-Learning & Evaluation), Criteria V (Student Support & Progression) via remedial coaching, progression tracking, and inclusive welfare schemes.
ABET	Documents student outcomes (Criterion 3: skills like teamwork) and continuous improvement processes (Criterion 4).
AACSB	Implements Assurance of Learning via competency assessments, direct/indirect measures, and curriculum improvements based on results (Standard 8).

10. Policy Review and Revision

- The policy shall be **reviewed every two years** by the **IQAC** in consultation with Deans and Academic Councils.
- Updates will incorporate evolving accreditation standards, NEP 2020, stakeholder feedback, and audit findings to ensure ongoing alignment.

11. References

- National Education Policy (NEP) 2020
Section 12: Optimal Learning Environment and Support for Students
Section 14: Equity and Inclusion in Higher Education
- UGC Guidelines on Student Support and Progression
- NAAC Manual for Universities
- ABET Accreditation Criteria 2023–2024
- AACSB Assurance of Learning Standards 2024
- QS and THE Ranking Methodologies

12. Annexures

1. **Format 1:** Remedial Session Plan Template
2. **Format 2:** Student Progress & Feedback Report
3. **Format 3:** Peer Tutoring Logbook
4. **Format 4:** Faculty Remedial Support Report
5. **Format 5:** Semester-wise Review Summary (for IQAC submission)

Annexure 1: Remedial Session Plan Template (To be filled by the Faculty / Subject Teacher)

Department / School:		Academic Year:	
Course Code & Title:		Semester:	
Faculty Name:		Date of Submission:	

A. Identification of Need

Criteria Used for Identification	<input checked="" type="checkbox"/> Mark (√)	Remarks (if any)
Poor internal assessment performance		
Low attendance (<75%)		
Mentor/Faculty recommendation		
Student self-request		
Diagnostic test result		

B. Remedial Learning Plan (including mapping to COs/POs)

Learning Gap Identified	Remedial Strategy Adopted	Resources Required	Expected Outcome
Conceptual gap / weak fundamentals	Bridge module / revision class	Notes, PPTs, LMS materials	Better internal marks
Lack of problem-solving ability	Tutorial sessions / practice sets	Worksheets, sample papers	Enhanced analytical skills
Communication or lab skill issues	Peer tutoring / skill workshops	Lab access, peer mentors	Improved confidence & performance

C. Schedule and Mode of Delivery

Session No.	Date	Mode (Offline/Online/Hybrid)	Duration (Hrs)	Topics Covered	Faculty Signature
1					
2					
3					
...					

D. Assessment & Feedback (with rubrics for outcomes)

Student Name / Roll No.	Pre-Test Score (%)	Post-Test Score (%)	Improvement (%)	Remarks

Program Lead Signature: _____ Dean of School: _____

IQAC Verification: _____

**Annexure 2: Student Progress & Feedback Report
(To be maintained by Mentor / Academic Support Cell)**

School / Department:		Semester:	
Mentor Name:		No. of Students Assigned:	

A. Student Progress Record

Student Name	Roll No.	CGPA (Prev. Sem)	CGPA (Current)	Improvement (Yes/No)	Remedial Sessions Attended (Count)	Communication Skill Improvement (Scale 1-5)	Remarks

B. Student Feedback on Remedial Support

Parameters	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very Poor (1)
Relevance of topics covered					
Clarity and communication by faculty					
Use of teaching aids / LMS					
Improvement in understanding					
Supportive learning environment					

C. Summary of Mentor Observation

(Include qualitative notes on student attitude, performance improvement, attendance, and engagement.)

Mentor Remarks:

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Mentor Signature: _____

Reviewed by Dean / Academic Coordinator: _____

Annexure 3: Peer Tutoring Logbook
 (To be maintained by Peer Tutor and Faculty Coordinator)

Department:		Semester:	
Peer Tutor Name:		Year & Course:	
Faculty Coordinator:		Contact No.:	

A. Student Details

Name of Student (Learner)	Roll No.	Subject/Topic Supported	Date(s)	Duration (Hrs)	Mode (Online/Offline)	Tutor Signature

B. Session Summary

Session No.	Learning Outcome Achieved	Challenges Faced	Suggestions for Improvement
1			
2			

Peer Tutor Signature: _____

Faculty Coordinator Signature: _____

Head of Department: _____

**Annexure 4: Faculty Remedial Support Report
(To be submitted to Dean / IQAC at end of semester)**

Department:		Course Title:	
Semester:		Faculty Name:	

A. Summary of Remedial Activities Conducted

Activity Type	Count	No. of Students Benefited	Mode (Online/Offline)	Remarks
Bridge courses				
Tutorial sessions				
Peer tutoring				
Skill enhancement workshops				

B. Learning and Skill Outcome Analysis

Course Outcome (CO)	Pre-Remedial Avg. Score (%)	Post-Remedial Avg. Score (%)	Improvement (%)
CO1			
CO2			
CO3			
CO4			

C. Reflection / Faculty Observation

(Summarize key challenges, improvement areas, and future plan for academic support.)

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Faculty Signature: _____

Head of Department: _____

Dean Approval: _____

Annexure 5: Semester-wise Review Summary (for IQAC Submission)
(To be prepared by Academic Quality Cell / IQAC)

School / Department:		Academic Year:	
Semester:		Coordinator Name:	

A. Quantitative Summary

Parameter	Value / Count	Remarks
Total students identified for remedial support		
Total remedial sessions conducted		
Total peer tutors engaged		
Improvement in pass percentage (%)		
Improvement in CGPA (average gain)		
Number of students participating in advanced learning programs		

B. Qualitative Summary

Aspect	Observation / Summary
Student engagement and attendance	
Effectiveness of remedial methods	
Use of ICT and LMS tools	
Student and faculty satisfaction	
Support for slow and advanced learners	

C. Recommendations by IQAC

(Summarize the academic quality improvement measures for the next semester.)

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Prepared by (IQAC Officer): _____

Reviewed by Director (IQAC): _____

Approved by Vice Chancellor: _____