



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RAJARSHI SHAHU MAHAVIDYALAYA LATUR

**KAKU SETH UKKA MARG, CHANDRA NAGAR, LATUR
413512**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajarshi Shahu Mahavidyalaya, Latur, dedicated to higher education, operates under the motto "*Aaroh Tamso Jyoti*" with a mission of the "Pursuit of Excellence." Established in 1970 by Shiv Chhatrapati Shikshan Sanstha as a government-aided multi-faculty college, it is currently affiliated with SRTM University, Nanded. Providing quality co-educational programmes, the institution has evolved into an autonomous college with 10 UG and 15 PG programmes, 11 university-recognized research centers, over 135 value-added courses, 4557 students, and 96 full-time and 65 contributory teachers.

In a progressive move aligned with NEP-2020, the institution introduced a meticulously designed curriculum for the first-year of a four-year undergraduate program from 2023-24. Notably, 1110 students completed SWAYAM-NPTEL MOOCs, and 2529 benefited from Spoken-Tutorial IIT Bombay Certification Courses during the assessment period. The institution's commitment to holistic student development is evident in the impressive statistics of 487 placements and 2817 progressions.

Having excelled in NAAC accreditations, the institution achieved 'A' grade (88.25%) in 2003, retained 'A' grade (CGPA-3.38) in Cycle-II (2010), and received B++ grade (CGPA-2.99) in Cycle-III (2018).

Recognitions include UGC-CPE (Phase-III) status, DST-FIST (Phase-II) support, UGC-B.Voc. grants, and accolades from the Government of Maharashtra for 'Ideal Educational Institute,' Best NSS Unit, Program Officer, and NSS Volunteer.

Awarded Best College Award in 2008-09 and 2021-22, Best Principal Award, Best Teacher Awards, Young Teacher Researcher Award, etc. and achieved an 'O'-grade (Score-99.48%) in Academic and Administrative Audit by the Parent University in 2022. One faculty consistently listed in the Top 2% Scientists in Material Science globally in a survey by Stanford University.

The institution, ISO 9001:2015(QMS) and 14001:2015(EMS) certified, have secured a rank of 101-150 in NIRF India Ranking 2017. It emphasizes student and faculty exchanges and collaborative research activities through 76 functional MoUs.

Three students participated in international sports events, and the institution garnered 201 medals/awards for outstanding performances in sports/cultural activities.

Beyond academics, the institution actively engages in social service initiatives through NSS, NCC, Shahu Extension Services, Departments, Student Associations, and Clubs. This commitment led to securing the Unnat Bharat Abhiyan grant, adopting five villages in 2022, showcasing the institution's dedication to experiential learning and community development.

Vision

To evolve as a world class dynamic center of higher education disseminating knowledge rigorously at affordable cost and to emerge as a premier centre that promotes technological competence and democratic

values.

Mission

- “Pursuit of Excellence” in higher education to make our students globally competent.
- Enable students to develop as responsible citizens with human values.
- Provide value and need based education.
- Develop scientific attitude among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, dynamic, and supportive management.
- Generous and supportive leadership.
- Grant-in-Aid Autonomous Institution.
- College with Potential for Excellence (Phase III) status by UGC.
- DST-FIST (Phase II) supported institution.
- Eleven recognized research centers by the parent university.
- Good demand ratio.
- Digitized library.
- Coaching center for various competitive examinations.
- Dedicated Training and Placement Cell.
- Wi-Fi-enabled campus.
- Entire campus under CCTV surveillance.
- Sound ICT infrastructure with a state-of-the-art Media Lab.
- Well-qualified and highly dedicated staff.
- Active support units.
- Array of add-on certificate courses imparting life and transferable skills.
- Excellent sports infrastructure with training facilities.
- Effective e-governance in administration.
- Laboratories with excellent facilities and advanced instrumentation.
- Shahu Extension Services Center for social connect.
- More than 55% enrollment of girl students.
- Culture to adopt new technologies.
- MoUs with prestigious institutes/industries.

Institutional Weakness

- Scattered campus.
- Limited space for infrastructure augmentation on the main campus.
- Unavailability of a boys' hostel due to limited land.
- Limited financial support from the government to cater to growing academic needs.
- Research and consultancy at a nascent stage.
- Unreachability of professional resource persons.

- Less number of student-faculty exchange programs.

Institutional Opportunity

- Recognition as a Degree Granting Autonomous Institution.
- STAR College Status under DBT STAR College Scheme.
- College with Excellence Status under UGC CPE Scheme.
- Rank in NIRF India Ranking.
- Recognition of the remaining Research Center by the Parent University.
- Receiving grants for research projects from Government and Non-Government Agencies.
- Strengthening Startup and Incubation Center.
- Starting UG & PG programs and Vocational Courses in emerging areas.
- Enhancing collaboration with prestigious institutions, industry partners, and academic as well as research organizations.
- Development of MOOCs.
- Medals and Awards at National and International Levels in co-curricular and extra-curricular activities.
- Addressing the less academic and entrepreneurial acumen among students.

Institutional Challenge

- Government endorsement for recruiting staff.
- Development of products and patents through applied research.
- Attraction of out-of-state and foreign students for joining the programs.
- Less research funding and other grants from Government sources.
- Globalization of education through MOOCs from reputed universities.
- Lack of sufficient nearby industries for placement and internship.
- Strengthening the relationship between industry and academia.
- Incubating more startups and businesses.
- Improving international relationships and interactions.
- Limited opportunities for extension activities as the region's only autonomous institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rajarshi Shahu Mahavidyalaya delivers high-quality education across diverse disciplines, including Arts, Commerce, Science, IT, Biotechnology, and Vocational Education. The institution offers a comprehensive range of **10 UG and 15 PG programmes**, along with **135 value-added certificate courses** strategically designed to enhance students' employability and foster entrepreneurship. The curriculum is continually refined, aligning with contemporary requirements, and implementing the UGC-LOCF and CBCS for a holistic, outcome-based education.

In 2018-19, the institution introduced **new curricula for UG and PG second-year** programmes under CBCS, followed by UG third-year curricula in 2019-20. **Substantial syllabus revisions of 31.62%, 22.35%, and 25.77%** were carried out in 2020-21, 2021-22, and 2022-23, respectively. The **adoption of the NEP-2020 in**

2023-24 further reflects the institution's commitment to staying abreast of educational reforms. During the assessment period, the institution **introduced 558 new courses** across all programs, emphasizing **local, regional, national, and global needs through 454, 648, 661, and 449 courses**, respectively. Additionally, students enhance their skills through **842 courses focusing on employability, entrepreneurship, and skill development**.

Ethical values are instilled through the curriculum, promoting democratic leadership and addressing cross-cutting issues through the courses including **professional ethics (149), gender sensitivity (29), environmental sustainability (47), and human values (54)**.

A total of **25,641 learners benefited from 135 value-added certificate courses**, fostering continuous advanced learning. The institution urges students to enroll in MOOCs on various platforms for potential academic credits. In the assessment period, **1110 students successfully completed SWAYAM-NPTEL courses**, and **2529** students benefited from **Spoken Tutorial IIT Bombay Certification Courses**.

The institution promotes experiential learning by integrating components like field projects, research projects, and internships into the curriculum for all programs. A total of **7,221** students completed **field/research projects and internships**, bridging the gap between theoretical knowledge and practical application.

Periodic feedback from stakeholders, including students, teachers, employers, alumni, and parents, is actively sought and **analyzed through a structured ICT mechanism**. This feedback loop contributes to continuous improvement, with action taken reports uploaded on the institutional website. The analysis is discussed in BoS meetings, leading to targeted actions that address shortcomings and enhance the strengths of the curriculum.

Teaching-learning and Evaluation

The institution's Teaching, Learning, and Evaluation process lays the foundation for achieving the mission of "Pursuit of Excellence." Admissions adhere to the '**Admission Policy**' designed in accordance with UGC, Government, and parent university rules and regulations. The average **enrollment percentage stands at 92.11**, with **85.2% of seats filled against reserved categories**. The **student-teacher ratio is 47.78**, and **95% of sanctioned posts are filled with full-time teachers**, with an **average experience of 15.24 years**. Notably, **72.48% of teachers hold a Ph.D.**, and **over 85% have remained with the institution throughout the assessment period**.

The institution employs a systematic approach to assess learning levels, considering marks obtained in qualifying examinations for Semester-I and the previous semester for subsequent semesters (II to VI).

To enhance academic performance **for slow learners, remedial coaching, language lab-based teaching, study materials, personal counseling, and bilingual explanations** are provided.

For advanced learners, special opportunities include MOOCs, IIT-JAM coaching, guidance for research paper presentations/publications, applying to prestigious fellowships/scholarships, Gold Card benefits, hands-on training, etc.

Experiential methods encompass **group discussions, seminars, debates, quizzes, poster making, presentations, PPT presentations, book/film reviews, model making, and documentation of flora and**

fauna. Participative learning involves webinars, guest lectures, 'Knowing a Book' lecture series, book exhibitions, live budget sessions, Gram Sabha, and language labs. Problem-solving approaches are encouraged case studies, software programming, competitions such as Coding, RSMHACKATHON, web designing, mobile app development, Avishkar research activities, and the Commerce Idol.

Integrated **ICT-tools**, including **interactive boards, smart TVs, computer laboratories, Mentimeter, Kahoot, Testmoz**, etc., are utilized to enhance the teaching-learning process. The institution's **mentoring system significantly strengthens the personal attributes of mentees**, contributing to their overall development and success. The strict adherence to an **Academic Calendar and Teaching Plans** is monitored by HoDs, Class Coordinators, Vice-Principal, and Principal, who seek feedback from students regarding syllabus completion and effective teaching plan implementation.

The examination section is fully automated, expediting scheduling, conducting examinations, and **declaring results within 14.8 days of completion**. The **average passing percentage is 90.8, with complaints/grievances about evaluation below 0.14%**.

POs, PSOs, and COs are mapped, and attainment is evaluated using both **direct and indirect** methods.

Research, Innovations and Extension

The institution places paramount emphasis on research, innovation, and extension activities, fostering a robust research culture. The Research and Development Cell actively formulates and implements comprehensive research promotion policies, closely monitoring research endeavors.

The institution hosts **11 Research Centers** equipped with modern laboratories. With **45 research supervisors, 150 Ph.D. candidates, 42 Ph.D. awardees, and 16 M.Phil. awardees**, the institution has demonstrated a commitment to research excellence.

The Research Ethics Committee ensures adherence to ethical standards, 'Plagiarism Checker-X 2023' to uphold academic integrity. **A research seed money of Rs. 27.82 Lakhs** is provided. The institution has **procured Rs. 84 lakhs under the DST-FIST Phase-II scheme**. Faculty members have successfully **completed 11 MRPs, with 16 ongoing projects** funded by various agencies. Additionally, a faculty member has completed a project under DST-Fast Track scheme for Young Scientists. **Research summits, 25 on Research Methodologies, 14 on IPRs, 5 on Entrepreneurship, and 25 on Skill Development** are organized.

Publications showcase the institution's scholarly achievements, including **394 research papers, 120 listed in Scopus/WoS/PubMed/UGC-CARE, along with 40 books and 193 book chapters**. The Scopus metrics reveal an **h-index of 30, Citations: 2080, and i-10 index: 52**.

In terms of recognition, **42 students and 15 faculty members** have received **awards for research and innovation**. Notably, **one faculty member consistently ranks in the Top 2% Scientists globally in Material Science in Stanford University Survey**.

The institution has also made strides in intellectual property, with **06 registered patents and 1 granted copyright**. A well-defined policy on **Consultancy and Corporate Training** has generated funds exceeding **Rs. 31.52 lakhs**.

The institution has **03 Units of NSS and 02 Units of NCC** contributing to the **holistic development of students**, involving them in activities ranging from Republic Day Parade representation to street plays for public awareness. The institution has undertaken **309 extension programs**, covering health checkup camps, pulse polio drives, AIDS awareness, and more. Additionally, the college actively participates in social and environmental initiatives, **earning 30 awards for its efforts**.

With **220 activities under 76 MoUs** for student/faculty exchange and collaborations, the institution demonstrates a commitment to holistic education, research excellence, and societal engagement.

Infrastructure and Learning Resources

The institution prides itself on state-of-the-art infrastructural facilities that create a student-centric, ICT-enabled learning environment. The sprawling campus, spread across three **locations covering 21.5 acres**, is well-developed and high-tech, reflecting a commitment to academic excellence.

The institution provides substantial infrastructural support for academic activities, featuring **65 well-furnished classrooms, including 29 with LCD facilities and 6 smart classrooms with interactive boards and Smart TVs**. There are **30 Wi-Fi/LAN-enabled classrooms**, ensuring optimal utilization. There are **41 well-equipped laboratories**, including CIC, Media Laboratory, Botany, Zoology & History Museum.

Recreational and sports facilities, including an international standard Swimming Pool, Indoor Stadium, and Sports Complex, cater to holistic well-being. Cultural activities are supported by an Auditorium, Open Stage and Music Room.

The institution has **11 state-of-the-art computer laboratories with 723 computers, 750 Mbps internet, 6 servers**, and various licensed and open-source software.

The central library, spanning four stories and 1,494.63 Sq. m., is fully automated using KOHA and RFID, housing an extensive collection of **1,08,914 books, 56,205 titles, and 149 periodicals**.

Regarding resources, the library offers an impressive array, including over **1,99,500 e-books via N-LIST, over 6,00,000 e-books via NDL, 1681 e-books in the college digital library, 1165 audio books, 3462 bound volume journals, 2092 CDs & DVDs, 03 databases, 538 dictionaries and encyclopedias, 149 journals, more than 14,000 e-journals, 22 magazines, 29 print newspapers, and 106 e-Newspapers through DELNET**.

In terms of technological integration, the institution emphasizes ICT-enabled learning with classrooms, a seminar hall, Media Lab, smartboards/LCD Projectors, and smart TVs. The institution is a local chapter for SWAYAM-NPTEL, Spoken-Tutorial IIT Bombay, Infosys Springboard, and ISRO-START.

The institution allocates substantial funds for IT resources, ensuring regular updates to IT infrastructure and application support. LAN connectivity, Wi-Fi availability, and cybersecurity measures contribute to a secure and robust IT environment.

The institution has implemented robust systems and procedures, supported by a dedicated workforce, to ensure the efficient utilization and maintenance of its diverse infrastructure. The continual augmentation and maintenance of infrastructural facilities, coupled with technological upgrades, are considered imperative to

meet the evolving needs of the stakeholders and to foster a conducive environment within the campus.

Student Support and Progression

The institution is committed to facilitating the holistic development and academic progression of students, ensuring the proper functioning of different systems for student support and progression. Scholarships are provided to socially and economically weaker students, benefiting **12,842 students from government scholarships and 687 students from NGO scholarships**. A total of **Rs. 17.80 crore** was distributed as scholarships.

The institution organized **160 career guidance and e-counseling programs, benefiting 19,683 students**. Embracing technology, the institution offered e-counseling services in collaboration with the Government of Maharashtra-recognized MITSC program IAS Aaplya Daree. **Over 45,000 students from 734 colleges across Maharashtra** have benefited. Recognizing these efforts, **the institution, Principal, and CEP coordinator received awards from the Government of Maharashtra**. A total of 255 students cleared competitive examinations. Additionally, **205 capability enhancement programs, including soft skills, language and communication skills, life skills, and technology awareness**, are organized to develop students' skills and competencies. A transparent online/offline grievance redressal system is in place through six statutory committees and cells.

The institution's efforts towards holistic development are evident with more than **487 placements and 2,817 progressions**. Furthermore, **201 awards/medals for outstanding performance in sports/cultural activities** at the International/National/State level highlight the importance given to sports and cultural activities.

The Student Council, comprising around 66 class representatives and 5 students from NSS, NCC, Sports, Cultural, and Ladies, aims to develop leadership qualities, organize co-curricular and extra-curricular activities, instill values, and promote student engagement. Student council members have representation on committees formed for the organization of annual social gatherings and the celebration of college day. A total of **1,023 students actively represented both academic and administrative bodies/committees**, acting as mediators and participating in NSS, NCC, and sports activities.

The vibrant campus creatively engages students with sports and cultural events. A total of **230 events/competitions were conducted by the sports and cultural unit, clubs, and associations**. The institution has a registered alumni association entitled **Shahu Mahavidyalaya Alumni Association, Latur**, with **11,470 registered members**. Ninety-seven lectures by alumni enriched students' knowledge, and **alumni contributions** during the assessment period include financial contributions **totaling Rs. 5,229,418**.

Governance, Leadership and Management

The institution's governance and leadership are firmly anchored in its vision and mission statement, with a well-defined perspective plan effectively deployed through Seven Strategic Goals. **A comprehensive compendium of 27 policies** governs various aspects of institutional functioning. The institutional decentralization is reflected through functioning of various **statutory (6), non-statutory (10) and working committees (41)**.

For the effective governance of the institution, an e-Governance policy is defined, focusing on various areas of operation, including IT, human resources, infrastructure, administration, complaint management, learning

management, finance and accounts, student admission and support, library, as well as examination and evaluation.

The institution has prioritized the well-being and academic advancement of both teaching and non-teaching staff through the successful implementation of **27 welfare measures and 11 career progression avenues**. Notable initiatives include research seed money, emergency and long-term loans, staff welfare fund, free health checkup camps, and tuition fee concessions for staff wards.

The administration assesses staff performance annually through PBAS. **Financial assistance of exceeding Rs. 8.00 lakh is provided to teachers** for attending conferences/workshops and for membership fees of professional bodies. **The teachers have undergone 460 online/face-to-face OC/RC/FDP/STC/MDP sessions.**

The institution has **mobilized funds of Rs. 286.02 lakh** from government funding agencies, philanthropists/NGOs, corpus, etc. The financial requirements are met under the supervision of the Finance Committee, following proper planning through legitimate means such as fees, donations, grants, and consultancy services. Financial utilization undergoes a meticulous and transparent process, involving internal, external audits, and government audits.

The quality assurance is ensured by introducing various quality initiatives, collaborative programs, internal academic audits, teaching-learning processes, etc., through IQAC. The institution is **certified with ISO 9001:2015(QMS) and ISO 14001:2015(EMS)**. It has obtained an extension of autonomous status and received the **Best College Award 2021-22 from the Parent University**. Additionally, **the institution achieved an outstanding 99.48% with an "O" grade in the Academic and Administrative Audit (AAA)** during the academic year 2022-23 from the Parent University. The institution has **implemented NEP-2020** for all UG-I & PG-I programmes from 2023-24.

The institution has implemented all suggestions and recommendations made by the NAAC peer team during Cycle-III of accreditation.

Institutional Values and Best Practices

The learning environment at Rajarshi Shahu Mahavidyalaya consciously fosters positive attitude towards gender equity, environmental sustainability and inclusiveness. The institution has initiated **gender audit, annual gender sensitization action plan, established Shahu Women Forum and Equal Opportunity Cell.**

The various facilities provided to women include **day care centre, hostel, CCTV, 24×7 security, health and counselling services, reading and girls' rooms.**

The institution has installed **60 kWp solar power plant, liquid waste management system, biogas plant** for solid waste management and **vermicomposting unit**. For lighting LED bulbs are used. The energy conservation measures include installation of sensor based technology. The systems are in place to manage solid, liquid, paper and e-waste. **Institution has signed 02 MoUs for waste management.**

The institution has performed **rainwater harvesting, waste water recycling, tank construction, and rechargeable bore wells** and developed the pattern for maintenance of water bodies and distribution system. It promotes an environment conscious culture by enforcing **Ban on plastic** and creating **pedestrian-friendly**

Pathways and significant landscaping. Rs.8,22,945 used to enhance botanical garden.

Regular **Green, Energy, Environmental audits** are conducted. Awareness is created among students by implementing the audit recommendations. Received **17 clean and green campus recognition awards. Planted more than 35,100 saplings** and conducted water conservation programs beyond the campus.

The **Divyangjan-friendly and barrier-free environment** is ensured through **restrooms, ramps and lifts, tactile paths, signage, Divyangjan Accessible website, screen-reading software, human assistance, and scribe.**

The constitutional obligations and rights are emphasized through **daily chanting of national anthem, respect for national symbols** and conducting the programs.

The training about **Code of Conduct Handbook and professional ethics** are arranged besides displaying it on college website. The institution conducted **47 professional ethics and annual awareness programs.**

The best practices **PRAYAS** and **DigiRAJ** enables the student and the staff to enhance their environmental and social consciousness through outreach and extension programs as well as digital literacy. **PRAYAS** initiatives received 33 prizes and recognitions from Government and NGOs. The **DigiRAJ** initiative received award from Government of Maharashtra.

The institution is distinctive in its thrust towards ‘Pursuit of Excellence in Higher Education’

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJARSHI SHAHU MAHAVIDYALAYA LATUR
Address	Kaku Seth Ukka Marg, Chandra Nagar, Latur
City	Latur
State	Maharashtra
Pin	413512
Website	www.shahucollegelatur.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahadev Haridas Gavhane	02382-245933	9403245650	02382-253645	principal@shahucollegelatur.org.in
IQAC / CIQA coordinator	Abhijit Audumbar Yadav	02382-245380	9975213852	02382-253656	aay_physics@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1970
Date of grant of 'Autonomy' to the College by UGC	07-01-2013

University to which the college is affiliated

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	26-05-1973	View Document
12B of UGC	24-08-2005	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	28-09-2006
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	DST FIST Support from Government of India
Date of recognition	21-11-2014

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kaku Seth Ukka Marg, Chandra Nagar, Latur	Urban	21.5	17532.76

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BVoc,Computer Science	36	Pass in +2 Examination (Any stream)	English	61	61
UG	BVoc,Biotechnology	36	Pass in +2 Examination in Science	English	50	0
UG	BSc,Biotechnology	36	Pass in +2 Examination in Science	English	160	64
UG	BCom,Commerce	36	Pass in +2 Examination (Any stream)	English	320	281
UG	BVoc,Commerce	36	Pass in +2 Examination (Any stream)	English	50	0
UG	BVoc,Commerce	36	Pass in +2 Examination (Any stream)	English	50	0
UG	BA,Arts	36	Pass in +2 Examination (Any stream)	Marathi	342	342
UG	BSc,Science	36	Pass in +2 Examination in Science	English	220	148
UG	BSc,Information Technology	36	Pass in +2 Examination in Science	English	287	287

UG	BCA,Information Technology	36	Pass in +2 Examination (Any stream)	English	290	290
PG	MSc,Physics	24	B.Sc. with Physics as One of the optional subjects	English	30	16
PG	MSc,Chemistry	24	B.Sc. with Chemistry as One of the optional subjects	English	104	104
PG	MSc,Mathematics	24	B.Sc. with Mathematics as One of the optional subjects	English	30	16
PG	MSc,Botany	24	B.Sc. with Botany as One of the optional subjects	English	30	17
PG	MSc,Computer Science	24	B.Sc. with Computer Science as One of the optional subjects	English	41	41
PG	MSc,Biotechnology	24	B.Sc.	English	101	101
PG	MA,English	24	B.A. with English as One of the optional subjects	English	60	16
PG	MA,Political Science	24	B.A. with Political Science as One of the optional subjects	Marathi	60	45

PG	MA,Economics	24	B.A. with Economics as One of the optional subjects	Marathi	60	35
PG	MA,Geography	24	B.A. with Geography as One of the optional subjects	Marathi	60	33
PG	MA,Mass Communication And Journalism	24	Any graduate	Marathi	30	0
PG	MCom,Commerce	24	B.Com.	English	146	146
PG	MSc,Zoology	24	B.Sc. with Zoology as One of the optional subjects	English	30	16
PG	MSc,Microbiology	24	B.Sc. with Microbiology as One of the optional subjects	English	35	35
PG	MA,Pali	24	Any graduate who has studied Pali as AEC or Optional subject	Marathi	30	12
Doctoral (Ph.D)	PhD or DPhil,Physics	36	M.Sc. Physics	English	8	7
Doctoral (Ph.D)	PhD or DPhil ,Chemistry	36	M.Sc. Chemistry	English	5	5
Doctoral (Ph.D)	PhD or DPhil,Botany	36	M.Sc. Botany	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Computer	36	M.Sc. Computer	English	4	4

	Science		Science			
Doctoral (Ph.D)	PhD or DPhil, English	36	M.A. English	English	12	9
Doctoral (Ph.D)	PhD or DPhil, Political Science	36	M.A. Political Science	English	7	7
Doctoral (Ph.D)	PhD or DPhil, Geography	36	M.A. Geography	English	12	9
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	M.Com.	English	23	23
Doctoral (Ph.D)	PhD or DPhil, Zoology	36	M.Sc. Zoology	English	33	33
Doctoral (Ph.D)	PhD or DPhil, Microbiology	36	M.Sc. Microbiology	English	6	6
Doctoral (Ph.D)	PhD or DPhil, Marathi	36	M.A. Marathi	Marathi	6	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				9				38			
Recruited	7	2	0	9	8	1	0	9	15	4	0	19
Yet to Recruit	0				0				19			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				58			
Recruited	0	0	0	0	0	0	0	0	42	16	0	58
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				45
Recruited	24	2	0	26
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				68
Recruited	61	7	0	68
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				43
Recruited	21	0	0	21
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	2	0	5	1	0	12	4	0	31
M.Phil.	0	0	0	1	0	0	2	0	0	3
PG	0	0	0	2	0	0	1	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	29	8	0	37
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	8	0	21
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	33	36	0	69
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	4	0	0	4

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1555	4	0	0	1559
	Female	1885	6	0	0	1891
	Others	0	0	0	0	0
PG	Male	462	1	0	0	463
	Female	670	4	0	0	674
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	69	1	0	0	70
	Female	53	0	0	0	53
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	1555	4	0	0	1559
	Female	1885	6	0	0	1891
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	306	330	380	338
	Female	359	402	464	402
	Others	0	0	0	0
ST	Male	27	25	37	35
	Female	35	40	42	34
	Others	0	0	0	0
OBC	Male	487	545	655	642
	Female	724	799	825	788
	Others	0	0	0	0
General	Male	675	772	940	875
	Female	1032	1117	1184	1272
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3645	4030	4527	4386

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Geography	View Document
Information Technology	View Document
Marathi	View Document
Mass Communication And Journalism	View Document
Mathematics	View Document
Microbiology	View Document
Pali	View Document
Physics	View Document
Political Science	View Document
Science	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Rajarshi Shahu Mahavidyalaya has developed a comprehensive and multidisciplinary curriculum with a holistic approach, aiming to equip students with knowledge in allied subjects alongside their core disciplines. This approach is integrated across UG programmes such as B.A., B.Com., B.Sc., B.C.A., B.Sc.CS, B.Sc.BT, and B.Voc. Communicative English is an integral component of all UG programmes, emphasizing effective communication skills. Additionally, students in B.A., B.Sc., and B.Com. undertake the study of second languages,
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	<p>including Marathi, Hindi, Sanskrit, and Pali during their initial four semesters. The curriculum further includes credit-based courses such as Moral Education and Environmental Studies. Notably, students across UG programmes have the option to engage in NCC studies as an elective subject. Moreover, the institution offers a range of value-added courses such as Soft Skill, Advanced Soft Skill, Cyber Security, DTP, Hardware Networking, Beauty Parlor, Techniques of Beautician, Vocal Light Music, Modi Script Writing, and Yoga, among others, enriching the students' skill set. For Arts and Commerce postgraduate students, a compulsory course on Research Methodology is incorporated into the curriculum. In specialized fields like Physics, Electronics, Computer Science, and Computer Application, students have the opportunity to explore the course on Digital Electronics. Statistics and Mathematics find their place in the curricula of B.Sc., B.Sc.CS, B.Com., and B.Voc. programmes. During the final year of study, students engage in field projects, fostering practical application of their knowledge. The institution organizes diverse interdisciplinary activities, including workshops on Competitive Examinations, Career Opportunities, Career Counselling, IPR, and Academic Writing. Guest lectures cover topics like Gender Sensitization, Women Empowerment, Health and Hygiene, Yoga, and Meditation. Events such as Shahu Sangeet Samaraoh, Sugam Gayan Competition, and workshops on Research Paper Writing, Digital Library Usage, and Professional Resume Writing contribute to a well-rounded educational experience. The institution is committed to capacity building and personality development, exemplified by workshops specifically designed for female students. Overall, Rajarshi Shahu Mahavidyalaya is dedicated to providing a holistic education that goes beyond conventional boundaries, preparing students for a dynamic and evolving world.</p>
2. Academic bank of credits (ABC):	<p>As a multi-faculty autonomous college, the institution is dedicated to promoting multidisciplinary and interdisciplinary education. Recognizing the importance of providing students with a seamless learning experience and offering them multiple entry and exit options, the institution has embarked on a significant initiative – the registration for the</p>

	<p>Academic Bank of Credits towards the National Academic Depository (NAD). The Academic Bank of Credits serves as an innovative academic service mechanism, establishing a formal system for credit recognition, accumulation, transfer, and redemption. This initiative is designed to enhance flexible teaching-learning methods and facilitate student mobility within the educational system. To ensure the success of this initiative, the Internal Quality Assurance Cell (IQAC) has taken proactive measures to create awareness among students about the Academic Bank of Credits and its functionalities. Students have been informed about the benefits of this system, emphasizing its role in promoting a flexible and adaptable approach to their educational journey. In response to these efforts, students and faculty members have actively participated in the registration process for the Academic Bank of Credits. This early engagement reflects a positive response to the institution's commitment to providing a dynamic and student-centric learning environment. By encouraging registration for the Academic Bank of Credits, the institution is paving the way for a more student-centric and flexible education system. This forward-thinking approach not only aligns with the institution's commitment to multidisciplinary education but also signifies its dedication to staying at the forefront of educational advancements, ultimately benefiting both students and faculty members. As the awareness spreads and more stakeholders participate, the Academic Bank of Credits is poised to play a pivotal role in shaping the educational landscape of the institution.</p>
3. Skill development:	<p>The institution places a strong emphasis on skill-based education, recognizing its pivotal role in equipping students with practical knowledge and competencies. Across all disciplines and faculties, the institution offers hands-on training through a diverse array of skill-based courses. Each department ensures a minimum of four skill-based courses, contributing to a well-rounded and practical learning experience. Notably, some of these skill-based courses are specifically designed for students within the respective departments, tailoring the content to align with the department's academic focus. Simultaneously, certain courses are open to students from various disciplines, fostering cross-disciplinary</p>

	<p>collaboration and enriching the learning environment. In a proactive move to enhance the skill set of students, the institution has introduced more than 135 skill-based value-added courses. These courses aim to impart transferable and life skills, empowering students with capabilities that extend beyond traditional academic knowledge. Additionally, the institution has ventured into vocational education by offering four specialized programs under the Bachelor of Vocation (B.Voc.). These programs include Computer Technology, Food Processing Technology, Accounting and Taxation, as well as Retail Management and Information Technology. These vocational programs align with industry demands, preparing students for practical challenges in their chosen fields. Recognizing the importance of online learning, the institution promotes Massive Open Online Courses (MOOCs) for skill development. Leveraging the power of online platforms, students have the opportunity to access a wide range of courses, further enhancing their skill repertoire. The institution's commitment to skill-based education is evident through its comprehensive approach, spanning various disciplines, vocational programs, and online learning initiatives. By providing students with a robust skill set, the institution aims to prepare them not only for academic success but also for real-world challenges and opportunities in their chosen careers.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution actively promotes the use of Indian languages as a means of preserving cultural diversity. Students in UG programmes have the opportunity to choose from Sanskrit, Pali, Hindi, and Marathi as their second language, fostering a connection to the rich linguistic heritage of India. This initiative not only encourages linguistic diversity but also contributes to the holistic development of students. Cultural diversity is further celebrated through specialized courses such as the Certificate Course in Vocal Light Music and the Diploma in Dramatics. These courses aim to cultivate and showcase the artistic talents of students, providing a platform for the exploration and expression of cultural nuances. The Annual Social Gathering serves as a vibrant forum for students to present their cultural performances, creating an atmosphere of artistic exchange. Additionally, the institution organizes the</p>

	<p>Shahu Sangeet Samaroh annually, wherein artists showcase their talents, celebrating the essence of Indian traditions through musical performances. In alignment with the Azadi ka Amrit Mahotsav, the institution undertook various activities to promote Indian culture and traditional knowledge. These activities encompass a wide range, including exhibitions on weapons, postal stamps, and coins, highlighting the historical significance of these artifacts. Events such as Yoga training, Modi Script Writing, and celebrations during World Heritage Week contribute to the students' cultural exposure. Competitions such as ????? ??? ??? ??? ??????? ?????? ??? ??? ????????????, Sanskrit Shlok Singing, Quiz competitions, and various creative endeavours like Poster Making and Dastaan-E-Mushayra: Poetry Citation, further engage students in appreciating and showcasing their cultural roots. Through these initiatives, the institution not only imparts knowledge but also nurtures a sense of pride and appreciation for the diverse cultural tapestry of India. Overall, the institution's commitment to promoting Indian languages and culture enriches the educational experience for students, fostering a well-rounded and culturally aware student community.</p>
5. Focus on Outcome based education (OBE):	<p>Rajarshi Shahu Mahavidyalaya has embraced the principles of outcome-based education (OBE) throughout its UG and PG programmes. The Curriculum Design and Development Committee plays a pivotal role in guiding the Board of Studies, ensuring the incorporation of learning objectives, course outcomes (COs), program-specific outcomes (PSOs), and program outcomes (POs) within the syllabus. A systematic approach is employed, wherein the PSOs are intricately mapped with COs, utilizing attainment values (O, A, B+, B, C, F). This mapping provides a framework for evaluating the alignment between the intended outcomes and the actual achievements of students. The institution employs various formative and summative assessment tools across all subjects to comprehensively measure student performance. Formative evaluation involves Continuous Internal Assessment (CIA), encompassing two unit tests, home assignments, and activity-based tests. On the other hand, summative evaluation is conducted through Semester End Examinations (SEE). The</p>

	<p>evaluation of COs, PSOs, and POs attainment is based on student performance in both CIA and SEE, ensuring a holistic assessment. Furthermore, the institution considers employability and the progression of students as integral components in the overall evaluation of CO and PO attainment. This forward-looking approach reflects a commitment not only to academic excellence but also to preparing students for successful integration into the workforce and further educational pursuits. In adopting outcome-based education, Rajarshi Shahu Mahavidyalaya demonstrates a dedication to providing a structured and outcome-driven educational experience, ensuring that students acquire the knowledge, skills, and abilities necessary for their academic and professional growth.</p>
6. Distance education/online education:	<p>In response to the challenges posed by the COVID-19 pandemic, Rajarshi Shahu Mahavidyalaya implemented a swift transition to online learning for classes across all programmes. The institution leveraged various online platforms, including Microsoft Teams, ZOOM, and Google Meet, to facilitate the teaching-learning process. Faculty members took innovative measures by sharing Google Drive links containing recorded videos of online lectures, ensuring that students could access educational content at their convenience. To streamline the distribution of study materials and assignments, platforms like Google Classroom and Microsoft Teams were utilized, offering a centralized hub for academic resources. The submission of assignments was efficiently managed through Google Forms, providing a convenient and organized approach to the assessment process. Recognizing the importance of adapting to the evolving landscape of education, faculty members actively engaged in developing e-content, which was then shared on YouTube for the benefit of students. This initiative not only ensured continuity in learning but also facilitated a more flexible and accessible mode of education. The Department of Information Technology went a step further by offering three open online courses, namely Recent Trends in Networking, Programming with Python, and Software Development with C#. These courses were made available to students globally, contributing to the institution's commitment to knowledge</p>

	<p>dissemination beyond geographical boundaries. Furthermore, the institution registered as a local chapter under SWAYAM-NPTEL, Spoken Tutorial IIT Bombay, and Infosys Springboard for online courses. This strategic affiliation allowed students to access a diverse range of online courses, enhancing the scope of their learning. The institution's progressive stance is evident in its policy of permitting 40% credit transfer through Massive Open Online Courses (MOOCs). During the assessment period, an impressive 1110 students successfully completed SWAYAM-NPTEL MOOCs, 2529 students successfully completed Spoken Tutorial IIT Bombay courses, and 500 students successfully completed Infosys Springboard for online courses demonstrating the effectiveness and popularity of this flexible learning approach. The institution not only adeptly adapted to the challenges posed by the pandemic but also embraced online education as an opportunity for global outreach and continuous academic growth.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Established in 2018, the Electoral Literacy Club (ELC) operates with the Principal as chairperson, two faculty coordinators, and two student representatives. It engages students in interactive activities, fostering awareness of electoral rights, registration, and voting processes. The ELC combines learning with fun through 25 activities and six games, encouraging critical thinking and questions. The goal is to strengthen electoral participation culture among youth. Classroom-based initiatives aim to empower students as informed voters. The ELC's creation reflects a commitment to civic engagement and aligns with the Election Commission of India's broader objectives. Overall, the club serves as a dynamic platform, shaping an informed and active student community in electoral matters.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Annually led by the Principal as chairperson, the Electoral Literacy Club (ELC) comprises two faculty coordinators and two student representatives. The ELC conducts voter awareness programs with multifaceted objectives. These include promoting</p>

	<p>awareness of the 'Right to vote' among students, faculty, and the community, fostering critical thinking on election rights and democracies, and emphasizing the value of ethical voting. The club facilitates voter registration, familiarizes individuals with Electronic Voting Machines (EVMs), and educates on the electoral process's integrity. Additionally, the ELC strives to educate future voters about enrolment, EVM/VVPAT processes, and overall electoral matters. The overarching aim is to cultivate a culture of electoral participation, ensuring every vote counts, and leaving no voters behind.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>In the academic years 2018-19 through 2022-23, the Electoral Literacy Club (ELC) demonstrated unwavering commitment to fostering voter awareness and engagement. In 2018-19, a voter awareness program and rally in Latur city engaged 200 students, highlighting their dedication to community voter education. The subsequent year, a program on November 17, 2019, involved 200 students and 250 citizens, focusing on reinforcing citizen participation in elections. In 2021-22, a Voters Registration Campaign, featuring Election Officer Mr. Kuldeep Deshmukh, saw 86 student participants. Additionally, a Guest Lecture on "Indian Democracy and Electoral Process" and an Oath-Giving program on National Voters Day involved 59 students and 150 teaching/non-teaching staff, emphasizing democratic commitment. Continuing into 2022-23, ELCs persisted with a Voters Registration Campaign from November 12, 2022, to January 1, 2023, drawing active participation from 101 students. These initiatives underscore the ELC's dedication to sustained electoral awareness, aligning with its mission to instill responsibility and active engagement in the electoral process among students and the wider community. The diverse programs, ranging from rallies and campaigns to informative sessions, showcase the ELC's multifaceted approach in promoting a robust democratic culture.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>From March 2 to March 10, 2023, the Electoral Literacy Club (ELC) conducted a survey on "Election Study" for UG students, aiming to boost voting percentages in upcoming elections, particularly in areas with less than 50 percent voter turnout. Students actively participated, gaining insights into the election process, Election Commission structure,</p>

	<p>and Indian voting behaviour. Inspired by this, ELC initiated an Election Survey in Latur City during the same period, where students crafted questionnaires with guidance from officers and faculties.</p> <p>Furthermore, on March 19, 2022, a poster presentation on "Voter Awareness" addressed topics like the Indian Constitution, Value of Vote, Voters and Democracy, and Voting Behaviour. The ELC emphasizes that increasing voter interest is crucial for strengthening democracy, countering declining voting ratios, and promoting responsible citizenship.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>In the academic year 2022-23, the Electoral Literacy Clubs (ELCs) and the Latur Collector's office jointly conducted a 20-day Voter Registration campaign, resulting in the enrollment of around 217 students as voters. The campaign, initiated by the ELCs, aimed to encourage every 18-year-old Indian to exercise their voting rights. Taking responsibility, the ELCs launched the campaign on campus, with the Nodal Officer actively encouraging student participation and providing detailed information on the registration process and the responsibilities associated with being an Indian citizen. The program spanned nineteen days. In the subsequent academic year 2023-24, the ELCs and the Latur Collector's Office renewed their collaboration for a two-month Voter Registration campaign, resulting in an impressive enrollment of approximately 760 students as voters. These concerted efforts underline the ELCs' commitment to promoting civic engagement and encouraging students to actively participate in the electoral process.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4587	4386	4527	4030	3645
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1369	1545	1380	1141	1039
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

Number of full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	94	94	83	83
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 109

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
93.08735	106.88324	45.98597	61.61772	96.10107
File Description		Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Rajarshi Shahu Mahavidyalaya is dedicated to providing high-quality education across diverse academic disciplines, including **Arts, Commerce, Science, IT, Biotechnology, and Vocational Education**. The institution's mission, '**Pursuit of Excellence**,' emphasizes preparing students to navigate the challenges of globalization and liberalization while instilling a strong sense of social responsibility.

The curriculum development process is thoughtfully executed, taking into account **local, national, and global demands**. Major curriculum revisions are undertaken every three years, with minor revisions made as needed to stay relevant.

The B.Voc. programmes aligned with **NSQF focus on Digital India and Make in India objectives** and equip students for **careers in IT, Food Industry, Retail Management, Accounting, Taxation**, and more. Internships and On-the-Job-Training enhance real-world industry exposure. Implementation of the UGC-LOCF and CBCS ensures a holistic, outcome-oriented education. **The COs are outlined in alignment with the PSOs to ensure the attainment of POs.**

The curriculum's relevance is evident in programmes such as M.Sc. in Botany, Zoology, Microbiology, and B.Voc. (Food Processing Technology), which align with central government initiatives like National Mission on Biodiversity and Human Well-Being, National Biotechnology Strategy 2021-2025, and National Food Processing Policy.

Local Relevance:

Given the institution's agricultural location, the curriculum integrates local scenarios and addresses United Nation's Sustainable Development Goals. Courses like **Geography of Natural Resources, Food Packaging, Food Preservation, Cereal and Legume Processing, Sugar Processing Technology, Plant Tissue Culture, Culture and Breeds of Ornamental Fishes and Aquarium Keeping, Plant Pathology, Soil and Water Analysis, and Dairy Processing** cater to local farming challenges. Administrative courses such as **Rural and Urban Development Administration, Office Automation, etc. prepare students for local governance**. The core courses in the curricula prepare students to be employed in teaching sector. **Practical experiences, including projects and internships, bridge the gap between theory and local needs.**

Regional/National Relevance:

Curricula incorporate **regional and national needs**, with courses covering **GST, Income Tax, Agriculture Economics, Business Regulatory Framework, Banking & Finance and Media Regulations**. Various policies are integrated into courses like **Intellectual Property Law, Election Process in India and Indian Economic Policy**. Cultural and Societal Engagement is fostered through courses like Indian Writing in English and Environmental Studies.

Global Relevance:

The curriculum also embraces **global demands**, offering courses in advanced fields like **Cyber Security, Data Science, Artificial Intelligence, IoT, and Nanotechnology**. International relations and rule frameworks are addressed through courses like Human Rights and International Economics. The **Communicative English and Japanese courses** prepare students for global interactions.

Continuous Learning: The institution encourages students to enroll in MOOCs on various platforms fostering continuous advanced learning and potential academic credits. During the assessment period, **1110 students successfully completed SWAYAM-NPTEL courses**, and **2529 students benefited from Spoken Tutorial IIT Bombay Certification Courses**.

Moreover, the institution has meticulously designed a curriculum for the first year of four-year undergraduate programme. This curriculum aligns with Government of Maharashtra guidelines, UGC's NEP 2020, and central government initiatives like '**Atmanirbhar Bharat**' and '**Make in India**'. It encompasses a wide range of courses, including multidisciplinary, interdisciplinary, and skill development, showcasing the institution's dedication to excellence in education.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Programmes focusing employability/entrepreneurship/skill development:

Rajarshi Shahu Mahavidyalaya is dedicated to **enhancing employability, entrepreneurship, and skill development** among its students through a diverse range of programmes and courses. These offerings are carefully designed to equip students with the necessary skills and knowledge required for success in various career paths.

The programmes in **Arts, Commerce, Science, IT and Biotechnology** are tailored to develop specific

skills and competencies crucial in their respective fields. The skill enhancement courses are tailored to offer students specific skills relevant to their chosen fields of study. Subject-specific skill enhancement courses are designed to enhance students' domain-specific skills and are seamlessly integrated with regular courses to provide practical training, involve **projects, internships, and hands-on experiences**.

The curriculum ensures that students gain in-depth domain knowledge and improve their employability through various programmes and skills. This includes **04 B.Voc. programmes, 135 value-added certificate courses including Soft Skills, DTP, Tally, GST, Hardware Maintenance, Production of Biofertilizers, Vocal Light Music, Travel & Tourism, GIS, Ethical Hacking, and more**. Students also enhance their skills through **842 courses focusing on employability, entrepreneurship, and skill development including Photoshop, Rural Entrepreneurship, Android OS, Kotlin, Clinical Hematology, among others**. Life skills are imparted through **Moral Education, Communicative English, Business Ethics, Human Rights, The Constitution of India and Yoga & Meditation courses**. The curriculum incorporates **Study Tours/Field Visits, Long/Short Excursions, Mini Projects, Research/Field Projects, and Hands-On-Training** to expand the learning space.

The **holistic development** of students is emphasized through **Communication Skills and Environmental Studies** courses. The competitive examination cell, '**Shahu Prabodhini**' provides **coaching for various competitive exams, enhancing students' prospects in government and other sectors**.

A **wide array of certificate courses, workshops, and skill development programs** further enrich students' skill sets.

The institution's commitment to **employability** extends to its **Placement Cell, which focuses on soft skills, leadership development, and personality enhancement**. It also facilitates collaboration with government bodies, academic institutions, and industries to bridge the gap between academia and industry.

Institution also promotes entrepreneurship through its **Rajarshi Incubation and Innovation Start-up Ecosystem (RISE)**, nurturing students' **entrepreneurial skills**.

Revision of syllabi:

To ensure curriculum relevance, the syllabi are regularly revised to align with contemporary requirements. The **Curriculum Design and Development Committee** guides BoS to incorporate innovations and updates based on **industry feedback, regulatory guidelines, and input from students, teachers, employers, alumni, and parents**. Recent developments and trends are promptly integrated into the curriculum, ensuring that students are well-prepared for evolving demands. **Sufficient care is taken while designing POs, PSOs and COs so that the learning curve moves vertically.**

In 2018-19 the institution introduced new curricula for UG and PG second-year programmes under CBCS. Subsequently, in 2019-20, new curricula for UG third-year were introduced. Significant syllabus revisions of **31.62%, 22.35%, and 25.77% were carried out in 2020-21, 2021-22, and 2022-23, respectively**. **The institution promptly incorporated contemporary topics such as NITI Aayog, GST, and the Abrogation of Article 370 into the curricula following their implementation**. Each BoS has meticulously developed curricula tailored to specific needs, emphasizing innovation and alignment with industry demands.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years Response: 36.57	
1.2.1.1 Number of new courses introduced during the last five years: Response: 558	
1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Response: 1526	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum Response:
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Rajarshi Shahu Mahavidyalaya has integrated comprehensive curricula that fosters democratic leadership and instils ethics and human & constitutional values including honesty, integrity, respect, courtesy, spirit, accountability, scientific temper, liberty, tolerance, pluralism, equality, cleanliness, etc.

The curriculum is carefully designed to address cross-cutting issues such as professional ethics, gender sensitivity, environmental awareness, sustainability, and human values. To align with the vision of **NEP-2020**, the institution has introduced the course '**The Constitution of India**,' aimed at instilling a deep-rooted sense of pride in Indian identity.

The first-year curriculum of the Four-Year UG programme under NEP-2020 covers a broad spectrum, encompassing arts, humanities, sports, languages, literature, culture, values, science and mathematics. This holistic approach aims to nurture students' diverse capabilities and make their education more comprehensive and practical.

Gender: 29 Courses (UNSDG 5,10)

The curricula of Humanities and Social Sciences addresses critical gender-related issues, including the **Status of Women, Violence Against Women, Gender Equality and Equity, Rights of Women and Legislative Protection, and Women Entrepreneurship.**

To promote gender sensitization, the institution organizes special programs. **Shahu Women Forum and ICC conduct events on topics such as Self-Defence, Women's Health, Women's Rights, Reproductive Choice: Fundamental Right, Capacity Building, Personality Development, Women Empowerment, Digital Stree Shakti, Online Safety for Girls, etc.**

Environment and Sustainability: 47 Courses (UNSDG 4,6,7,8,11,12,13,14,15)

A **2-credit compulsory course on Environmental Studies** fosters a holistic understanding of the environment and cultivates a positive attitude and habits for nature preservation. Additionally, the **course on Ecology** explores the **local ecological domain.**

Various academic programmes incorporate **environmental issues** such as **organic farming, renewable energy, climate change, deforestation, eco-tourism,** etc. Students engage in environment-related projects and participate in activities like tree plantation, serving as **Energy Brand Ambassadors, and supporting campaigns against food wastage and plastic use.** The institution actively promotes sustainable practices like rainwater harvesting, energy and water conservation, waste management, and initiatives like Earth Hour and Swachh Bharat Mission.

Human Values: 54 Courses (UNSDG 4,8,16)

A **compulsory course on Moral Education** is offered, **where students spend a minimum of 08 hours in society.** Human values are instilled through the curriculum, guest lectures, internships, project assignments, MOOCs, outreach and extension activities, and the Gandhi Vichar Sanskar Pariksha, among others.

Professional Ethics: 149 Courses (UNSDG 4,8,16)

Courses on **Professional Ethics, Business Ethics, Corporate Culture, Cyber Security, and Ethical**

Hacking are offered to instil professionally accepted standards. In fields like Commerce and Management, courses covering topics such as Managerial Economics, Entrepreneurship Development, Business Communication, Business Ethics and IPRs emphasize Professional Ethics.

Humanities and Social Sciences indirectly promote Professional Ethics through topics like loyalty, honesty, teamwork, time management, and commitment. Scientific disciplines focus on fair practices in experiments. Biotechnology programmes integrate Professional Ethics through courses on Good Laboratory Practices and Scientific Report Writing.

Additionally, Research Methodology course is included in the curriculum of all postgraduate programmes, and a mandatory **Research and Publication Ethics course** is included in Ph.D. coursework.

These efforts collectively create an environment conducive to incorporating diverse cross-cutting issues into the curriculum, awakening students' awareness and collective instincts.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 275

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 25

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 25

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.11

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
2243	1872	2018	1989	1734

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2330	2160	2170	2060	1980

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 85.2

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1151	1037	1086	1083	961

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1445	1339	1345	1083	1030

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Rajarshi Shahu Mahavidyalaya, aligned with its mission of 'Providing value and need-based education,'

is dedicated to ensuring equal opportunities for all students, regardless of their learning levels and skill acquisition. The institution initiates a comprehensive student induction program at the onset of the first semester to acquaint them with various learning opportunities and facilities within the institution. As the students are mixed ability learners from diverse backgrounds, the institution employs a systematic approach to assess learning levels through its 'Process Manual of Learning Level Identification Mechanism.'

The learning levels are determined based on marks obtained in the qualifying examination for Semester-I and the previous semester for upcoming semesters (II to VI). Students with an 'F' grade in the previous semester examinations for a specific course are identified as slow learners, while those with an 'O' grade are categorized as advanced learners. Subsequently, the institution tailors activities to address the distinctive learning needs of both categories.

Slow Learners:

Remedial Coaching: The institution conducts sessions to reteach topics where students face difficulties, enhancing their understanding.

Language Lab-based Teaching: Utilizing language lab for tests, LSRW teaching, linguistic videos, and showcasing motivational films to aid learning.

Study Material: Provision of simplified notes, YouTube links, and previous examination question papers for better comprehension.

Pairing with Advanced Learners: Involvement in curricular, co-curricular, and extra-curricular activities, fostering peer learning and collaboration in live projects.

Personal Counseling: Guidance provided by mentors, course teachers, class coordinators, counselors, and alumni to address individual needs.

Bilingual Explanation: Offering bilingual explanations for courses conducted in languages other than the mother tongue.

These programs collectively contribute to enhancing the academic performance and competence of slow learners.

Advanced Learners:

Online Courses: Motivating and guiding students to complete courses such as SWAYAM-NPTEL, MOOCs, Spoken Tutorial IIT Bombay, Infosys Springboard, and Online Certificate Courses.

Research Activity: Engaging students in research paper presentations at national and international seminars/webinars/conferences/workshops, along with participation in science festivals/exhibitions and hackathons.

Coaching: Providing coaching for competitive exams like IIT-JAM and guidance for applying to prestigious fellowships and scholarships.

Library Facilities: Offering gold cards for additional book borrowings, book bank facilities for reference books, and free newspaper subscriptions for extensive reading.

Hands-on Training: Providing practical training in advanced instrumentation, mobile application development, website development, etc.

All Learners, Including Moderate Learners:

Coaching/Guidance for Competitive Examinations: Preparing students for various competitive exams, including SET/NET, Civil Services, IBPS, CET for MBA/MCA, and entrance exams for renowned institutions.

Student Association Activities: Organizing a range of activities, including curricular, co-curricular, and extra-curricular events, alumni interactions, and College Day celebrations.

e-Resources: Facilitating access to N-list, DELNET, YouTube, INFLIBNET, e-PG pathshala, SWAYAM-NPTEL videos, virtual labs, etc.

Value Added Courses: Offering over 135 value-added certificate courses during assessment periods, covering soft skills, DTP, Tally, hardware maintenance, plant tissue culture, vocal light music, and more.

The institution's commitment to inclusive education is evident through its tailored programs, ensuring that each learner, irrespective of their initial skill level, has the opportunity to thrive academically and acquire valuable skills for life.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 47.78

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution guided by the mission of 'Pursuit of Excellence,' has implemented student-centric measures to foster active learning. The institution has transformed conventional classrooms into liberated discussion rooms, enhancing the learning environment. The teaching approach emphasizes active involvement, incorporating individual and collaborative learning, interactive methods, and participative approaches, aiming to cultivate responsible learners with a focus on knowledge creation.

The integration of ICT is a cornerstone of the teaching-learning process. Teachers employ ICT tools, e-resources, flipped classrooms, and blended learning to enrich the educational experience. The digital resources available contribute to a more individualized, creative, and dynamic learning environment.

Experiential Learning Methodologies:

The institution emphasizes **learning by doing** through various activities, fostering skills and competence needed for job readiness. This includes activity-based tests (involving group discussion/seminar/debate/quiz/poster making/presentation, PPT presentation, book/film review, model making, documentation of flora and fauna, etc.) moral education courses with community engagement, research projects, field projects, internships, development of software and mobile apps, poetry recitation, hands-on training, College Day activity, running a school for a day, mock interviews, mock parliament, street play, anchoring, map reading and more.

Participative Learning Methodologies:

To convert passive learning into participative learning, the institution utilizes webinars, guest lectures, 'Knowing a Book' lecture Series, book exhibitions, live budget sessions, Gram Sabha, Language lab and student association activities. Activities like MOOC enrollment, library sessions, administrative office

visits, and alumni interactions are designed to make students more sensitive, sensible, and confident.

Problem-Solving Methodologies:

A problem-solving approach is encouraged through initiatives like case studies, software programming, competitions such as Coding, RSMHACKATHON and web designing, Mobile App development, Avishkar research activities, and the Commerce Idol. The institution promotes problem-solving skills necessary for tackling challenges in various domains.

Use of ICT for Effective Teaching and Learning:

The entire campus is Wi-Fi enabled with robust ICT infrastructure, including ICT-enabled classrooms, smart boards, smart TVs, computer laboratories, e-learning centers, and more. All teachers use ICT-enabled tools, encouraging online courses and expertise in ICT skills. Various online tools, software applications, MOOCs, digital libraries, video conferencing tools, and LMS are employed to enhance the teaching-learning process.

The institution has adopted a wide array of software, including programming languages, statistical tools, and multimedia applications. Additionally, it serves as a local chapter for prominent MOOC providers like SWAYAM-NPTEL, Spoken Tutorial IIT Bombay, Infosys Springboard, and ISRO START, facilitating credit transfer and additional credits for MOOCs.

During the COVID-19 pandemic, the institution swiftly transitioned to online platforms for classes, webinars, workshops, and other activities using tools like Microsoft Teams, ZOOM, Webex, and Google Meet.

Assistive technology is provided for differently-abled students, including audio books, screen readers, and Read Out Loud facilities.

The institution's dedicated media lab enables faculty members to create and share e-content through its YouTube channel.

The institution's commitment to excellence is evident through its innovative approaches to teaching and learning, leveraging ICT tools, experiential and participative methodologies, and a strong emphasis on problem-solving skills. The institution's adaptability during challenging times reflects its dedication to providing a dynamic and inclusive educational experience.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-

psychological issues**Response:**

Rajarshi Shahu Mahavidyalaya has established a robust mentoring system aimed at addressing academic and student psychological issues, aligning with the ultimate mission of the 'Pursuit of Excellence.' The majority of enrolled students hail from rural backgrounds, with many being first-generation learners. These students often grapple with social phobia and inferiority complexes due to their socioeconomic environment, hindering their confidence and versatility.

In the mentoring system, individual guidance and counseling are provided to students. Mentors are assigned by Class Coordinators, ensuring they are faculty members of the chosen program of study. All teachers in the institution partake in mentorship responsibilities, working to alleviate phobias and foster an environment where students feel free to embrace new ideas.

Mentors collect personal information about their mentees and offer regular guidance. Students can freely approach their mentors for any issues or problems, and mentors play a crucial role in guiding academic progress, as well as maintaining emotional and intellectual well-being. Mentors identify talents and interests, encouraging participation in various activities such as sports, cultural events, NSS, NCC, academic pursuits, and more. They also provide guidance on training programs, internships, research festivals, student association activities, MOOCs, scholarships, and fellowships.

The mentoring system focuses on continual academic progress, career development, and enhancement of both soft and hard skills. Mentor records include academic performance and personal counseling details. The system creates a student-friendly environment, fostering open communication between students and teachers, making students feel enthusiastic, competent, confident, and motivated for career progression.

The objectives of mentoring include monitoring regularity and discipline, improving teacher-student relationships, and building student confidence. At the start of the academic year, a Student Induction Program introduces students to the institution's vision, mission, goals, core values, facilities, regulations, code of conduct, examination patterns, and opportunities for overall development.

Mentors conduct periodic meetings to counsel mentees on policies, extracurricular activities, and personal matters. During these sessions, teachers offer moral and mental support, addressing problems and difficulties. By developing informal and friendly relations, mentors understand mentees' interests, academic aims, and family background, guiding them holistically. Psychological counseling is available for students in need, with the mentor maintaining records on family background, academic progress, attendance, discipline, regularity, and overall performance.

Mentors may contact parents/guardians if situations warrant it, such as irregular attendance or negative behavioral changes. Feedback from mentors informs capability enhancement activities, including coaching for competitive exams, doubt-clearing classes, and personality grooming sessions. The institution uses mentor-provided databases of competent mentees for placements, organizes career guidance sessions by experts, and facilitates student-to-student mentoring. Some mentees are assigned to alumni in the IT department to address academic issues.

The institution's mentoring system significantly strengthens the personal attributes of mentees, contributing to their overall development and success.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institution has developed a comprehensive framework for crafting and adhering to an Academic Calendar and Teaching Plan. While preparing the academic calendar, the institution ensures alignment with its vision, mission, and objectives by incorporating the cherished values and ethics. The Academic Calendar is prominently displayed on the institutional website, facilitating easy access to all stakeholders.

Before the commencement of academic year, the institution initiates the annual academic program plan by reviewing the implementation of the perspective plan. The purpose of the Academic Calendar and Teaching Plan is to systematically schedule all teaching-learning and assessment activities at each course level. This strategic planning aids in the optimal allocation of resources for every academic endeavor. The annual program plan is prepared and executed at three hierarchical levels.

Institution Level:

The Academic Calendar committee, in consultation with HoDs, In-charge of support units, CoE, and the Office, prepares the annual academic calendar. The committee ensures a minimum of 90 teaching days during each semester. The calendar encompasses curricular, co-curricular, and extra-curricular activities, including student induction programs/conferences/seminars/workshops/FDPs/internships/NSS camps, cultural events, and meetings of statutory and non-statutory bodies. The academic calendar also details the examination schedule, question paper setting, continuous internal assessment, semester-end examination (SEE), practical SEE, and result declarations. The institution provides a master timetable, uploaded on the website and communicated to students through class coordinators and faculty members.

Department and Support Unit Level:

The IQAC assists in preparing departmental tasks at the beginning of the academic year. HoDs and in-charge of support units, in adherence to the academic calendar, plan various activities and assign teaching and other responsibilities to faculty members. The departmental timetable is prepared based on the master timetable and submitted to the Principal for approval and implementation. The annual plan of departmental activities and timetable is communicated to students through notice boards and the website.

Teacher Level:

Faculty members formulate unit-wise teaching plans, encompassing time scales, teaching methodologies, academic activities, and assessment criteria for their assigned courses. These plans are approved by the HoD and Principal, communicated to students, and uploaded on the institutional website. Faculty members adhere to the teaching plan, maintaining records of teaching and other activities in a diary. Monthly reports on daily teaching and activities are submitted to the Principal/Vice-Principal. Starting from the academic year 2022-23, a digital teaching diary is maintained for student attendance, teaching plans, records of meetings/activities, and faculty members' leaves, which is verified by the Principal.

Adherence to Academic Calendar and Teaching Plan:

HoDs, Class Coordinators, Vice-Principal, and Principal monitor and seek feedback from students regarding syllabus completion and effective implementation of the teaching plan. If any deviation or discrepancy is identified, corrective actions are taken by the Principal and communicated to the respective department and faculty member. For co-curricular/ extracurricular activities and examinations, corrective measures are promptly implemented. In cases where health issues or professional obligations impact teaching, HoDs and the Principal may assign teaching responsibilities to other faculty members or schedule additional classes on holidays to ensure timely syllabus completion.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality**2.4.1**

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 95

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	85	85

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 72.48**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 79

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 15.24**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1463

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 85.54**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 71

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 14.8**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	23	17	20

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.14

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	0	0	0	1

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4438	4154	4161	3882	3378

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

IT integration in the Examination Procedures and Processes

The institution has undertaken a comprehensive integration of IT into its examination procedures and processes. This initiative upholds high academic standards while ensuring transparency and efficiency throughout the assessment process. Notably, the entire examination section has been automated, embracing paperless processes to align with ecological concerns and streamline scheduling, conducting, evaluating, and declaring results.

To facilitate seamless communication, the college website serves as a central hub for exam-related information, including announcements, timetables, registration links, and result declarations. A dedicated ERP portal has been developed, enabling students to log in, register for examinations, make fee payments, access timetables and hall tickets, and view results. The utilization of OMR technology expedites the evaluation of answer sheets.

Key administrative processes, including appointing examiners, scheduling exams, generating seat numbers, issuing hall tickets, and managing seating arrangements, are efficiently executed through software. The IT integration extends to result processing and publication, involving the uploading of marks, automated generation of grade-cards, and the compilation of lists of eligible degree candidates. The examination section's IT infrastructure relies on PHP with a MySQL database, maintaining comprehensive profiles of enrolled students across all batches.

Examination procedures

An examination manual, approved by the BoE and the Governing Body, serves as a guiding document of examination procedures and evaluation methodologies. Students receive orientation on these procedures during the induction program, and the institution follows a blended learning model, incorporating CIA and SEE.

CIA components include attendance, Unit Test I (Activity-Based Test), and Unit Test II (MCQ). SEE question papers setting undergo a rigorous process involving internal and external examiners. The audit of question papers is performed. The colour-coded answer sheets are used for SEE for security purposes. The examination process is fortified by CCTV surveillance, ensuring security during exams.

Flexibility is provided for students missing exams due to co-curricular activities, offering opportunities

for supplementary exams. Laboratory courses and projects undergo evaluation by a panel of internal and external examiners, ensuring a fair and efficient process. The institution's commitment to transparency is evident in the practice of showing assessed answer sheets to students.

Examination Reforms

In response to the COVID-19 pandemic, the institution swiftly adapted its examination methods. The transition to online teaching and evaluation was facilitated by an ERP-based examination management system. Proctored online exams were conducted with a modified question paper pattern, including MCQs and various online activities. Students were given the choice of online/offline SEE, with mock online examination training provided beforehand. Project and practical viva-voce were conducted online.

Additionally, the institution registered on the National Academic Depository to enable credit transfers through the ABC. Noteworthy reforms include designing SEE question papers to measure CO attainment. The institution's commitment to security is reflected in the issuance of non-tearable grade-cards with high-security features and the publication of results through MasterSoft Student Diary Cloud, the college website, and social media. These initiatives collectively demonstrate the institution's dedication to leveraging IT for the enhancement of examination procedures, even in the face of unprecedented challenges.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Rajarshi Shahu Mahavidyalaya has implemented a well-defined Outcome-Based Education (OBE) policy, aiming to enhance the teaching-learning process and achieve optimal learning outcomes. This learning objectives and course outcomes (COs) are clearly stated and integrated into the curriculum, aligning with the institution's vision and mission. The Program Outcomes (POs) are centered around skills, competence, and knowledge that students are expected to acquire by the end of their program, while COs focus on the knowledge gained and the ability to apply it after completing individual courses.

Preparation of COs, PSOs, and POs:

The Curriculum Design and Development Committee plays a crucial role in systematically preparing the

curriculum framework for various programs. The syllabus for theory courses is structured into 4 to 5 units, with 4 to 8 COs identified for each course. Bloom's Taxonomy action verbs are employed during the design of POs and COs. Departmental meetings facilitate discussions where faculty members provide input, contributing constructively to the framing of COs and POs. Approval of these outcomes occurs in meetings of the respective BoS and Academic Council. Mapping of COs with Program Specific Outcomes (PSOs) and POs is done using terms like U (Understand), E (Evaluate), C (Create), AP (Apply), AN (Analyze) for cognitive levels and CN (Conceptual) and F (Factual) for knowledge categories.

Dissemination and Communication of COs, PSOs, and POs:

The institution employs various channels to communicate course learning objectives, COs, PSOs, and POs to students, faculty, stakeholders, and the public. These include the institutional website, display boards, syllabus files, and class WhatsApp groups. Students are familiarized with COs and POs at the beginning of each semester, during student induction programs, mentor-mentee interactions, etc. Faculty members are provided with induction and training programs to ensure they understand and implement outcome-based education effectively.

Mechanism of Evaluation of Attainment:

To ensure the attainment of POs and COs, the institution follows the evaluation process outlined by the UGC and parent university guidelines. The syllabus displays the evaluation scheme, and the attainment levels are calculated through mapping the CO and PO matrix. Both direct and indirect methods are employed for measurement. The direct method involves assessing CO and PO attainment based on performance in Continuous Internal Assessment and Semester End Examination (SEE). Question papers for SEE cover all COs, with questions aligned to various Bloom's Taxonomy knowledge levels. Quality assurance is maintained through question paper audits.

Course teachers assess CO attainment through non-zero marks scored for each question by students in SEE. Course attainment levels ('O', 'A', 'B', 'C') are assigned based on performance ranges. PO attainment is then evaluated as an average of course attainments. The indirect method involves evaluating performance in activity-based tests, projects, employability, progression, and entrepreneurship. Projects are designed to address real-world challenges, encouraging group work and leadership skills.

The effective implementation of the OBE policy and a student-centric educational system has positively impacted students' skill sets, knowledge, competence, progression, and employability. The institution's commitment to these principles reflects in its rigorous curriculum development, communication strategies, and comprehensive evaluation mechanisms.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 90.8

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1243

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Rajarshi Shahu Mahavidyalaya has implemented a comprehensive research promotion policy to cultivate and support a robust research culture among its faculty, research scholars, and students. The institution aims to enhance professional competence, instill a scientific temper, and foster a research attitude while ensuring adherence to statutory rules, ethical standards, honesty, and transparency. The Research and Development Cell (RDC) actively contributes to formulating, updating, and implementing research promotion policies, with a focus on monitoring research activities.

Research Promotion

The Research Promotion initiatives include incentivizing teachers for publishing in Scopus-indexed research journals, providing Research Seed Money to facilitate high-value project applications, covering Patent Application Fees, and offering financial assistance for research projects sponsored by funding agencies. The institution organizes training programs and workshops on Research Methodology, Writing Research Articles, Publication Ethics, and Intellectual Property Rights. Notable events such as the Avishkar Research Festival, "Exploration as Researcher, Entrepreneur and Consultant (EREC-2023)" and the national conference "A Journey from Innovation to Startup (JIS-2022)" have been hosted by the Rajarshi Innovation, Incubation, and Start-up Ecosystem and the RDC, showcasing the institution's commitment to fostering innovation and entrepreneurship.

Research Facilities

In terms of Research Facilities, the institution boasts a Common Instrumentation Center equipped with high-end research instruments and eleven recognized research centers for collaborative research activities. Funds received from UGC, DST, and the Parent University have been utilized to enhance research infrastructure, including the addition of research-related journals and reference books to the library, software for plagiarism checking, and various sophisticated instruments including UV-Visible Spectrophotometer, Potentio-Galvanostat, Laminar Air Flow, Deep Freezer, UV Transilluminator Wt Filter (312 Nm), Rotary Flask Shaker, Bacteriological Incubator, Workstation, Astronomical Telescope, and many more. The institution has also taken steps to update and establish additional laboratories for Microbiology, Botany, and Computer Science.

Outcomes

During the assessment period, significant outcomes have been achieved, including the procurement of **Rs. 84 lakh** under the DST-FIST Phase-II scheme, publication of six patents, recognition of four departments as research centers, and completion of **11 Minor Research Projects with 16 ongoing**. A total of **42 Ph.D. and 16 M.Phil.** degrees were awarded, with **13 research fellowships** granted under

various schemes. The institution's commitment to providing research opportunities is evident through initiatives like the INSA Summer Research Fellowship, HBCSE-TIFR NIUS Chemistry program, and the provision of Pandharinath Shinde Basic Scientific Research Scholarship for UG and PG students.

The research productivity during the assessment period is commendable, with **394 research articles** published in Scopus/Web of Science/reputed journals, **40 books, and 193 book chapters**. The institution's **Scopus h-index stands at 30, Scopus Citations at 2080, and Scopus i-10 index at 53**, reflecting the impact and visibility of its research output. Additionally, the institution has organized **162 collaborative activities, 28 research summits, and received 30 prizes** in various science exhibitions and Avishkar research festivals.

The institution's commitment to fostering a vibrant research environment is evident through its well-structured policies, initiatives, and the remarkable achievements during the assessment period, contributing significantly to the institution's research culture and overall academic excellence.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 27.82

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
16.87	5.53	0.40	3.31	1.71

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 6.42

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 7

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 243.22

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.42

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 46

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 34.38**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:****Response:** 33

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Rajarshi Shahu Mahavidyalaya has established a comprehensive ecosystem for fostering innovation, knowledge creation, and transfer through various dedicated entities such as Research Centers, Rajarshi Innovation, Incubation & Start-up Ecosystem (RISE), Research & Development Cell (RDC), IPR Cell, Shahu Extension Services Center, and various departments and support units.

Research Centers:

The institution boasts **11 parent university-recognized research centers** equipped with modern facilities and instruments to facilitate high-quality research.

RDC:

RDC plays a pivotal role by organizing presentations for six-monthly progress reports, pre-Ph.D. seminar presentations, symposia, and workshops to train research scholars.

RISE:

RISE has a well-defined policy for engaging teachers, research scholars, and students in innovation and start-up activities. It provides financial assistance, technical and business mentoring to pre-incubatee and virtual incubatee. Additionally, RISE has organized six programs focused on incubation and start-ups.

Indian Knowledge System (IKS):

The institution actively promotes the use of Indian languages by offering courses in Sanskrit, Pali, Hindi, and Marathi. The curriculum includes courses on IKS covering various topics such as ancient literature, Ayurveda, astronomy, and sociology. Numerous activities under Azadi ka Amrit Mahotsav, such as exhibitions, yoga training, and cultural competitions, are organized to promote Indian culture and traditional knowledge.

Ecosystem for Innovation & Knowledge Transfer Activities:

The institution has organized numerous events to facilitate innovation and knowledge transfer, including RSM-HACKATHONS, skill development programs, hands-on training programs, and interactions with industry/academia/scientists/professionals. The establishment of botanical gardens for medicinal plant conservation, various workshops, and research-oriented MoUs contribute to a thriving ecosystem.

Entrepreneurship:

The institution actively supports entrepreneurship, conducted five workshops and 20 entrepreneurship-related courses integrated into the curriculum.

Community Orientation:

Through training, outreach activities, social campaigns, SES Center, and various initiatives, the institution is actively engaged in community orientation. Outreach programs cover diverse topics such as health and hygiene awareness, cyber security, vermicomposting, tree plantation drives, and voter awareness.

Awards and Recognition for Innovation & Research:

A significant number of **awards** have been received by **students (42) and faculty members (15)**, with **one faculty consistently listed in the Top 2% Scientists in the field of Material Science globally in a survey by Stanford University.**

IPR Cell and Awareness:

The IPR Cell has played a vital role in assisting the filing of six patents and organizing **14 IPR workshops.**

Outcomes:

- A total of **394 research papers, with 120 papers in the UGC-CARE List.**
- Recognition of **45 teachers as research guides.**
- The IPR cell assisted in filling and publishing six patents.
- Community orientation programs through **outreach activities totaled 326.**
- Research papers published by **UG & PG students amounted to 25.**
- A substantial number of **books (40), book chapters (193), and 43 sanctioned research projects** reflect the institution's commitment to academic research and innovation.
- Numerous fellowships, including INSA Summer Fellowship and INSPIRE-SHE Scholarship, were awarded to students.
- The development of six mobile apps showcases the institution's technological advancements.

The institution has established a robust ecosystem that not only encourages research and innovation but also actively contributes to community engagement and entrepreneurship, making significant strides in academic and practical realms.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years**Response:** 4.55**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 150

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 3.61**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 394

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 2.14

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 233

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 109.78

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
47.73024	18.67367	16.08240	13.74384	13.55020

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Rajarshi Shahu Mahavidyalaya, guided by its mission to foster responsible citizens with human values, has successfully institutionalized extension services through various avenues such as NSS, NCC, student associations, and Shahu Extension Services Center. Aligned with national initiatives like Swaccha Bharat Abhiyan, Fit India Movement, Unnat Bharat Abhiyan, and others, the institution actively involves students in community development, collaborating with Gram Panchayats, Hospitals, Municipal Corporation, Police department, and NGOs.

The institution's commitment to social responsibility is reflected in its diverse range of activities, including awareness programs, residential NSS camps, village surveys, sensitization campaigns, and participation in government programs. These initiatives encompass health checkup camps, extension workshops, environmental conservation efforts, and community outreach in various sectors. Notably, the institution emphasizes youth camps in villages, providing students with firsthand experiences to stimulate social awakening and contribute to community well-being.

With 30 awards from government bodies and NGOs, the institution's extension activities have gained recognition, reflecting the impact and effectiveness of its comprehensive outreach efforts across various domains.

Key Areas of Impact:

Social Awareness:

Activities: 05 Plastic eradication drives, 25 health check-up camps, 17 energy and natural resources conservation programs, 07 voter awareness programs, and 34 outreach activities. Approximately 7,038 student projects under the moral education course are based on community problems.

Impact: Sensitization on care for vulnerable populations, voluntary service at NGOs, fostered neighborhood networks, improved living standards, built inclusive communities, and raised awareness about socio-economic issues in rural India.

Tree Plantation & Conservation Drives:

Activities: 18 tree plantation drives, planting 35,100 saplings, including campaigns like One Student One Tree and One Teacher Three Trees.

Impact: Strengthened environment friendly practices, created green buffer zones, improved environment quality, and enhanced awareness of government schemes.

Women Empowerment:

Activities: 32 activities on implementation of government schemes, Beti Bachao Beti Padhao, digital literacy, legal awareness programs, career opportunities for women in STEM, and personality development initiatives.

Impact: Raised awareness about women's rights, promoted individual dignity, gender sensitization, empowerment of women, and contributed to social transformation.

Blood Donation:

Activities: Regularly organized blood donation camps in collaboration with various blood banks.

Impact: Strengthened empathy and compassion among donors, developed ethical values, identified blood groups through testing camps, and saved lives through the donation of 990 blood bags.

Overall Impact:

On Students:

- Developed a sense of civic responsibility, community relationships, leadership, and self-confidence.
- Inculcated empathy, attachment and understanding of marginalized communities.
- Enhanced soft skills and showcased responsible energy utilization.

On Society:

- Improved social, health, economic, and educational conditions in the neighborhood and adopted villages.
- Increased respect for public amenities.
- Benefited farmers in adopting sustainable practices.
- Provided coaching and training to school students.
- Fostered technological literacy, preventing online frauds in villages.

The institution's extension and outreach activities have demonstrated a holistic approach to community development. Through a combination of social awareness, environmental conservation, women empowerment, and healthcare initiatives, the institution has significantly impacted both students and the societies. The numerous awards received underscore the institution's commitment to creating responsible citizens and contributing to the well-being of the larger community.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 309

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
96	72	61	36	44

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 41

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. teaching – learning, viz., classrooms, laboratories, computing equipment etc
2. ICT – enabled facilities such as smart class, LMS etc.
3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

Response:

Rajarshi Shahu Mahavidyalaya boasts a well-developed and high-tech campus spread across three locations: The Main Campus, Biotechnology Campus, and Sports Complex, covering a total area of **21.5 acres**. The institution is dedicated to achieving academic excellence in line with its vision, mission, and objectives. Its infrastructure is continually upgraded to meet the growing needs of the student population, following the Infrastructure and Maintenance Policy.

1. Teaching–learning Facilities

The institution provides excellent infrastructural support for academic activities, offering **65 well-furnished classrooms**, including **29 with LCD facilities** and **6 smart classrooms** with interactive board and Smart TV. There are **30 Wi-Fi/LAN-enabled classrooms**, ensuring optimal utilization. The college houses **11 parent university-approved research centers**. The main campus distributed across East, South, West and North Blocks. Laboratories in Science Departments, including CIC, Media Laboratory, Botany Museum, Zoology Museum, and History Museum, are well-equipped, promoting experiential learning and research activities. The institution's computing facilities include **11 state-of-the-art computer laboratories** with **723 computers**, **750 Mbps internet**, **6 servers**, and various licensed and open-source software.

The central library, spanning four stories and **1,494.63 Sq. m.**, houses **1,08,914 books**, **56,205 titles**, and **149 periodicals**. The library is fully automated since 2003, using SOUL, LIBMAN Cloud Computing, and KOHA. Additionally, there are 16 departmental libraries and an extension to the Biotechnology Campus.

2. ICT-Enabled Facilities

The institution emphasizes technology-enabled learning with **65 ICT-enabled classrooms**, a seminar hall, Media Lab, smartboards/LCD Projectors, and smart TVs. All teachers use ICT tools for effective teaching, and the campus provides Wi-Fi access with licensed and open-source software. Microsoft Teams/ZOOM facilitate blended learning, supported by interactive tools like Mentimeter, virtual laboratories, and various assessment tools. The institution is a local chapter for SWAYAM-NPTEL, Spoken Tutorial IIT Bombay, Infosys Springboard, and ISRO-START, providing access to MOOCs. The

library is digitalized using KOHA, D-Space, and RFID.

3. Facilities for Cultural and Sports Activities

The institution prioritizes recreational and sports facilities, including an international standard Swimming Pool, Indoor Stadium, Halls, Auditorium, and the Sports Complex. The sports facilities include a 400-meter 8-lane running track, Indoor Stadium, Basketball, Volleyball, Lawn Tennis Courts, Fitness Centre, and expert training in various sports. Dedicated spaces for Yoga and Meditation, along with mass Yoga performances on International Yoga Day, highlight the institution's focus on holistic well-being. Cultural activities are supported by an Auditorium, Open Stage, Seminar Hall, Music Room, and Annual Social Gathering.

4. Other Facilities

Common spaces like conference halls, meeting halls, seminar hall, interview hall, Board Room, Placement Cell, Auditorium, and Open Forum facilitate interactive sessions. With 36 Departments and support units, the institution ensures communication through display boards. Hostels, Canteen, Student Services Centre, CCTVs, Elevator, and other amenities contribute to a conducive learning environment.

5. Reliable Power Supply

To ensure a regular and reliable power supply, the institution has invested in two **solar plants (60 kWp)** and three generators.

The institution's commitment to academic excellence is reflected in its comprehensive infrastructure, technology-enabled learning environment, cultural and sports facilities, providing students with a holistic and enriching educational experience.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 45.15

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
28.59765	69.19727	15.84173	22.10213	46.53926

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library at Rajarshi Shahu Mahavidyalaya stands as a beacon of knowledge, boasting a vast collection of 1,08,914 books, research journals, magazines, periodicals, and online resources. To further enhance the reading experience, 16 departmental libraries have been established, collectively housing 6,240 books catering to the needs of both students and staff. The library also provides separate reading rooms designed for boys, girls, advanced learners, and research scholars in the central library, in addition to three departmental reading rooms.

Library automation

Library automation is a cornerstone of the institution's commitment to efficiency. The Integrated Library Management System software, specifically KOHA 22.11.01.000 Rosalie, operates seamlessly on the Linux OS. The library transitioned to RFID-enabled technology in 2022, ensuring a streamlined and modern approach to managing resources. Since 2003, the library has been fully automated using SOUL1.0, 'LibMan MasterSoft Cloud Computing' by MasterSoft ERP Solutions, becoming an early adopter of cutting-edge library management systems.

Subscriptions to e-resources and journals:

Subscriptions to e-resources and journals, including N-List and DELNET, underscore the institution's dedication to providing comprehensive learning resources. These subscriptions are aimed at encouraging utilization among students, research scholars, and staff members. The library subscribes to journals annually, and print journals are acquired based on stakeholder demand. Remote access to a Digital

Library, offering e-books, question banks, and more, is facilitated, with user IDs and passwords provided to students and staff.

Optimal use of Library:

The library's operational hours, from 8:00 am to 11:00 pm on working days, reflect its commitment to accessibility. A dedicated 50 Mbps leased-line internet connection and free Wi-Fi are provided, creating an environment conducive to research and study. The library meticulously maintains visitor records, and CCTV surveillance cameras ensure a secure and monitored space. New arrivals are showcased to keep patrons informed, and an e-resource center equipped with 15 computers allows students to access digital books and online journals with ease.

In terms of resources, the library houses an extensive collection, including 1,08,914 print books, over 1,99,500 e-books via N-LIST, over 6,00,000 e-books via NDL, 1681 e-books in the college digital library, 1165 audio books, 3462 bound volume journals, 2092 CDs & DVDs, 03 databases, 538 dictionaries and encyclopedias, 149 journals, more than 14,000 e-journals, 22 magazines, 29 print newspapers and 106 e-Newspapers through DELNET. Additionally, the library provides 258 theses and dissertations, and 53 yearbooks, ensuring a comprehensive repository of knowledge for all.

Best Practices of Library:

The library's commitment to excellence is exemplified through various best practices. These include the provision of a Book Bank facility to advanced learners and Divyangjan students, the appointment of Library brand ambassadors, a Best Reader award every three months, a Gold Card program, free access to 'The Indian Express' through college subscription, and events like the Reading-Writing Competition, Dr. A.P.J. Abdul Kalam Vachan Katta, Brail Book facility for visually challenged students, library awareness programs, the College Library app, and Book Exhibitions. Each initiative contributes to creating a vibrant and inclusive learning environment within the institution.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 10.28

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
14.17629	6.28271	6.19580	6.64970	8.21011

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Rajarshi Shahu Mahavidyalaya is dedicated to establishing a transparent and equitable IT ecosystem, encouraging active participation from all stakeholders. The institution emphasizes the automation of day-to-day operations, continuous improvement of IT facilities, and the development of new infrastructure in line with its IT policy. The IT policy encompasses various aspects, including IT Administration, Hardware, Software, Networking, Cyber Security, Data Protection, Privacy, Wi-Fi hotspots, ERP, high-speed internet connectivity, Physical and Wireless Network, ICT-enabled classrooms, and a digital library.

The institution allocates a substantial budget to procure and maintain IT resources, ensuring adequate computers with necessary software and hardware. Regular updates to IT infrastructure and application support accommodate evolving syllabus needs. The IT facilities range from computers, projectors, and CCTV to LAN, Wi-Fi, internet bandwidth, firewall, and more. Customized ERP software facilitates e-governance.

LAN and Wi-Fi:

LAN connectivity is maintained through a dedicated leased line, with 24×7 Wi-Fi availability. The institution updates its internet connection annually, boasting a current bandwidth of 750 Mbps. Structured Network Cabling, 1Gbps network switches supporting 10G input ports, and Access Points accommodating 100+ concurrent users ensure a robust network.

Cyber Security:

Cybersecurity measures include HTTPS for the website, UNIBOX U200 for Wi-Fi security, and CCR10097G-1C-1S+ router for LAN security. Application-level bandwidth distribution, one-time user authentication, and group-based security policies contribute to a secure environment. Antivirus software is installed, and guidance on Wi-Fi usage is provided.

Hardware and Software:

The ICT infrastructure encompasses 65 classrooms, 4 interactive boards, 3 smart TVs, 11 computer laboratories, and specialized labs for various disciplines. During the assessment period, 281 computers were added, along with procurement and installation of various hardware, software, and networking equipment, including licensed (Matlab, Mathematica, Mapple, Tally, ETNL, IDRISI Andes GIS, etc.) and open-source software for diverse applications.

The commitment to providing a comprehensive and updated IT environment reflects the institution's dedication to meeting the evolving needs of its stakeholders.

Updation of IT Facilities:

Item	2017-18	Upgradation during 2018-19 to 2022-23
Library RFID	Nil	RFID ENABLED Maestro Nuvo Software
Computers	442	723
Wi-Fi Hotspot	No	10 TP-LINK EAP620HD Access Points
UNIBOX Firewall	No	1 U2 100 Controller
CCTV	146 HD Camera	376 (153 IP Camera, 223 HD Camera)
LMS	Implemented	Upgraded
ICT Usage	Medium	Full
Computer Labs	11 (Core2deo)	11 (Core-i3, i5)
Router	No	1 CCR10097G-1C-1S+
Internet Bandwidth	132 Mbps	750 Mbps
Projectors	16	55
Printers	51	56
Scanners	10	12
Photocopiers	03	05
Social Media	YouTube	YouTube, Telegram, WhatsApp, Facebook, Instagram
Academic/Administrative	Partially automated	Fully automated

Software		
Server	04	06
LCD TV	04	10
Library Automation	SOUL 1.0	LibMan, KOHA
LAN Switch 8 Port	05	18
LAN Switch 16 Port	10	10
LAN Switch 24 Port	15	16
LAN Switch 48 Port	02	02
Smart TV	Nil	03
Interactive board	Nil	04
Authentication based user access to connect internet	Nil	Yes
Camera	Nil	03
OPAC	Yes	M-OPAC
Plagiarism Checker Software	Nil	Yes
Biometric Attendance	05	08
Student Attendance Tracking system in Library	Nil	01
Raspberry-Pi Kits	Nil	05
Digital Teaching Diary	Nil	Yes
Bulk SMS facility	Nil	Yes

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 6.34

4.3.2.1 Number of computers available for students' usage during the latest completed academic year:

Response: 723

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Guided by the visionary goal "To evolve as a world-class dynamic center of higher education disseminating knowledge rigorously at an affordable cost and to emerge as a premier center that promotes technological competence and democratic values," Rajarshi Shahu Mahavidyalaya has established a dedicated Media Lab to amplify its digital presence and document various institutional events. This lab serves as a nodal center for collecting, recording, consolidating, editing, mixing, and broadcasting information about diverse activities within the institution, disseminating it through social media platforms like YouTube, Facebook Live, and the institutional website.

The primary objective of the Rajarshi Shahu Media Lab is to meticulously document both in-house and external events, creating a robust digital archive. In response to the increasing demand for e-content, the lab is equipped with tools for video-editing, audio mixing, and basic animation software, facilitating the development and promotion of e-content through online platforms.

Audio-Visual Centre:

The Audio-Visual Centre, part of the Media Lab, provides advanced audio-visual equipment for instructional use, presentations, research, and creative endeavors. This includes projectors, screens, audio systems (cordless microphone, amplifier, and speakers), and computers with internet access. Quality acoustics and ambience in this center adhere to standard norms, enhancing the overall multimedia experience.

Mixing Equipment and Editing Facility along with Media Studio:

The Media Lab boasts professional-grade mixing equipment, editing facilities with industry-standard software such as Adobe Premier Pro 2021 and OBS, and a Media Studio equipped with an LED lighting system, high-quality cameras, different types of microphones, green screens, video switchers, audio mixers, computers with multimedia editing software, and devices for capturing and storing video and audio recordings.

Lecture Capturing System (LCS):

A notable feature is the LCS, employing advanced technology to record and capture live lectures, presentations, and classroom interactions. This content is live-streamed/broadcasted on platforms like YouTube/Facebook, allowing remote access for students or reviewing purposes.

Hardware and Software for e-content Development:

For e-content development, the Media Lab is furnished with state-of-the-art hardware and software technologies, including high-performance computers, graphic cards, video editing software, animation tools, and multimedia applications. The impact of these efforts is evident in the high-quality e-content produced at the institutional level and uploaded to the college repository.

Impact:

In response to the COVID-19 Pandemic, the institution provided six free Open Online courses, benefiting learners from PAN India and around the globe. The collaborative efforts extend beyond institutional boundaries, as evidenced by an MoU with Pratibha College of Commerce & Computer Studies in Pune. This agreement allows the use of e-content developed in the Rajarshi Shahu Media Lab for the benefit of faculty members and students. Notably, 45,000 students from all over Maharashtra benefited from lectures captured by the Rajarshi Shahu Media Lab, specifically focused on competitive examination guidance.

In essence, the Media Lab has emerged as a pivotal hub for creating, refining, and disseminating educational content in various formats, contributing significantly to the institution's global reach and impact. The lab's comprehensive resources and initiatives exemplify a commitment to technological advancement, democratic values, and accessibility in higher education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 43.66

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
49.12738	30.63635	23.32729	32.40802	40.75131

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The Rajarshi Shahu Mahavidyalaya has implemented robust systems and procedures, supported by a dedicated workforce, to ensure the efficient utilization and maintenance of its diverse infrastructure. This encompasses classrooms, laboratories, seminar halls, auditorium, library, sports facilities, playgrounds, and various service installations, all aimed at facilitating effective teaching, learning, and research activities. The continual augmentation and maintenance of infrastructural facilities, coupled with technological upgrades, are considered imperative to meet the evolving needs of the stakeholders and to foster a conducive environment within the campus. The pivotal responsibility for infrastructure augmentation and maintenance is entrusted to the 'Infrastructure Utilization and Maintenance Committee.' This committee together with Civil Engineer, Electrician, Plumber, IT Technician, Laboratory Assistant, and Support Staff diligently ensure and monitor the optimal utilization of facilities.

1. Utilization:

- Classrooms, laboratories, seminar halls, and computer resources are efficiently utilized through a shift-wise timetable.
- The institution premises are open for renting, facilitating the conduction of various competitive exams during holidays and vacations.

- Laboratories adhere to a code of conduct outlined in the laboratory manual, along with standard operating procedures to ensure optimal utilization.
- A language laboratory, equipped with tutor and necessary audio-visual equipment, is made available to all students.
- Library resources are utilized in accordance with established rules.
- The auditorium and seminar hall host a variety of events.
- Gymnasium, canteen, and sports facilities are accessible to all stakeholders.
- Computer labs are open for both staff and students.

2. Maintenance:

The physical infrastructure is maintained by an in-house team. Annual Maintenance Contracts (AMC) with external service providers cover Elevator maintenance, gardening, water purifiers, etc. A full-time support staff oversees the regular upkeep, maintenance, and renewal of AMC for utilities.

ICT Facilities including Computers:

Qualified full-time system administrators are appointed to maintain computer labs, networks, and institutional website. AMC are in place for hardware and software, ensuring regular upgrades.

Classrooms:

HoDs, supported by staff, manage the maintenance of classrooms, seminar halls, laboratories, equipment, ICT needs, and cleanliness.

Laboratory Equipments:

Departmental laboratories and the research center constantly upgrade and maintain equipment through support staff and AMC.

Sports Facilities:

Support staff oversees the maintenance of sports facilities in the stadium and campus, with supervision from the Physical Education Director.

Library Facilities:

The Library Committee manages the purchase of books, journals, e-resources, and library automation.

Campus:

The Campus Beautification Committee, along with a campus supervisor, is responsible for campus maintenance.

Other Routine Maintenance:

- Daily cleaning, dusting, sweeping, and mopping are undertaken by regular staff under supervision.

- Minor repairs are addressed by the institution's workforce of electricians and plumbers.
- Preventive maintenance components for different systems and equipment are regularly stocked.
- Regular structural audits ensure the strength and stability of buildings, and necessary corrections are implemented.
- Audio-visual systems, pest control, musical instruments, electrical devices, fittings, solar panels, UPS, batteries, generators, water resources, fire extinguishers, canteen, hostel, guest rooms, and other amenities are systematically maintained through in-house staff or AMC.

The institution places significant emphasis on the proactive management of its infrastructure, ensuring a well-maintained and conducive environment for all stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 63.89

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2452	2737	2811	2865	2664

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institution is dedicated not only to imparting skills but also to providing comprehensive career guidance and placement assistance to its students. Recognizing the diverse backgrounds of its student body, many hailing from rural and underprivileged background with agricultural roots, the institution has

established a well-structured guidance and counseling system. The primary objective is to empower students with the necessary tools to make informed decisions about their future careers.

The institution employs a multifaceted approach to career counseling, utilizing strategies such as identifying areas of interest, guiding and counseling, and facilitating placements. A systematic sequence of activities is designed to foster specific competencies, including self-appraisal, decision-making, goal setting, career planning, accountability building, interpersonal effectiveness, and enhancing employability.

To address the unique needs of its students, the institution has undertaken significant initiatives, including the establishment of the **Shahu Prabodhini Cell** in 1999. **In 2016, the introduction of the Bachelor of Arts in Competitive Examination Program (CEP)** marked a milestone in providing specialized career guidance. The CEP Cell organizes guest lectures, seminars, examination series, and mock interview sessions, featuring government officials, successful alumni, and experts in competitive examinations. Numerous students guided by this cell have successfully secured positions in both government and private sectors.

Embracing technology, the institution offers e-counseling services in collaboration with the Government of Maharashtra-recognized Maharashtra Information Technology Support Centre program *IAS Aaplya Daree*. **Over 45,000 students from 734 colleges** across Maharashtra have benefited from this initiative. Recognizing these efforts, the institution, along with its Principal and CEP coordinator, has received awards from the Government of Maharashtra for its e-counseling activities.

Departments and Student Associations organize guest lectures and alumni talks on guidance and counseling regarding postgraduate entrance examinations and job opportunities in India and abroad. The institution conducted **161 special guidance and coaching sessions** for various competitive exams and career counselling, including IIT-JAM/NET/SET/GATE/SLET, resulting in students gaining admission to prestigious programs in institutes like IITs, NITs, AIIMS, IISER, IICT, National Research Laboratories, etc. **255 students** are qualified NET/SLET/GATE/Civil Services/Banking/State government examinations, etc.

The Department of Commerce offers guidance for careers in banking, insurance sectors, and entrepreneurship development. The Training and Placement Cell, dedicated to enhancing students' employability, provides guidance on placements. The Placement Officer conducts workshops and guest talks, arranges mock tests and interviews, and facilitates campus drives with renowned companies. **During assessment period, despite being a non-professional college, 3315 students secured placements and progression with impressive salary packages, attesting to the institution's commitment to holistic student development.**

The institution has established a robust alumni network that serves as a valuable resource for mentorship and guidance. Successful alumni regularly engage with current students, sharing their experiences and insights. This interconnected network contributes to the well-rounded development of students and prepares them for future challenges.

The institution's comprehensive approach to career guidance, blending traditional counseling with technology-driven initiatives, reflects its commitment to nurturing successful individuals. The institution's efforts in facilitating placements, fostering entrepreneurship, and building a strong alumni network underscore its dedication to empowering students for their future endeavors.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 51.03

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
692	848	681	568	515

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.94

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
56	96	34	40	29

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 201

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
89	75	5	15	17

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Rajarshi Shahu Mahavidyalaya, driven by its mission 'pursuit of excellence in higher education and make students globally competent', has established a vibrant platform for student involvement in academic and administrative affairs. The institution's Student Council, functioning as a bridge between students and administration, plays a pivotal role in nurturing a positive and dynamic college culture. Under the guidance of a dedicated teaching staff, the council actively engages students in a variety of activities.

The formation of the Student Council aligns with the provisions of the Maharashtra Public Universities Act 1994. Initially formed on a merit basis for class representatives and nominations from support units, the council later transitioned to elections following the enactment of the Maharashtra Public Universities Act 2016. However, due to the Maharashtra Legislative Assembly Election in 2019 and the global pandemic of COVID-19 from 2020 to 2023, elections were postponed or not conducted. During this period, the council was formed based on the merit of the previous academic year.

Comprising around 66 class representatives and 5 students from NSS, NCC, Sports, Cultural, and Ladies, the Student Council aims to develop leadership qualities, organize co-curricular and extra-curricular activities, instill values, and promote student engagement. The council conducts a minimum of two meetings annually, where plans for various activities are finalized. Notably, the annual social gathering, a three-day festival, provides a platform for students to showcase their talents through cultural, sports, entrepreneurship development, and other activities. **Fifteen sub-committees, represented by council members, contribute to the successful organization of this event.**

Beyond the annual social gathering, the Student Council arranges College Day, fostering a sense of competition and understanding among students. During this event, students assume the roles of faculty members, delivering lectures in various areas after a selection process through interviews.

1023 students actively represented on both academic and administrative bodies/committees,

contributing to statutory and non-statutory decision-making processes. These engagements offer students exposure to social and corporate atmospheres, nurturing leadership skills, team building, decision-making, time management, self-discipline, and inclusivity. Student representatives act as mediators, sharing information between the administration and students while actively participating in NSS, NCC, and sports activities.

The institution places emphasis on showcasing students' literary and artistic talents through its annual magazine, Shabdghandh. Student council representatives serve as section editors for the magazine. Moreover, each department forms a student association, providing a space for students to express creativity and talents in subject-related endeavors. These associations facilitate interactions with subject experts and the organization of conferences, seminars, and workshops. The members of MICROBIOL student association took lead in COVID-19 vaccination field survey.

Student representation extends to bodies such as the IQAC and Library Committee, where students offer suggestions for quality initiatives and assist in organizing events like reading and writing competitions and book exhibitions.

The institution's commitment to student-centered activities is evident through the active involvement of the Student Council, representation on various bodies, and the encouragement of student associations across departments. This multifaceted approach enriches the educational experience and contributes to the institution's student-focused ethos.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 52.29

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
7.16328	15.38033	12.16022	11.93535	5.65500

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Rajarshi Shahu Mahavidyalaya, with the objective of fostering a strong sense of affinity towards the institution, has established the Shahu Mahavidyalaya Alumni Association, Latur (SMAAL). The association, registered under the **registration number Maha. 494/17 dated 03.11.2017, currently has 11,470 members**. SMAAL aims to reconnect, reminisce, and rediscover rich memories while strengthening bonds among alumni. Utilizing the institutional website and social media platforms such as Facebook, WhatsApp, Instagram, and Telegram for registration and communication, SMAAL's office bearers and executive committee conduct regular meetings to organize various activities, contributing significantly through financial and non-financial means.

Alumni Serving in the parent organization:

The parent organization, Shiv Chhatrapati Shikshan Sanstha, Latur, has **14 alumni on its Managing Body, with over 200 alumni serving or having worked as teaching or non-teaching staff** in schools and college of the parent organization.

Reunions:

SMAAL has organized 08 reunions during the assessment period, providing a platform for alumni to discuss their past educational experiences, share joy, relive college days, and address present-day challenges and future projections. Alumni have committed to assisting juniors in exploring job opportunities at the national and global levels.

The alumni contribution:

Financial: Alumni contributions during the assessment period include financial contributions totaling **Rs. 5,229,418.00**.

Academic, Co-curricular and Extra-curricular: Additionally, alumni play pivotal roles in academic, co-curricular, and extra-curricular aspects:

- Providing guidance and mentoring students with their experiences.
- Serving on various bodies like the Board of Studies, Academic Council, Governing Body, IQAC, and Rajarshi Innovation, Incubation, and Startup Ecosystem (RISE).
- Upgrading curriculum through structured feedback.
- Participating as Chief Guests, Resource Persons, and Keynote Speakers at conferences, seminars, and academic enrichment activities.
- Excelling in competitive examinations and attaining key positions in various establishments, alumni mentor students and prepare them for competitive examinations and interviews.
- Offering technical assistance to science students and teachers for the analysis and interpretation of

dissertation results.

- Engaging in cultural, sports events, NCC, and NSS programs as resource persons, mentors, juries, trainers, and referees/umpires for sports and games events.
- Alumni actively contribute to placements by providing orientation, employability training, serving as recruiters for their companies, and assisting students in securing placements. Socio-economically, alumni serving in various sectors such as social work, politics, judiciary, education, business, journalism, drama, and literature empower disadvantaged groups of students, making the institution proud.

The alumni association's significant financial contributions include initiating the 'Principal Anirudh Jadhav Earn and Learn Scheme' and the 'Principal Dr. R.L. Kavle Orphan Student Adoption Scheme.'

Elite Alumni:

The institution takes pride in the recognition of alumnus **Mr. Santosh Narwade, a Scientist at Serum Institute Pune, who was part of the team awarded the Nobel Prize 2023** for their contribution to developing the mRNA vaccine against COVID-19. **The notable alumni in public sector include 06 IAS, 02 IPS, 02 Additional SP, Additional Commissioner Sales Tax, Income Tax Officer, 02 Deputy CEO, etc.**

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The institutional governance and leadership of the institution are anchored in its vision statement, which articulates the aspiration *"To evolve as a world-class dynamic centre of higher education disseminating knowledge rigorously at an affordable cost and to emerge as a premier centre that promotes technological competence and democratic values."* Complementing this vision is the mission of "Pursuit of Excellence." These guiding principles underpin various institutional practices that demonstrate a commitment to excellence and development.

1. Implementation of NEP-2020

As an autonomous institution, efforts were undertaken to implement NEP-2020 for all UG-I & PG-I programmes from 2023-24. To ensure effective implementation, a dedicated NEP Cell was established to study the guidelines/directions provided by UGC, the Government of Maharashtra, and parent university.

2. Sustained Institutional Growth

The institution's sustained growth is outlined in its perspective plan, which emphasizes various aspects such as Institutional Evolution, Human Resource Management, Institutional Infrastructure, Academic Excellence, Research & Development, Community Social Services, and Governance & Leadership. This growth is evident in key metrics comparing 2017-18 to the present, including

- An increase in student enrolment from 3024 to 4587,
- Expansion of UG programmes from 6 to 10, PG programmes from 8 to 15,
- Research Centres from 7 to 11.

3. Decentralization

Decentralization is a core principle driving the institution's success. The Managing Body of Shiv Chhatrapati Shikshan Sanstha fosters decentralization by allowing operational freedom to the administration. Various bodies, including the Governing Body, CDC, IQAC, Academic Council, BoS, BoE, Finance Committee and key administrative roles are empowered to make decisions in alignment with UGC & Govt. of Maharashtra guidelines and institutional policies. Faculty members also shoulder independent responsibilities.

4. Participation in the institutional governance

Participation in institutional governance is a key component of the institution's approach. Delegation of authority, decentralization, and a participatory mode of governance are facilitated through a Code of Conduct Handbook and well-defined roles and responsibilities. Decision-making is decentralized to lower stages of the institutional hierarchy, empowering HoDs, faculty members, and various committees.

5. Short-term and long-term Institutional Perspective Plan (2018-2028)

The short-term and long-term Institutional Perspective Plan reflects the institution's commitment to fulfilling stakeholder expectations and aspirations. The plan encompasses Seven Strategic Goals that guide the institution's trajectory:

- Evolve as a Degree Granting Autonomous Institution by 2026.
- Enhancing human resource management to attain excellence in higher education.
- Improve the campus atmosphere and facilitate more students, researchers, and library users by expanding the institutional infrastructure.
- Develop, reinforce, and execute academic programmes that are in sync with mission and vision of the institution to meet an increasingly competitive and developing national and international milieu.
- Expand the Research and Development through various initiatives
- Nurturing the youth through social extension services of the institute.
- Strengthening e-governance initiatives in administration and student services to ensure efficiency and transparency.

The institution's governance and leadership are aligned with vision and mission, manifested through initiatives, sustained growth, decentralization, participatory governance, and a comprehensive perspective plan focusing on strategic goals. These elements collectively contribute to the institution's mission and commitment to holistic development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Rajarshi Shahu Mahavidyalaya, guided by the motto "Aaroh Tamaso Jyoti," is dedicated to the holistic development of students through curricular, co-curricular, and extracurricular activities. Additionally, the

institution focuses on staff development through various professional programs. The following summary provides an overview of the institution's policies, administrative setup, and appointment and service rules.

1. Policies and Strategic Goals:

The institution has established a comprehensive compendium comprising 27 policies. The Perspective Plan outlines Seven Strategic Goals, including evolving as a Degree Granting Autonomous Institution, Human Resource Management, Institutional Infrastructure, Excellence in Academics, Research & Development, Extending Social Work, and Governance & Leadership.

Excellence in Academics:

- Introduced 04 UG and 04 PG programmes.
- Expanded divisions for M.Sc. Biotechnology (01), M.Com. (01), M.Sc. Chemistry (02), BCA (02), & B.Sc.CS (02), programmes.
- Implemented NEP-2020.
- Offered 135 value-added-certificate courses.
- Engaged 4139 students in MOOCs, including SWAYAM-NPTEL, Spoken Tutorial IIT Bombay and Infosys Springboard.

Human Resource Management:

- Enhanced student competence through vocational and skill enhancement courses.
- Enhanced staff competence through induction and training programs.

Institutional Infrastructure:

- Constructed and renovated laboratories for various departments.
- Upgraded classrooms with 05 smart classrooms.
- Implemented an ILMS using KOHA and RFID.
- Renovated canteen, auditorium, seminar hall, gymnasium, indoor stadium, swimming pool, elevator, and conference room.
- Installed a 30 kW solar photovoltaic panel and biogas facility.
- Installed a Servo Voltage Stabilizer (50 KVA, Three Phase).

Research and Development:

- Provided research seed money of Rs. 27.81 lakh.
- Registered and published 06 patents.
- Organized 30 seminars and conferences sponsored by funding agencies.
- Published 374 research papers, 40 books, and 191 book chapters.

Extending Social Work:

- Engaged in outreach activities like Water Angel Movement, Shahu Extension Services, Cyber Shiksha se Cyber Suraksha by Quick Heal Foundation, etc.

Governance & Leadership:

- Recognition and awards bestowed upon the college, staff, and students.

2. Administrative Setup:

The institution adheres to a well-defined organizational structure directed by the Managing Body of Shiv Chhatrapati Shikshan Sanstha. Statutory bodies such as the Governing Body, Academic Council, Finance Committee, IQAC, BoS, and BoE control institutional administration.

Committees and Cells:

Numerous statutory and non-statutory bodies, along with 41 working committees and cells, contribute to the overall development. Committees include the Curriculum Design & Development Committee, RISE Committee, NEP Cell, Research & Development Cell, e-Governance Committee, etc.

3. Appointment and Service Rules, Procedures:

As a grant-in-aid autonomous institution, recruitment, promotion, and career advancement follow rules issued by UGC, Govt. of Maharashtra, and the Parent University. Self-financed programs adhere to conditions set by the management of Shiv Chhatrapati Shikshan Sanstha.

4. Administrative Roles:

The Principal, supported by the Vice-Principal, IQAC Coordinator, CoE, HoDs, Chief Coordinator, Class Coordinators, Registrar, and Office Superintendent, oversees academic and non-academic aspects. Students actively participate through representation on all committees.

The institution has demonstrated a commitment to academic excellence, infrastructure development, research and development, social outreach, and effective governance. Its strategic goals align with its mission, fostering an environment conducive to holistic student and staff development. The institution's policies and administrative structures ensure a dynamic and responsive approach to evolving educational needs.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has successfully implemented a range of effective welfare measures for both teaching and non-teaching staff, underscoring a robust commitment to their academic advancement and overall well-being. A comprehensive array of both monetary and non-monetary initiatives has been instituted, aimed at fostering personal and professional growth, thereby enhancing employee satisfaction and motivation to cultivate leadership qualities.

Performance Appraisal System:

The performance appraisal system is uniformly applied to both teaching and non-teaching staff. At the conclusion of each year, staff performance undergoes evaluation, with a focus on the accomplishment of assigned targets. The IQAC initiates the appraisal process, involving the respective reporting authorities –HoD & Principal for staff, and Principal & Secretary Management for HoD. These authorities meticulously review and rate the appraisal forms, with HoDs offering constructive suggestions for staff improvement. In instances where performance falls below expectations, weak performers are identified and closely monitored for progress. Importantly, annual Performance Based Appraisal System (PBAS)

scores play a pivotal role in contributing to Career Advancement Scheme (CAS) proposals, facilitating timely promotions.

Existing Welfare Measures for Teaching and Non-teaching Staff:

The institution has instituted a diverse range of welfare measures, including but not limited to:

- Staff welfare fund
- Emergency and long-term loans through The Rajarshi Shahu Employees Credit Co-Operative Society
- Tuition fee concessions for staff wards
- Advance Salary during festivals
- Free Health Checkup Camps
- Employees' Provident Fund
- Various types of leaves
- Group Savings Linked Insurance Scheme
- Free Health Care and Psychological Counseling Centre
- Retirement Fund for staff in self-financed programs
- Free distribution of uniforms to class IV staff
- Jijau Day Care Centre
- Sports, Gymnasium, Canteen, and Yoga facilities
- CCTV surveillance on campus
- Separate reading room for staff
- RO water system on campus
- Provision of institutional e-mail IDs
- Unlimited access to books, journals, and reference materials in the library
- Ramp facility for the physically challenged
- Staff Academy Shahu Lecture Series
- Free parking facility for staff
- Birthday celebrations
- Appreciation for staff receiving awards and rewards
- COVID-19 awareness programs and vaccination camps
- Thermal scanning and provision of sanitizers during COVID-19
- Free water testing facility through Chemistry department
- Free Bacteriological analysis of water through Microbiology department

Avenues for Career Development/Progression:

The institution actively supports career development through various avenues, such as:

- Regular conduct of Faculty/Professional Development/Training Programs
- Organization of Workshops/Conferences/Seminars/Symposia/Webinars
- Provision of research seed money totaling Rs. 27.81 lakh during the assessment period
- Facilities including a Departmental library, Wi-Fi, LAN connectivity, Computing, and Printing
- Subscription to various e-resources including INFLIBNET/DELNET
- An active SWAYAM-NPTEL Local Chapter and a MoU with the Spoken Tutorial Project, IIT Bombay
- Technical/Awareness programs tailored for non-teaching staff

- Study leave provisions for research through fellowships
- Assistance in applying for fellowships and submitting proposals for research projects
- Development of leadership qualities through committee responsibilities
- Financial assistance for participation and presentation in academic events

These extensive measures collectively contribute to fostering a supportive and enriching environment for the professional growth and overall well-being of both teaching and non-teaching staff, aligning with the institution's commitment to excellence in academia and employee satisfaction.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 63.11

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	63	52	61	64

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 57.11

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
78	83	32	41	23

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution envisions becoming a world-class dynamic center of higher education, disseminating knowledge rigorously at an affordable cost while promoting technological competence and democratic values. To achieve this, the institution has established a comprehensive Resource Mobilization Policy, focusing on prospective growth, holistic student development, and staff welfare through an enriching environment for various educational activities. The Governing Body, Purchase Committee and Finance Committee coordinates and monitors the optimal utilization of the funds by ensuring accountability and transparency.

1. Mobilization of Funds:

a. Grant-in-Aid and Self-financed Programmes:

- Receipt of salary and non-salary grants from the Government.
- Tuition fees collected from students in self-financed programmes.
- Reserved corpus fund dedicated to student scholarships.
- Additional funds provided by the institution's management to meet infrastructure developments.

b. Funds from Government:

- Receipt of **Rs. 286.02 lakhs** from UGC, DST, ICSSR, SERB, ICPR, Parent University, etc. for teaching learning resources and infrastructure augmentation.
- Utilization of research project funds of **Rs. 25.18 lakhs** for research infrastructure upgrades.
- Sanctioning of **Rs. 84 lakhs** under DST-FIST Program-2023 (Phase-II).
- Funding for extension activities by nodal agencies NSS, NCC, etc.
- Grants received under UBA 2.0 for rural transformation activities.

c. Conferences/Symposia/Seminars/Workshops/FDP:

- Funds from funding agencies like AICTE, ICSSR, SERB, NCW, MSCW, etc.

d. Diverse Revenue Streams:

- Funds generation through consultancy and corporate training.
- Fees collected from various sources, including Parking, Gymnasium, Canteen, Hostel, and document verification.
- Rent received for the use of premises and facilities for conducting competitive examinations.

e. Philanthropic Contributions:

- Donations from Philanthropists, Alumni, Well-wishers, Retired Staff, and NGOs.

2. Allocation of Funds:

The institution follows a systematic approach for allocating funds:

- Budgetary requirements received from departments and support units at the beginning of each financial year.
- Forwarding of budgetary requirements to the Finance Committee of the parent organization.
- Allocation of funds based on availability and necessity for various purposes such as research seed money, infrastructure augmentation, equipment, financial assistance, IT infrastructure, teaching-learning resources, books & journals, library automation, sports, games, cultural activities, professional development, student support, extension & outreach activities, incubation & startup, and maintenance.
- Finalization of budget requirements by the Finance Committee before forwarding to the Managing Body of Shiv Chhatrapati Shikshan Sanstha for approval.

3. Optimal Utilization of Resources:

The effective and efficient utilization of financial resources is ensured through:

- Internal and External Financial Audits conducted by Chartered Accountants, Stock Verification, and Library Audits.
- Centralized accession of resources.
- Periodic reviews by the finance committee to compare sanctioned budgets against actual expenditures, with quarterly fund compilation.
- Transparent procurement practices, including inviting a minimum of three quotations and negotiating for purchases above Rs. 5000.

- Utilization of funds from funding agencies following scheme guidelines through PFMS according to GFR-2017.
- Submission of UC and statements of expenditures to funding agencies.
- Optimization of space usage through organized classes, activities in Smart Classrooms, VLC, Auditorium, and Laboratories.
- Periodic audits such as Space, Energy, Green, and Environment Audit.

The institution's comprehensive approach to fund mobilization, allocation, and optimal utilization reflects its commitment to realizing its vision through sound financial practices and effective resource management.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 286.02

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
24.63406	101.32875	5.07515	61.03982	93.93866

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3**Institution regularly conducts internal and external financial audits regularly**

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The Managing Body of the parent organization, Shiv Chhatrapati Shikshan Sanstha, takes a proactive role in managing the financial affairs of the institution. The institution actively seeks financial resources from UGC, DST, ICSSR, SERB, AICTE, National Commission for Women, Maharashtra State Commission for Women, Parent University, Government Agencies, and NGOs.

The annual budget is prepared based on proposals from departments and support units. These proposals undergo scrutiny by the Finance Committee, and the final approval is obtained from the Managing Body. The Principal has the authority to make purchases up to Rs. 25,000, while purchases exceeding this amount are sanctioned through a Purchase Committee, which involves inviting at least three quotations for amounts exceeding Rs. 5,000.

Cash transactions are diligently recorded in the cashbook by the Cashier, verified by the Accountant, and counter-signed by the Vice-Principal to ensure compliance. The Stock Verification Committee conducts regular inventory audits to verify various assets, including equipment, computers, chemicals, consumables, and furniture. The Library Committee oversees the verification of stock in both central and departmental libraries. The financial audit mechanism includes internal and external audits.

Internal Audit (Non-statutory):

Internal audits, undertaken quarterly by external audit firms, involve checking and verifying payment statements, scrutinizing ledgers, cashbooks, and auditing vouchers. The internal audit was undertaken by M/s Shinde Chavan Gandhi & Co. (2018-19), M/s Amol D. Jadhav and Company (2019-20 to 2020-21) and M/s Rushikesh S. Patil & Company (2021-22 to 2022-23). Internal auditors review all vouchers on a quarterly basis. Discrepancies, if found, are reported to the Principal for corrective action.

External Audit (Statutory):

External audits are conducted annually by external audit firms to ensure that financial statements reflect a true and fair view of the institution's financial affairs, and transactions adhere to set procedures and statutory requirements. The external audit was conducted by Amol D. Jadhav and Company (2018-19), M/s Shinde Chavan Gandhi & Company (2019-20 to 2022-23) annually. The audited statements are duly signed by the authorities of the management and chartered accountant.

Government Audit:

In addition to internal and external audits, the institution undergoes government audits as per the norms of the Government of Maharashtra, Higher and Technical Education Department. This annual financial audit involves multiple stages, including auditing by the Accounts Officer, Senior Auditor, Joint Director Office, Higher Education, Nanded, and final audit by the Accountant General, Nagpur, particularly for

salary and non-salary grants received from the government.

Funds received from the government and government agencies through PFMS are utilized according to norms, and audited utilization certificates are submitted to the funding agencies.

Mechanism of settling audit objections

To address any audit objections, a comprehensive mechanism is in place. The Finance Committee of the Managing Body discusses audit objections, and corrective measures are ensured for compliance.

The financial management of the institution follows a meticulous and transparent process, involving internal and external audits, government audits, and mechanisms for addressing and ensuring compliance with audit objections. The institution emphasizes effective and efficient use of financial resources through careful budgeting and monitoring.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC plays a pivotal role in enhancing and sustaining the overall institutional functioning through monitoring, planning, and executing strategies for quality improvement. Following two significant practices have been institutionalized as a result of IQAC initiatives:

Practice-I: MOOCs and Value Added Courses

Over the past five years, the IQAC has been instrumental in promoting holistic development by encouraging students and faculty to engage in skill and vocational development. This is achieved through **842 courses focusing on employability, entrepreneurship, and skill enhancement.**

The institution has witnessed a substantial impact, with **135 Value Added Courses** significantly contributing to the development of students. The numbers are impressive, with 2958 students in 2018-19, 4462 in 2019-20, 5146 in 2020-21, 5453 in 2021-22, and 5037 in 2022-23 benefiting from these courses. Additionally, the institution is a local chapter for SWAYAM-NPTEL and Spoken Tutorial IIT Bombay, providing platforms for students to benefit from MOOCs. The statistics over the years demonstrate a consistent increase in student participation, with 221 students in 2018-19, 524 students in 2022-23 totaling **1110 students benefiting from SWAYAM-NPTEL MOOCs, and 2529 students benefiting from Spoken Tutorial IIT Bombay Certification Courses.**

The introduction of MOOCs and value added courses has resulted in a notable improvement in learning outcomes, leading to the **placement and progression of 3304 students.**

The institution has adeptly adapted to the challenges posed by the COVID-19 pandemic, emphasizing the promotion of online courses and the integration of blended learning methodologies.

Practice-II: External Audit/Review

The institution's commitment to quality education is evident through its dedication to regular internal and external audits and reviews. The administration, in collaboration with IQAC, conducts systematic internal audits, while external audits involve comprehensive evaluations facilitated by visits from teams representing other institutions or agencies.

Various external audits contribute to the institution's commitment to quality:

ISO Certification: The institution undergoes annual ISO audits to ensure compliance with standards. Currently, it holds 9001:2015 (QMS) and 14001:2015 (EMS) certification.

NIRF Ranking: Actively participating in the annual NIRF ranking process, the institution uses it as an external benchmark for performance assessment.

Autonomy Extension Committee Visit: The Autonomy Extension Committee, established by UGC, visited the institution, resulting in the approval and extension of autonomous status for the next 5 years (2019-20 to 2023-24).

Best College Award Committee Visit: The institution received the Best College Award 2021-22 for the second time after a thorough assessment by the Committee from the Parent University.

Academic and Administrative Audit (AAA): The institution received an outstanding 99.48% with an "O" grade in the AAA for the academic year 2022-23 from parent university, covering governance, infrastructure, academic criteria, faculty development, results, and placements.

Evaluation by IQAC External Peer Team: An annual evaluation by the External Peer Team of IQAC

has consistently expressed satisfaction over the institutional activities and initiatives.

The institution's commitment to continuous improvement is evident through its engagement in various external audits, rankings, and academic audits. These practices contribute significantly to the institution's pursuit of excellence in providing quality education and holistic development for its students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The institution continuously evaluates operational, instructional, and learning strategies for quality sustenance and assurance. This encompasses assessments of the curriculum, feedback on teaching strategies, assessment methodologies, and other aspects of the teaching-learning process. The IQAC plays a significant role in identifying areas requiring improvement.

Example-1: Review of Teaching-Learning Process:

The IQAC, operating through a structured mechanism, assumes a pivotal role in ensuring the effective implementation of the teaching-learning process. The academic calendar, crafted at the commencement of the academic year and approved by IQAC and the Academic Council, serves as the foundation for this process.

Orientation of Faculty Members:

BoS assists in formulating learning objectives, course outcomes, and teaching methodologies. IQAC conducts orientation sessions for faculty members, enlightening them on utilizing learning platforms, ICT, student-centric approaches, and methods for identifying learners' pace.

Teaching Plan:

Course teachers draft a comprehensive teaching plan, delineating content, tentative completion dates, delivery methods, and assessment approaches. This plan is submitted to the Principal/Vice-Principal through HoD, communicated to students at the semester's outset, and made available on the institutional website.

Teaching Diary/Digital Teaching Diary:

The teaching diary, maintained by teachers, undergoes monthly verification by the Principal/Vice-Principal. Simultaneously, a Digital Teaching Diary, accessible via approved login credentials provided by the Principal, Vice-Principal, and OSD, ensures a digital record of teaching activities.

Feedback on Teaching-Learning Process:

IQAC conducts reviews of the teaching-learning process, monitors adherence to the teaching plan, and solicits feedback from students. The collected feedback is then submitted to the Principal for further action.

Performance-Based Appraisal System:

The PBAS system allocates weightage for the review of a teacher's teaching-learning process. IQAC contributes remarks to PBAS based on this assessment.

Syllabus Completion Report:

IQAC scrutinizes the syllabus completion reports submitted by each course teacher.

Example-2: Internal Academic Audit

The Internal Academic Audit evaluates the fulfillment of institutional parameters related to planning, execution, and record-keeping of teaching practices, curricular, and co-curricular activities, ensuring uniformity across departments.

All departments adhere to institutional norms initiated by IQAC, including timely workload submission, distribution along with the timetable, teaching plan compliance, and use of ICT in the teaching-learning process. The Audit Committee, comprising key stakeholders, assesses learning outcomes through the review of various departmental records and activities.

During the audit, the committee scrutinizes departmental files, BoS meeting proceedings, departmental meetings, visitor registers, activity records, teaching plans, timetable adherence, personal records of teachers, feedback records, student projects, mentor-mentee records, departmental libraries, research activities, and student association activities. The audit report is prepared as self-evaluation report and submitted to UGC every year.

The audit aims to raise awareness among faculty members regarding better teaching and learning methods. While most departments exhibit commendable performance, some lag. Recommendations include enhancing academic excellence, adopting innovative teaching methods, utilizing ICT, engaging in research projects, and aiming for publications in UGC care listed, Scopus, WoS, ICI-indexed journals.

The departments are encouraged to maintain meticulous records, documenting all academic activities to ensure transparency and accountability. This comprehensive audit seeks to improve overall academic outcomes and promote excellence in teaching-learning practices.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1.Academic and Administrative Audit (AAA) and follow up action taken**
- 2.Conferences, Seminars, Workshops on quality conducted**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Orientation programme on quality issues for teachers and students**
- 5.Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6.Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution has a long-standing commitment for promoting gender equality and empowering women. It actively organizes various programs and initiatives aimed at advancing women's rights, fostering gender sensitization, promoting equity, upholding human dignity, enhancing self-defence skills, and raising awareness about health and hygiene. These efforts are integrated into the institution's curriculum and co-curricular activities to create a gender-neutral teaching-learning environment.

1. Curricular Inclusions

- Courses addressing gender-related issues in the curriculum.
- During the accreditation period, **female enrolment constitutes 57.53%.**
- Gender-based dissertations and research projects.
- Leadership roles for staff within academic and administrative bodies, including HoDs, BoS, IQAC, and Academic Council.
- Both genders actively engage in leadership roles within the Student Council, Clubs, and Associations.

2. Co-Curricular Initiatives

- Functioning of Statutory and Non-Statutory committees like the Internal Complaint Committee, Shahu Women's Forum (SWF), Equal Opportunity Cell, Anti-Ragging Committee, Discipline Committee, Health and Wellness Committee, and Grievance Redressal Committee to address gender-related issues.
- Inclusion of gender awareness sessions, safety measures, anti-ragging, and anti-sexual harassment discussions in Student Induction Programs.
- Promotion of gender equity through girls' wings in both NCC and NSS units.
- Organization of seminars/workshops/invited lectures on human rights, legal rights, cyber security, physical safety, financial literacy, and medical awareness.
- Ensuring equal opportunities for both genders in sports, cultural events, conferences, internships, projects, and planning events.

3. Other Initiatives

- **Annual gender audit to assess male and female representation at all levels.**
- Promotion of a gender-friendly atmosphere by SWF

- Health and Wellness Committee for physical and mental health.
- Implementation of a Policy on Gender Equity and Sensitization in letter & spirit.
- Celebration of significant events such as International Women's Day, Savitribai Phule Birth Anniversary, and Human Rights Day.

4. Gender Sensitization Programs

- Organizing gender sensitization programs regularly.
- Empowering women students through self-defence training.
- Encouraging women entrepreneurship.

5. Safety and Security:

- Collaboration of monitoring committees to ensure campus safety.
- Deployment of women security guards in hostels.
- Sanitary Pad Vending and Disposal Machine.
- 24x7 medical facilities for emergencies.
- Display of clear dos and don'ts guidelines.
- Special protection and care for female students during NSS and other residential camps, study tours and extracurricular activities.
- Entire campus under CCTV Surveillance.
- Maintenance of visitors' log books.
- Full-time security staff at the main entrance.
- Mandatory identity cards and uniform for both students and employees.

6. Common Facilities

- Adequate lavatory and water facilities.
- Separate reading rooms for both genders.
- Sufficient furniture for girls' common room and dining.
- Girls' hostel with capacity of 130.
- Career guidance through Placement Cell.
- RSML Fitness Centre for physical well-being.
- Jijau Day Care Centre for employee of both genders.
- Health Care Centre with a full-time medical officer and psychological Counsellor.

The institution remains dedicated to fostering an inclusive and gender-neutral learning environment while ensuring the safety, security, and well-being of all its stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institution's Green Campus Policy and Energy Conservation and Management Policy provides clear directives for the management of both degradable and non-degradable waste. The institution has a highly strict and environmentally responsive waste management system in keeping with its commitment to a sustainable environment. The waste management process follows a structured approach, encompassing four key stages: waste production, waste segregation, waste handling, and waste disposal. Ethical obligations extend to all stakeholders, emphasizing the need to reduce personal waste. Additionally, the institution prioritizes the 3 R Policy: Reduce, Reuse, and Recycle, promoting responsible waste practices.

1. Solid Waste Management Facilities:

- Waste bins have been placed throughout the campus for the collection of solid waste. Color-coded bins are used to encourage proper waste segregation.

- Biocomposting and Vermicomposting Unit facilities enable the decomposition of organic waste, into nutrient-rich compost. It is an eco-friendly and sustainable method of waste management and organic matter recycling. Compost is used to enrich soil for landscaping and gardening.
- Organic waste from Shahu Canteen and campus, along with other biodegradable materials, is processed in Biogas plant. This renewable energy source is utilized as a clean and efficient cooking fuel, reducing our reliance on fossil fuels and minimizing our carbon footprint.
- Incinerator is used to disintegrate sanitary napkins.

2. Liquid Waste Management Facilities:

- It is facilitated through an advanced sewage treatment plant that employs Moving Bed Biofilm Reactor (MBBR) technology. This innovative approach significantly enhances the treatment of wastewater, ensuring that it meets stringent environmental standards.
- Waste water generated through RO system processed and used for gardening

3. Biomedical Waste Management Facilities:

- Biohazard Bins are used for the safe disposal of biomedical waste, such as used syringes, sharps and contaminated materials.
- Needles and sharps disintegrated through hub cutter.
- Microbial waste is properly disposed by following SOPs.
- Glass waste and other non-hazardous materials are collected in separate Bin.

4. e-Waste Management Facilities:

- e-Waste Management is monitored by the IT department and the hardware technicians.
- Centralized e-waste collection facility is available in the campus.
- Under the supervision of the hardware technicians, proper inspection is conducted on a regular basis and meticulous records are kept.
- The hardware technicians make sure that reusable parts are taken out, tested, and used for maintenance while others are used for training with the equipment for the Skill Enhancement Courses like Hardware and Maintenance.
- The electronic waste is periodically sold off, and buyback offers are used for purposes of e-waste management.
- All Electronic waste/electronic scrap is sent to approved agency. The institution has signed MoU with Scape E Recycler Pvt. Ltd.

5. Waste Recycling System:

- Paper waste disposed for recycling through Khan Traders, Latur.
- Scrap metal disposed for recycle.

6. Hazardous Chemicals and Radioactive Waste Management:

- Hazardous chemicals are stored in secure areas with proper containment, labelling, and ventilation systems to prevent spills and accidents.
- Displayed SOPs in Laboratories
- Training for safe handling of hazardous items.

- Hazardous chemical waste is diluted and disposed properly.
- Experiments involving radioactive material are not carried out in the institution.

In addition to these physical facilities, institution implements waste management policies, conducts regular training for staff and students, and engage in ongoing monitoring and auditing to ensure compliance and environmental sustainability. Effective waste management is not only essential for the institution itself but also for promoting responsible practices within the surrounding community.

File Description	Document
Any other relevant information	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic,

landscaping with trees and plants etc in 500 words**Response:**

The institution has implemented a series of green campus initiatives to foster a sustainable ecofriendly campus. The institution exhibits its dedication to promoting sustainable practices and reducing its impact on the environment by implementing these activities.

Restricted Entry of Automobiles

The institution has two campuses: one is located in the heart of the town, and the other is on its periphery. Restrictions on automotive entry into the institution have some limitations due to space constraints on the main campus. The facility offers distinct parking spaces for two and four-wheelers for employees and students. Staff personnel are given a designated parking space. To maintain the environmental balance on campus, Eco-Club periodically proclaims "No Vehicle Day." Automobiles are strictly prohibited from entering on the Bio-tech campus at the entry gate. The institution runs buses for employees and students who need to get to the sports campus. Many students walk to the institution as Latur is a town. Furthermore, the majority of the students take buses and rickshaws because they are from adjacent villages. This facilitates the institution to prohibit a sizable number of vehicles from being on campus.

Use of Bicycles/ Battery powered vehicles

The institution consistently encourages employees and students to choose for bicycles and battery-operated automobiles. To make it easier for employees and students to use environmentally friendly transportation, the institution has reserved parking spaces for electric vehicles. The institution has given special recognition certificates to staff members and students who regularly ride bicycles and battery-operated vehicles as a way of thanking them for their contributions to environmental preservation. Additionally, students receive a special library card that grants them access to the Set of Books for the duration of the academic year.

Pedestrian Friendly Pathways

The institution makes every effort to offer pedestrian-friendly pathways in the campus. All buildings of the campus are connected by pathways, making it easier for employees and students to traverse between buildings. The Green Campus Committee takes good care of the trees that border the internal routes.

Ban on use of Plastic

The staff and students are made aware of the ban on the single use plastic through orientation programs. The plastic tea cups and glasses are replaced to steel glasses in the campus. The staff and students are informed to use steel or copper water bottles instead of plastic bottles. Under UBA 2.0, the institution has implemented plastic free campaign in adopted villages. Give plastic take plant campaign was run.

Landscaping with trees and plants

The most of the free space of the campus is planted with greeneries like lawns, trees, herbs, shrubs, climbers, etc. in an aesthetic sense. Utmost care is taken to develop and maintain green landscaping by

gardeners.

The campus is becoming more environmentally conscious due to all of these initiatives, which also help cut down on trash production and carbon emissions. In order to save the planet, the institute develops the Green Campus which is the most crucial and significant commitment.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The institution provides a comprehensive barrier-free environment that prioritizes inclusivity and accessibility for all individuals, including those with disabilities. The institution is against all kinds of discriminations on any grounds including disability in adherence Right of Persons with Disabilities Act, 2016. With a strong commitment to equal opportunities in education, the institution has implemented various measures to eliminate physical, sensory, and informational barriers.

The institution has developed Policy on Disabled Friendly and Barrier Free Environment

and set up a committee headed by the Principal to support and boost their self-esteem. This committee arranges a monthly meeting with the students to talk about concerns they have with their studies and time on campus. Additionally, a WhatsApp group is created for them for easy access. The institution has also

eliminated all fees of any kind and offered scholarships to those in need. They are given access to primary health care and counselling. Department of Music designed special sessions to the interested Divyangjan students. All the activities are organized under the supervision of trained faculty member.

Built Environment with Ramps/Lifts

One of the key components of the institution's barrier-free environment is the provision of ramps and lift for easy access to classrooms. These features have been carefully integrated into the infrastructure to facilitate seamless movement for individuals with disabilities.

Divyangjan friendly washrooms

It is equipped with necessary comfort facilities to meet the specific needs of individuals with disabilities.

Signage

To aid navigation, the institution has installed signage throughout the campus, including well-lit directional signs, and display boards with clear and legible fonts.

Assistive Technology and Facilities

The institution provides assistive technology and facilities to enhance accessibility. This includes a Divyangjan restroom, Divyangjan-accessible website, screen-reading software, Braille books and mechanized equipment. The Divyangjan-accessible website is designed to be navigable using screen readers and other assistive technologies. Additionally, the library is equipped with screen-reading software, making it easier for students with visual impairments to access digital resources. Mechanized equipment such as lift, white cane and ergonomic chairs are available to cater to a variety of physical needs.

Provision for Enquiry and Information

The commitment of institution is to provide support for individuals who may require assistance. The institution has human assistance available at various locations across the campus to guide and help students with disabilities. In addition, the institution offers readers and scribes for those who may require assistance during exams or in the classroom. Furthermore, soft copies of reading materials are made available to accommodate various learning preferences. These materials can be accessed electronically, facilitating screen reading for students who require it.

Conclusively, the institution has committed itself to cultivating an environment that values variety and inclusivity. All of the aforementioned elements function together to ensure that the campus is completely accessible to everyone, irrespective of their physical capabilities. The institution is aware that inclusion is a continuous process rather than a one-time objective, and we are dedicated to making our facilities even better in order to make our community a friendlier and accessible place for everyone.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The institution plans and conducts a number of events to create and foster an atmosphere for ethical, cultural, and spiritual values among the students and staff in an effort to build a country of youth with noble attitudes and moral responsibility. Commemorative days are celebrated on campus with the initiative to foster social harmony and tolerance. The institution has established policies that prohibit discrimination based on any form of diversity, reinforcing our commitment to inclusivity.

Following strategies are adopted to adhere the harmonious culture:

- Equal opportunity for all students instil a feeling of unity and togetherness
- Access to education for all as per government rules.
- A 2-day student induction programme helps to overcome regional, social and cultural differences.
- FDP on Professional Manners and Etiquettes to encourage the staff to overcome any sort of diversities
- A programme of non-teaching development to encourage inclusivity of all kinds
- Code of Conduct Handbook and Policies on the Divyangjan, Gender Equity, Grievance Redressal and Community Extension Activities to foster inclusiveness.
- Statutory and Non-Statutory Committees ensure justice, equality and inclusiveness of all in the campus.

Institutional efforts for providing an inclusive environment:

1. Cultural and Regional

- Participating in national-level festivals, youth events, Shahu Sangeet Samaroha and Shahu Kala Mahotsav to commemorate and exhibit varied cultural heritage.
- Fashion shows showcasing ethnic cultures of India and World.
- Celebrating of cultural events and days to nurture cultural and social diversity.
- Fine Art Competition to appreciate the artistic diversity.
- Hosting film festivals to familiarize with diverse literature and cultures from around the world.
- Celebrating Traditional Day to preserve and promote cultural heritage, fostering diversity, and enhancing cultural understanding.
- Food Fests showcasing diverse ethnic cuisines of India
- Ek Bharat Shreshtha Bharat Campaign

2. Linguistic

- The institution offers languages such as Sanskrit, Pali, Marathi, Hindi and English
- Observance of Marathi Week, National Hindi Day, Sanskrit and Pali Day
- Book Exhibition
- Hosts a competition for Best Writers and Best Readers, offering staff and students attractive prizes.
- Organising 'Knowing a Book' and "Meet the Author "Series
- Offers bilingual instruction where the medium of instruction is not in regional language to accommodate linguistic diversity
- Introduced a Japanese language certification course.

3. Communal Harmony

- Run for Unity, Constitutional Week, Human Right Day to strengthen communal bonds and emphasize unity among students.
- Annual Observance of Rashtriya Ekta Diwas, the National Unity Day.
- Arranged special Lecture series, Staff Academy sessions.
- Celebrated festivals like Diwali Pahat, Christmas, Dandiya, Raksha Bandhan and Iftaar Party to encourage cultural exchange and understanding among diverse communities.

4. Socioeconomic Inclusivity

- Institutional scholarships, freeships and fee concessions
- Staff-student Corpus Fund
- Swatchatha Pakwada Observation on Cleanliness and hygiene
- Visit and Support to Social Welfare Centres
- Adopted 05 nearby villages for their overall development
- Mandatory social work for 8 hours in first semester for all students
- Effective Social work of Water Angels, Energy Brand Ambassadors and Rural Transformers
- Workshops and training sessions to promote diversity and inclusion awareness among students and staff.
- International Yoga Day - inculcates holistic approach to health and well-being
- Gender parity is guaranteed in committees, administrative roles, and academic roles.

Each student is shaped to support and celebrate the nation's multicultural fabric by the inclusive environment of the institution.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The core philosophy of the institution is to offer students a holistic education. The curriculum includes essential elements the constitutional rights, values, duties, and responsibilities. Through extracurricular activities, staff members and students are also instructed about their constitutional obligations. They are:

- Student Induction Programme conducted every year highlights the significance of their responsible role as nation builders.
- Dissemination of the core duties and constitutional values through various platforms.
- The Constitution of India course (GE) is mandatory for UG I students.
- Introduced Moral Education course to all UG I Year students to sensitize them on responsible citizenship to live ethically by considering the Self, Society, and Nation. (Article 51 & 28-29)
- Celebrates National, Human Right, NSS Foundation and Constitution Day to encourage civic duty and patriotism among staff members and students.
- Commemoration of Birth and Death Anniversary of National Leaders to motivate the staff and students to inculcate and imbibe the principles and values upheld by them.
- Participation in Swachh Bharat Abhiyaan and took Swachhta Pledge. (Article 5)
- Pledged to commit to the aforementioned motifs on Voters, National Unity, International Women's, Constitution, and Human Rights Day.
- Deliberated various facets relating to the Constitution in seminars, webinars, lectures, and workshops to increase awareness about the inherent application of Duties and Rights.
- Participated in awareness campaigns such as Anti-Corruption Initiatives, COVID-19 Vaccination Drives, and Vigilance Awareness Week to reinforce the importance of ethical behaviour and public service.
- Observance of Girl Child Day, International Day against Drug Abuse and Illicit Trafficking to sensitize stakeholders on human dignity (Article 24).
- Organized POCSO Awareness campaigns, Sexual Harassment Prevention and Awareness programmes and Gender Equity programmes to sensitize students and employees on justice, liberty, equality and fraternity (Article 15, 42 & 51) & Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.
- Commenced voter education campaigns and initiatives to increase public knowledge of voting and emphasise its significance as an essential component of responsible citizenship. (Article 325).
- Human rights workshops and interactions to help students comprehend the responsibilities they have as citizens and to develop empathy and a sense of justice. (Article 12-35).
- Emphasized the significance of community service and engagement through social activities to instil a sense of social responsibility among students. (Article 44).
- Film screenings which spark thought-provoking topics to help students grasp constitutional principles in real-world settings.
- Live broadcasts of Union Budget and Parliament Special Sessions enable students to participate in the democratic process, get insight into policy-making, and establish connections with the

economic and social dimensions of constitutional commitments. (Article 280).

- Educational trips to historical and cultural sites, including places associated with the freedom struggle, offer students a tangible connection to India's rich heritage and history.
- Arranged contests for students on topics including democracy, human rights, and constitutional ideals to inspire them to do research, articulate their ideas, and approach these topics in novel ways.
- Conducted awareness programs focused on cyber education and safety, aligning with the need for responsible use of technology in today's digital age. (Cybercrime Prevention Act of 2012).
- The national anthem is played daily at ten o'clock and also during all institutional programmes to instil a sense of patriotism through this modest but significant exercise.

The committed involvement of the staff and students in community development and civic consciousness is proof of the efficacy of the awareness campaigns and sensitization programs.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

https://www.shahucollegelatur.org.in/NAAC/CRVII/Cr7_2_1.php

Best Practice-1

Title: PRAYAS: Promotion of Responsible Activities for Youth and Society

Objectives

- To accomplish the institution's mission and core values
- To participate in Green Latur Mission
- To promote rainwater harvesting to meet out Latur's water scarcity
- To cultivate compassion and humanitarianism for the environment and other living beings
- To conscientize people about various health issues and lifestyle diseases
- To assist financially weaker

- To support locals' academic endeavors

Context

The institution aspires to contribute to the amelioration of local challenges such as water scarcity, deforestation, and lack of environmental and health consciousness among people. Keeping the mission and the core values into consideration, PRAYAS aims to mould students into environmentally and socially conscious individuals with connecting the society through outreach and extension initiatives. This practice also demonstrates institution's commitment to share the UN's Sustainable Development Goals

The Practice

- Established Shahu Extension Services Centre and Moral Education Board to provide students with an organized strategy to develop their life skills and carry out outreach activities.
- Adopted five villages, concentrating on their fundamental growth.
- Initiated "One Student-One Tree and One Teacher-Three Tree" campaign and tree plantation and conservation drives
- Launched "Save Water-Save Latur" campaign with 1311 Water Angles Student Volunteers to address Latur water scarcity problem.
- Established Health and Wellness Centre to support the staff, students, and residents of adopted villages with their physical and mental wellbeing.
- Offered a Moral Education Course to UG-I students that made 8 hours of community service with NGOs mandatory for obtaining a degree.
- Raised corpus fund, distributed uniforms, and waived the fees to support financially weaker students
- Lend a hand to NGOs and natural disaster relief.
- Contributed in CM Relief Fund.
- Every year organized Personality Development Week to mentor young aspirants to join the armed forces by Air Force personnel.
- Created Energy Awareness through organizing activities, displaying boards.
- Trained volunteers participate in social activities.
- Students involved in teaching endeavors to students and people in the surrounding areas.
- Involved in 9500 house survey and provided the consultancy 24 villages under Swachha Bharat Mission Phase-II
- Participated in UBA2.0 and did 05 villages 2000 houses survey.

Evidence of Success:

- Awarded Certificate of Appreciation by District Collector, and Z.P. for volunteering works done in Green Latur and Rain Water Harvesting Movement.
- 30 Appreciation awards.
- Received consultancy of Rs. 1,68,170/- from Z.P.
- 35,100 saplings planted in 18 tree plantation drives in Latur district.
- Distributed Rs.23,50,759/- to needy students for academic purposes.
- 100% of lighting in the institution converted to LED
- 4222 students, employees, and villagers received health services.
- 26 Shiur locals underwent eye inspection/surgery.

- Distributed Jaipur Foot to 227 Divyangjan
- Donated 990 blood bags
- 5360 beneficiaries of digital literacy program.
- Sensitized 7338 students through Moral Education Course and observed the remarkable transformation in them.
- 27 Students joined the defense.
- Received permission for installation of Plastic Collection Plant.

Problems Encountered and Resources Required

- Fit the programme into the rigorous academic timetable.
- Accumulation of financial resources.
- Coordination with Government departments, local authorities and NGOs.
- Less awareness about environmental issues among the people.

Best Practice-2

Title: DigiRAJ: Creating Path for Digital Institution

Objectives:

- To enhance the institutional digital infrastructure and e-governance practices.
- To shift into a paperless campus.
- To ensure efficient, timely management of information and services.
- To save time and money
- To raise digital skills.

The context

Supporting Digital India National Programme, institution launched DigiRAJ practice. The institution paid particular attention to bringing state-of-the-art facilities in accordance with the national ideology "IT+IT=IT" (India Talent+Information Technology=India Tomorrow) to ensure that the institution performs its best on achieving digitalization in governance of administration and academics. Some points which trigger to adopt DigiRAJ are:

- Development of an impeccable administration
- Unlimited creative exploration
- Accessibility to rich inventory of public domain resources
- Need of digitalized documentation paradigm

The Practice:

The institution placed a cloud-based RSMLERP software in collaboration with Matter Softwares that consists of following Management Systems:

- Academics-Admission Management with Student Enrolment and ID Card generation, Course Management with Attendance Tracking
- Office-Online Fee Remittance with Payment Gateway Integration, automated Stock Module and

Financial Accounting.

- Examinations-Online Notifications, Registration, Hall ticket generation, Result Declaration
- Library-Complete digitalization with access controls, KOHA and MOPAC, RFID
- Staff and Student-staff Payroll management, student information management

Digital Practices@RSML

- Digital Documentation through Microsoft Teams and institutional e-mails.
- Learning Management System
- Digital Communications through-Bulk SMS, e-mail, Digital Notice Board, social media and Website.
- Digital Event Management System to conduct lectures, NSS Camps, Sports Events, BoS Meetings, etc.
- Digital administration-Digital Teaching Diary, activity monitoring portal
- Online Complaint Management System and feedback mechanism
- ICT-enabled Smart classrooms and seminar halls
- Entire campus covered by CCTV surveillance enabling monitoring and control.
- RSML-Website advancing the institution's digitization with frontend and backend technologies and SSL/TLS security
- Utilize e-tendering and HTE Sevath tools to boost efficiency and transparency
- Digital Governance Framework equipped with a 750 Mbps internet bandwidth and Wi-Fi facility
- Security through UniBox Firewall.

Evidence of success

- Faster, transparent and user-friendly Admission Process: selected candidates list prepared within a day after the check list.
- Effective exam administration, including results declaration in 15 days.
- Digitalized Documentation abetted the institution to be 'O' grade in AAA by parent university.
- 45,000 students from 734 colleges benefited e-guidance for competitive examinations.
- The institution, Principal, Coordinator received awards from the Government of Maharashtra for its e-counseling activities
- Conducted 06 online certificate courses for students from PAN India and overseas.
- 297 students and 6 staff members of Pratibha College in Pune benefitted e-content under MoU.
- Offered 4-week online certificate course in Japanese and 6-week hybrid mode Speakfast Preparation Course.
- 1 out of 2 online AICTE-ATAL Academy sponsored FDPs recorded in London Book of Records
- Digital noticeboards, online notifications, and correspondence have eliminated lengthy lines for obtaining various student services from the office.
- Became a leader in environmental conservation by saving paper/year costs Rs.6,49,500/-
- Administrative operational efficiency increased with 24x7 availability.

Problem Encountered

- Developing and upgrading ERP software and annexing infrastructure.
- Internet quality and speed fluctuate by transmission technologies, user volume, and diverse location.
- Required end-to-end data encryption, firewalls, and antivirus software to safeguard information

systems.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

‘Pursuit of Excellence in Higher Education’

Rajarshi Shahu Mahavidyalaya is distinctive in its thrust towards **‘Pursuit of Excellence in Higher Education’**.

The vision and mission of the institution emanates from the farsightedness of the visionary founders. Vision statement of the Institution sketches its own distinctiveness on a larger map. As the institution cherishes Golden Jubilee of its service, the mission of the institution “Pursuit of Excellence” in higher education to make our students globally competent” has been reaffirmed. This mission is realized by institutional distinctiveness.

It mainly includes five dimensions i.e. 05 E’s:

1. Excellence in Academics
2. Exploration of Knowledge through Research
3. Encouragement for Competitive Examinations
4. Engage in Innovative Practices in Education
5. Exponent of Holistic Personality Development.

In its 50 years of existence, the Rajarshi Shahu Mahavidyalaya has earned a reputation as an esteemed institution. From its humble beginnings with just two UG programmes and 51 students - it has evolved and flourished. Recognizing the evolving needs of students, the institution now offers a diverse range of meticulously designed 10 UG and 15 PG programmes aimed to nurture talent and ignite a passion for learning among students. Throughout its journey, the institution has remained committed to its mission of providing excellence in education and shaping the future of aspiring individuals.

1. Excellence in Academics

The founders envisioned providing access to the excellent education to the students from under privileged sections of society. Since its establishment, the institution has placed an immense emphasis on academic performance by implementing several cutting-edge, student-centric initiatives. By employing following strategies, the institution has advanced its efforts to achieve Academic Excellence:

- The institution has evolved educational model comprising 41 innovative practices known as ‘Shahu Pattern’ of Education commonly referred as ‘Latur Pattern’ of Education. The

astounding success of the pattern spurred the Government of Maharashtra to accolade its debut 'Best Educational Institute Award' in 2000.

- First institution in the Marathwada region to go for NAAC Accreditation in 2003 and academic autonomy in 2013 to strengthen its emphasis on learner-centered programmes and achieve Academic Excellence.
- Strict transparency in recruitment process to attract the "best talent".
- A merit-based admission process.
- Enrichment of curriculum by incorporating UGC-LOCF, CBCS and NEP-2020 guidelines.
- The curriculum of all programs, emphasis on local, regional, national, and global needs through 454, 648, 661, and 449 courses, respectively.
- Curriculum addresses cross-cutting issues in alignment with UNs Sustainable Development Goals through the courses including professional ethics (149), gender (29), environmental sustainability (47), and human values (54).
- Student enrolment increased from 3024 to 4587.
- The UGC granted Rs.1.70 Crore for starting B.Voc. Programmes in Computer Technology, Food Processing Technology and others.
- Received 31 accolades for its teachers, 250 for students, and 18 for the institute.

2.Exploration of Knowledge through Research

The institution has acknowledged the significance of research in higher education. The path to knowledge exploration through research has been paved inherently by academic excellence.

- Provided research seed money of Rs.27.82 lakh.
- Recognized 4 departments as Research Centers by parent university in addition to existing 7.
- Procured e-resources and plagiarism software.
- 45 research supervisors, 150 Ph.D. candidates, 42 Ph.D. awardees, and 16 M.Phil. awardees, demonstrate research excellence.
- Published 394 research papers, 120 listed in Scopus/WoS/PubMed/UGC-CARE, along with 40 books and 193 book chapters.
- The Scopus metrics reveal an h-index of 30, Citations: 2080, and i-10 index: 52.
- 42 students and 15 faculty received research and innovation awards.
- One faculty consistently ranks in the Top 2% Scientists globally in Material Science, according to a survey by Stanford University.
- Published 06 patents and granted 01 copyright.
- Received 13 student research fellowships.
- Received Rs. 84 lakh under DST-FIST (Phase-II) Support.
- Accomplished 46 MRPs worth Rs. 243.22 lakh.
- One faculty completed MRP worth Rs. 24.55 lakh under DST-FASTRACK scheme for young scientist.
- Generated Rs. 31.52 lakh through consultancy and corporate training.
- Signed 76 functional MoUs and conducted 220 collaborative activities to broaden the scope of innovation endeavors.

3.Encouragement for Competitive Examinations

The institution understands that students need to choose the option of competitive examination for their better future as Latur is geographically situated where industrialization and advanced farming is still

awaiting. Shahu Prabhodhini meticulously crafts an atmosphere that encourages a competitive spirit.

- Offered a special B.A. programme to train students for civil services from 2016, 47 students qualified the examinations.
- Selected 27 students for various paramilitary posts and 07 students in SSC.
- Initiated IIT-JAM tutoring for B.Sc. students in 2021 resulting in admission of 13 students to IITs.
- Conducted 45 days SET/NET/PET/GATE preparation schedule every year, qualified 255 candidates.

4.Engage in Innovative Practices in Education

The institution develops its own innovative approaches to learning. Being an autonomous, the institution makes use of its academic autonomy to offer programmes and projects and to implement a number of novel concepts and practices. Brief account of these innovative practices are:

- Offered 1526 courses across all programmes.
- Offered 135 value-added courses imparting life and transferrable skills.
- Offered 06 Open Online Courses.
- 7221 students undertook research/field projects and internships.
- Conducted 69 Workshops/Seminars on IPR, Research Methodology, Entrepreneurship and Skill Development.
- 1110 students completed SWAYAM-NPTEL-MOOCs courses, 2529 students benefitted from Spoken-Tutorial IIT Bombay Certification Courses.
- 842 courses focusing on employability, entrepreneurship, and skill development.

5.Exponent of Holistic Personality Development

Education encompasses co-curricular and extracurricular activities that help to integrate young people into cultured adults; it is never measured in terms of four walls. The institution features a world-class sports facility, three NSS, two NCC, and a cultural unit that plans a variety of events, all of which help the students achieve exceptional results.

- Student selected for: 01 National RD, 03 Pre NRD and 09 State RD Parade.
- 03 students played at International level and 06 presented at National level.
- 155 awards bagged by the sports champs
- 46 awards won by Cultural students
- 05 State and National recognition from the NSS Volunteers
- 33 accolades by NCC Cadets.
- 19 students in Debate, 10 students in HACKATHON, 02 students in Latur Talent Search and 30 students in Commerce Idol showed their excellence.
- Adopted 5 villages under UBA2.0

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Rajarshi Shahu Mahavidyalaya aimed at commitment to excellence and quality in education having quest for quality growth in tune with five core values of NAAC's accreditation framework, is always in forefront for its periodic Assessment and Accreditation. The purpose of periodic Assessment and Accreditation Process is to make quality assurance an integral part of functioning of Rajarshi Shahu Mahavidyalaya through self and external quality evaluation, promotion and sustenance initiatives. The incorporation of revised Assessment and Accreditation framework with data based quantitative evaluation/more digital approach making it ICT-enabled, objective, transparent, scalable, robust and with reduced duration with greater confidence in facts and figures is a welcome fact.

The institution is fully prepared to take this as an opportunity for introspection aiming at identifying its strengths and weaknesses through revised framework, so that we could strengthen our quest for quality and excellence.

As a part of post 3rd cycle accreditation initiative, the institution besides fulfilling the recommendations of peer team, has incorporated/evolved significant quality sustenance and enhancement measures, enriching the curriculum, augmenting the infrastructure and learning resources and enhancing students' performance and research output.

This quality assessment exercise is expected to function as catalyst for self-improvement, innovation, excellence; broaden horizons of research in all the fields including Information Technology, Biotechnology and Thin Film Technology and will pave the way for quality education thereby help to know and understand itself better.

The SSR forms the backbone of the entire Assessment and Accreditation process. This SSR being testimony to our efforts, is the criterion wise compilation of inputs, processes and outcomes of ours endeavor during the current accreditation period.

It is our pleasure to present the SSR of Cycle IV to the NAAC for assessment and accreditation.

Concluding Remarks :

The institution has made significant quality improvements. All the recommendations of previous NAAC Peer Team Report are implemented

Recommendations	Fulfillment
Innovative and industry oriented academic programmes both at UG and PG levels be started	<ul style="list-style-type: none"> • 04 B.Voc. Programmes started. • Started Additional divisions for BCA(02), B.Sc.CS.(02), M.Sc. Biotechnology and Chemistry.
In disciplines where Ph.D. programmes are being offered, PG programmes also be started	<ul style="list-style-type: none"> • PG in Zoology, Microbiology, and Pali started. • Recognized 04 research centers from parent university.

Need based interdisciplinary, vocational, skill development and value added courses in areas like Cyber security, visual and performing arts, disaster management, foreign languages etc. be introduced	<ul style="list-style-type: none"> • Introduced 135 value added Certificate Courses • In order to start certificate courses in foreign languages MoU with ELTIS, Pune signed.
Use of ICT in teaching, learning and evaluation processes along with a vibrant Learning Management System (LMS) be introduced	<ul style="list-style-type: none"> • The entire campus is Wi-Fi enabled with 750 Mbps internet bandwidth • 100% teachers use ICT-enabled tools. • The Library is digitalized using KOHA, D-Space, and RFID. • Proctored online exams were conducted with a modified question paper pattern.
Fully equipped language lab with latest software be set up in order to improve the communication skills	<ul style="list-style-type: none"> • ETNL and Linguaphone software procured to improve communication skills.
Research potentials of the faculty be fully exploited by adequately incentivizing them and providing substantial seed money	<ul style="list-style-type: none"> • Provided research seed money of Rs. 27.82.
MoUs with Centres of Excellence in India and abroad for student and faculty exchanges and collaborative research be explored	<ul style="list-style-type: none"> • Organized more than 220 activities under 76 functional MoUs.
More placement opportunities and training for competitive examinations be provided	<ul style="list-style-type: none"> • Organised 161 training programs for placement opportunities and workshops for Competitive Examinations. • 487 students placed and 2817 students progressed. • 255 students qualified competitive examinations.
Library Management, office administration and official communication system be fully computerized	<ul style="list-style-type: none"> • Online admission process started. • Library, Office and Exam section fully computerized. • Digital teaching diary is introduced. • Institutional e-mail id, official WhatsApp group and Telegram channel are used for communication.
Inter campus connectivity and shuttle service for optimum utilisation of facilities in different campuses be started	<ul style="list-style-type: none"> • Provided transport facility through 02 buses.