



MALLA REDDY VISHWAVIDYAPEETH

(DEEMED TO BE UNIVERSITY)

Recognised Under Section 3 of The UGC Act, 1956, Vide Notification No.9-4/2024-U.3(A) by
Department of Higher Education, Ministry of Education, Government of India.

MRV LEARNER LEVEL IDENTIFICATION POLICY

1. Preamble

Malla Reddy Vishwavidyapeeth (MRV), a Deemed to be University established under Section 3 of the UGC Act, 1956, is committed to providing an inclusive, equitable, and excellence-driven academic environment. The University recognizes that learners enrolled across its diverse Schools and constituent colleges bring varied academic backgrounds, prior learning experiences, and intellectual capabilities. In consonance with the principles of Outcome-Based Education (OBE), National Education Policy (NEP) 2020, and NAAC accreditation criteria, MRV adopts this institutional policy to systematically identify, categorize, and support learners at different academic performance levels.

"Every learner is unique. This policy ensures that MRV identifies where each student stands, and builds customized pathways so that every student achieves their fullest potential — regardless of their starting point."

2. Vision and Mission Alignment

2.1 Vision

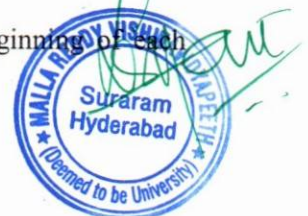
"To be The Leading Global University as Centers of Excellence in Education with Unique and Flexible Curriculum, Advanced Research and Innovation for holistic human development".

2.2 Mission Alignment

- To nurture each learner through personalized academic support aligned to their proficiency level.
- To promote equity in education by identifying and bridging learning gaps early.
- To cultivate a culture of continuous improvement through data-driven academic interventions.
- To align learner development strategies with NAAC, NBA, and other quality framework expectations

3. Objectives of the Policy

- To define clear criteria for categorizing learners into three distinct performance levels: Progressive, Profound, and Proficient.
- To establish systematic procedures for identifying learner levels at the beginning of each academic semester.



- To design and implement differentiated teaching-learning strategies appropriate to each learner level.
- To monitor student academic progress through periodic assessments and continuous evaluation.
- To provide additional academic support, enrichment programs, and remedial assistance as required.
- To document all interventions and outcomes for quality assurance and accreditation purposes.
- To ensure seamless implementation across all programs including Medical, Dental, Nursing, Pharmacy, Engineering, Allied Healthcare Sciences, Public Health, Digital Health, and all Schools of Eminence.

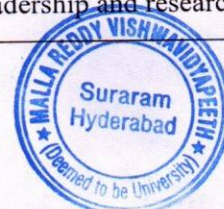
4. Scope and Applicability

This policy shall be applicable to all students admitted to the Constituent Colleges and Schools of Eminence of Malla Reddy Vishwavidyapeeth under Undergraduate (UG), Postgraduate (PG), and Ph.D. programmes across various disciplines, including Medical, Dental, Nursing, Pharmacy, Engineering, Allied Healthcare, Public Health, Digital Health, Media, Humanities, and other academic programmes offered by the University.

5. Definitions and Learner Level Framework

MRV adopts a three-tier learner categorization model — Progressive, Profound, and Proficient — based on academic performance, cognitive engagement, and skill attainment. These levels are dynamic and a student may move across levels based on periodic assessments.

PROGRESSIVE	PROFOUND	PROFICIENT
Students at foundation level Learners who need guided support to meet minimum expected learning outcomes. They may have gaps in foundational knowledge but show willingness to learn and grow.	Students at intermediate level Learners who have a satisfactory grasp of core concepts and can apply knowledge in familiar contexts. They perform consistently and are building advanced competencies.	Students at advanced/excellence level High-performing learners who demonstrate deep understanding, analytical thinking, and the ability to apply knowledge to novel and complex situations. Potential for leadership and research.



General Performance Band:	General Performance Band:	General Performance Band:
Below 50% / Below average CGPA	50%–74% / Average to Good CGPA	75% and above / Distinction / High CGPA

Note: For programs regulated by NMC, DCI, INC, PCI, AICTE, and other statutory bodies, the performance thresholds shall be adapted to be consistent with the respective regulatory requirements while maintaining the spirit of this tripartite framework.

6. Criteria for Identification of Learner Levels

Learner levels shall be identified using a multi-dimensional assessment framework comprising the following parameters:

S.No	Assessment Parameter	Progressive	Profound	Proficient
1	Internal Assessment / CIE Marks	< 50%	50% – 74%	≥ 75%
2	End Semester Examination Marks	< 50% / Fail	50% – 74%	≥ 75%
3	CGPA / Percentage (Cumulative)	< 6.0 / < 50%	6.0–7.49 / 50–74%	≥ 7.5 / ≥ 75%
4	Laboratory / Clinical Performance	Needs significant guidance	Satisfactory with minor support	Independent and accurate
5	Participation in Seminars / Case Studies	Rarely participates; passive	Regular; needs prompting	Proactive; initiates discussion
6	Attendance	< 75%	75% – 84%	≥ 85%



7	Assignment / Project Quality	Below standard; incomplete	Meets expectations	Exceeds expectations; innovative
8	Diagnostic / Entrance Assessment (Fresh Admissions)	Low score	Moderate score	High score

7. Process for Identification

7.1 Step 1 – Baseline Assessment at Commencement of Semester

- All departments shall conduct a diagnostic/baseline test within the first two weeks of each academic semester for each subject/course.
- For newly admitted students, the entrance examination scores, prior academic records, and a structured orientation assessment shall be considered.
- For clinical programs (MBBS, BDS, Nursing, Pharmacy), clinical skills baseline assessment shall be conducted by the respective clinical departments.

7.2 Step 2 – Data Compilation and Analysis

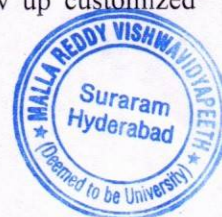
- The Course Coordinator / Subject Teacher shall compile all assessment data and categorize students into the three levels.
- The data shall be entered into the university's Academic Management System (AMS / ERP) within one week of completion of the baseline assessment.
- The Department IQAC coordinator shall review and validate the categorization.

7.3 Step 3 – Communication to Students

- Students shall be individually informed of their categorized level through a structured counseling session.
- The purpose, implications, and benefits of categorization shall be clearly explained.
- Students shall be encouraged to aspire to the Proficient level through consistent effort

7.4 Step 4 – Intervention and Support Planning

- Based on categorization, the Department Academic Committee shall draw up customized Learning Enhancement Plans (LEPs) for each level.



- Mentors shall be assigned for each student, with increased frequency of mentorship sessions for Progressive-level learners.

7.5 Step 5 – Periodic Review and Re-categorization

- Learner levels shall be re-evaluated at mid-semester (after Internal Assessment 1) and again at the end of semester.
- Students demonstrating significant improvement may be promoted to a higher level; conversely, students whose performance declines shall receive enhanced support.
- A summary report of level transitions shall be submitted to IQAC at the end of each semester.

8. Differential Academic Interventions

Based on the identified level, the following differentiated academic strategies shall be implemented:

8.1 For Progressive Level Learners (Foundation Support)

S.No	Intervention Type	Description
1	Remedial / Bridge Classes	Dedicated extra sessions beyond regular timetable to reinforce foundational concepts in core subjects.
2	Peer-Assisted Learning	Pairing with Proficient-level students under faculty supervision for collaborative learning.
3	Simplified Study Materials	Providing simplified notes, concept maps, and visual aids tailored to the learner's level.
4	Frequent Formative Assessments	Weekly quizzes and short tests to monitor progress and provide timely feedback.
5	Individual Mentoring	One-on-one sessions with faculty mentor at least twice a month.
6	Counseling & Motivation Support	Academic counseling integrated with well-being support to address psychological barriers to learning.
7	Skills Clinic	Targeted practice sessions for clinical skills, laboratory skills, or engineering drawing based on program.

8.2 For Profound Level Learners (Capability Enhancement)

S.No	Intervention Type	Description
1	Advanced Application-Oriented Teaching	Case-based learning, problem-solving workshops, and scenario-based assignments to build analytical skills.
2	Group Projects and Collaborative Learning	Structured team projects that encourage inter-disciplinary learning and higher-order thinking.
3	Exposure to Competitive Examinations	Preparation guidance for USMLE, NEET-PG, GATE, GPAT, and other relevant national/international examinations.
4	Skill-Upgrade Workshops	Short-term certifications, add-on courses, and workshop participation relevant to their discipline.
5	Faculty Mentoring (Growth-Oriented)	Bi-monthly mentoring sessions to identify and harness potential for progression to Proficient level.
6	Industry / Hospital Visits	Structured exposure visits to hospitals, industries, and research institutions to broaden practical understanding.

8.3 For Proficient Level Learners (Excellence and Innovation)

S.No	Intervention Type	Description
1	Research Mentorship	Guided involvement in faculty research projects, publications, and conference presentations.
2	Honors / Advanced Credit Courses	Opportunity to pursue additional courses beyond curriculum for advanced academic credit.
3	IIC / Innovation Cell Participation	Active engagement in MRV's IIC-driven innovation, entrepreneurship, and startup initiatives.
4	National / International Competitions	Participation in Hackathons, Moot Courts (where applicable), MUN, Medical Olympiad, and similar forums.



5	Mentoring of Progressive Learners	Structured peer mentoring role to develop leadership, communication, and teaching skills.
6	Internship and Elective Opportunities	Priority consideration for prestigious external internships, clinical postings, and global exchange programs.
7	Fast-Track Research Programs	Encouragement and support for pursuing PhD / MS by research programs alongside or after PG completion.

9. Roles and Responsibilities

Stakeholder	Responsibilities
IQAC	Overall policy oversight; half-yearly review; NAAC documentation; coordination across schools.
Dean / Principal of School / College	Ensuring implementation of learner identification in their respective school/college; reviewing departmental reports.
Head of Department (HoD)	Coordinating baseline assessments; supervising categorization; reviewing Learning Enhancement Plans; monthly oversight.
Course Coordinator / Subject Teacher	Conducting assessments; categorizing students; maintaining records; implementing differentiated teaching.
Faculty Mentor	Conducting mentoring sessions; monitoring student progress; updating records in AMS; flagging at-risk students.
Library and Digital Resource Cell	Providing level-appropriate study materials, e-resources, and digital learning tools (LMS support).
Student Counseling Cell	Providing psychological and motivational support especially to Progressive-level learners.
Student (All Levels)	Engaging sincerely with learning processes; attending support sessions; utilizing mentoring opportunities.



10. Documentation, Records, and Reporting

- Each Department shall maintain a Learner Level Register (LLR) in physical and digital format (AMS/ERP).
- The LLR shall capture: student name, roll number, program, semester, assigned level, assessment scores, interventions provided, and re-categorization status.
- Faculty mentors shall submit Mentoring Session Reports to the HoD on a monthly basis.
- HoDs shall submit a Departmental Learner Level Report to IQAC at the end of each semester.
- IQAC shall compile a University-Wide Learner Level Summary Report and present it to the Academic Council annually.
- All records shall be retained for a minimum of five (5) years for accreditation and audit purposes.
- Evidence of policy implementation shall form part of NAAC SSR (Criterion II – Teaching-Learning & Evaluation) and NBA documentation.

11. Program-Specific Implementation Notes

11.1 Medical (MBBS / MD / MS)

- Learner identification shall align with NMC competency-based medical education (CBME) framework.
- AETCOM (Attitude, Ethics and Communication) performance shall be a supplementary indicator.
 - Clinical postings performance records (Logbooks) shall be factored into level determination.

11.2 Dental (BDS / MDS)

- Clinical skill performance (preclinical and clinical labs) shall be given 30% weightage in level determination.
 - Patient management records and DCI-prescribed competencies shall be considered.

11.3 Nursing

- INC guidelines and clinical practicum performance shall be integrated into the categorization framework.



- Soft skills and patient communication shall be assessed as part of the Profound/Proficient criteria.

11.4 Pharmacy

- Laboratory practicals (Pharmaceutical Chemistry, Pharmacognosy, Pharmacology) shall be included in performance assessment.
 - GPAT preparedness shall be considered for PG-level Proficient learners.

11.5 Engineering

- GATE and competitive examination readiness shall be incorporated as aspirational benchmarks for Proficient learners.
- Project work, mini-projects, and innovation outputs (patents, publications) shall be indicators of Proficient level.

11.6 Allied Healthcare, Public Health, and Digital Health (Schools of Eminence)

- Given the multidisciplinary nature of these programs, a portfolio-based assessment approach shall supplement traditional marks.
- Fieldwork / community internship performance and digital project submissions shall be key indicators.
- Industry-linked competency assessments shall be incorporated wherever MoUs with partner organizations are active.

12. Ethics, Sensitivity, and Confidentiality

MRV affirms that learner categorization is a purely academic support mechanism and shall never be used for discrimination, labeling, or stigmatization. All data related to learner levels shall be treated with strict confidentiality.

- Learner level data shall be accessible only to the concerned student, their mentor, HoD, Dean, and IQAC — on a need-to-know basis.
- Communication to students shall be sensitively framed to motivate rather than demotivate.
- No learner shall be excluded from any program activity or institutional facility based on their categorized level.



- The University shall ensure that level categorization does not disadvantage students from economically weaker, socially marginalized, or differently-abled backgrounds; appropriate accommodations shall be made.

13. Policy Review and Amendment

- This policy shall be reviewed annually by the IQAC in consultation with Academic Deans and HoDs.
- Amendments may be proposed in response to changes in regulatory frameworks (NMC, DCI, INC, PCI, AICTE, UGC), NAAC criteria updates, or institutional learning outcomes data.
- All amendments shall be approved by the Academic Council and ratified by the Board of Management.
- The revised policy shall be version-controlled, dated, and uploaded to the University's IQAC portal and official website.

14. Policy Linkages

Related Policy / Framework	Reference / Relevance
MRV Academic Regulations	Governs assessments, grading, and progression rules.
MRV Student Mentoring Policy	Mentors assigned under this policy adhere to the Mentoring Policy.
MRV Teaching-Learning & Evaluation Policy	Differentiated teaching strategies align with TLE Policy.
MRV IQAC Quality Assurance Framework	NAAC documentation and evidence generation.
National Education Policy 2020	Holistic, multidisciplinary, and flexible learner-centered education.
NMC CBME Framework (for Medical)	Competency-based benchmarks for Medical program learners.
NEP 2020 – Multiple Entry/Exit	Learner categorization supports flexible academic pathways.

