



Shiv Chhatrapati Shikshan Sanstha's

Rajarshi Shahu Mahavidyalaya, Latur (Autonomous)



COMPENDIUM OF INSTITUTIONAL POLICIES

Address:

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INTRODUCTION

The policy document of Rajarshi Shahu Mahavidyalaya, Latur (Autonomous), provides specifics of the institution's policy commitments for what must be done through the exploitation and development of various resources inside the institution. It is essentially a set of rules that serve as a guiding principle for the institution's path of transforming youth through holistic education towards an enlightened society. These rules and regulations are guided by the institution's policy commitments. Based on a review and analysis of the institution's vision, mission, motto, core values, outcomes, policies, strategies, and provisions, the institution 's policy document was created.

The institution's policies are defined so that those who work within it have a framework for action that will enable them to carry out their duties.

This policy statement is a tool for raising standards. It is intended that the document will assist in meeting accreditation requirements. The Rajarshi Shahu Mahavidyalaya, Latur (Autonomous), policy document is disseminated to the stakeholders by a variety of channels and posted on the institution's website for faculty, staff, students, and all other stakeholders as well as the community to access and become acquainted of. The policy document is predicted to continuously assist in fulfilling the institution's objectives and vision.




Principal
PRINCIPAL
Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous)



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Process Manual of Learning Level Identification Mechanism

1. Preamble:

Rajarshi Shahu Mahavidyalaya, Latur is known for its diversity, peculiarity and educational leadership with its mission *Pursuit of Excellence*. Mixed ability learners seek admission in the institution and each student has a different level of competency. The learning ability, aptitude and habits are unique to each individual. A uniform teaching methodology for all students may not successfully meet individual needs. To enhance knowledge, skills, values and attitude of the diverse learners, the institution has developed its own Learning Level Identification Mechanism, and in accordance with it, appropriate curricular, co-curricular and extracurricular activities are organized for holistic development.

2. Scope:

This manual is applicable to all students who enroll in Rajarshi Shahu Mahavidyalaya, Latur.

3. Composition of Committee:

Learning Level Identification Mechanism Committee:

Sr. No.	Designation	Position
1	Principal	Chairperson
2	Vice Principal	Member
3	Programme Coordinators	Members
4	Class Coordinators	Members
5	HoD Representatives	Members
6	Senior Faculty Member -Principal's Nominee	Member Secretary

4. Role and Responsibilities:

- 4.1 Devise a strategy to identify students' learning levels.
- 4.2 Organize the faculty training programmes.
- 4.3 Establish the strong relationship between teachers and students.

5. Objectives:

- 5.1 To assess the learning levels of students in each subject.
- 5.2 To define the role of course teachers in improving the academic performance of the students.
- 5.3 To organize the activities and programs according to the learning level of the students.
- 5.4 To conduct activities to bring slow and advanced learners on a single platform for peer learning.
- 5.5 To ensure that slow and advanced learners are taken care as per their learning needs.

6. Learning Level Identification Mechanism:

Learning levels of the students are identified based on marks in the qualifying examinations. For Unit Test I based on Activity, students are evaluated on their performance in Surprise Test, Quiz, Poster Presentation, Power Point Presentation, Group Activity, Book review, Model making, Seminars, etc. Unit Test II (Objective in nature) based on 75% syllabus and SEE (Subjective in nature) based on the 100% syllabus of the course are conducted. Based on students' performance in the Continuous Assessment and Evaluation (CAE) process they are identified as Slow and Advanced learners.

Learner Level	UT I, II and SEE Score %
Slow Learner	Students with 'F' grade
Advanced Learner	Students with 'O' grade

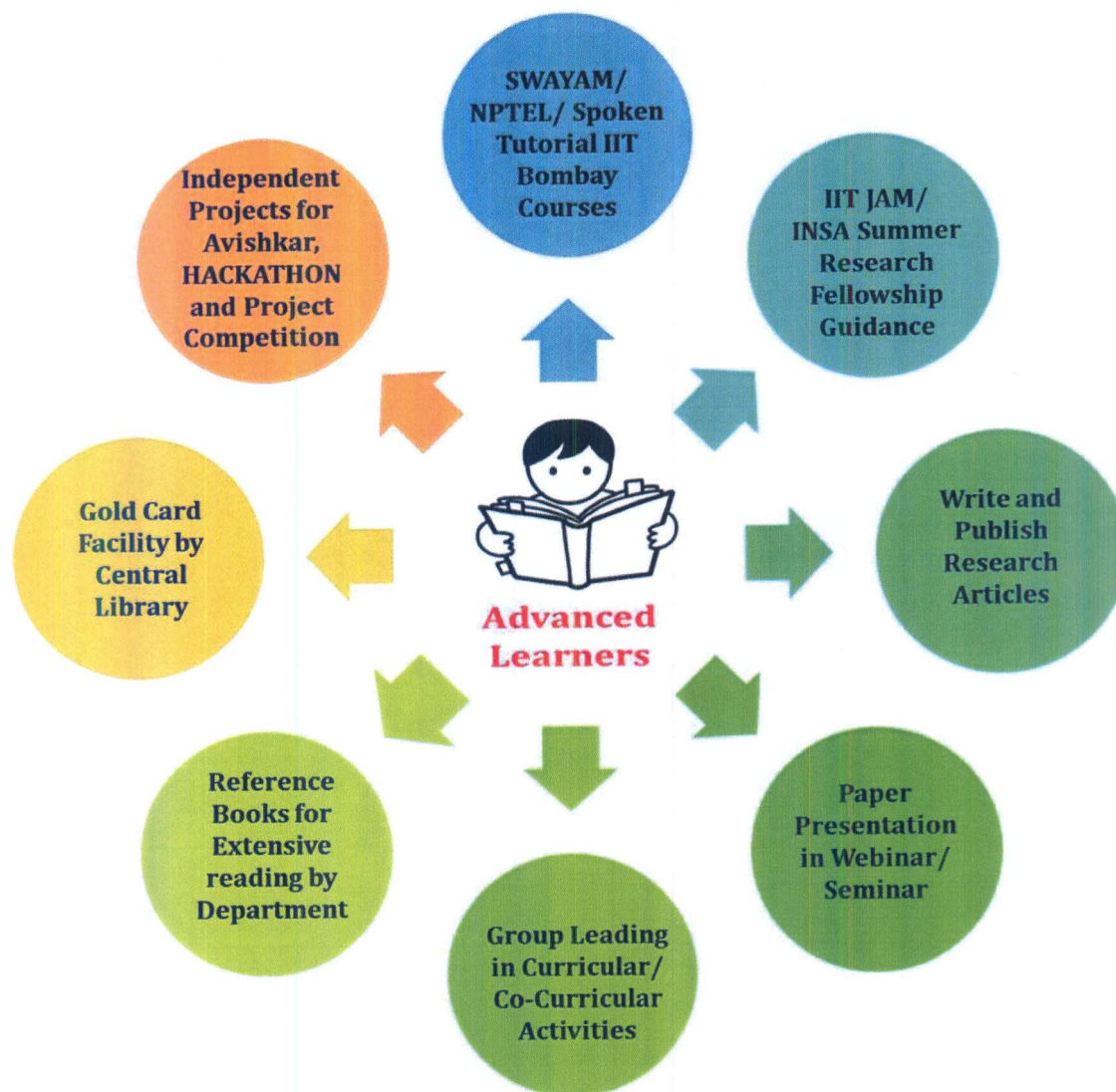
After identifying differential learning needs of the students following activities are provided to the students for their academic advancement.

7. Teacher's Evaluation of the Students:

Course teachers evaluate the students based on following parameters:

- i. Learners' behaviour with teachers,
- ii. Learners' behaviour with peers,
- iii. Student's regularity for lectures
- iv. Student's punctuality
- v. Student's participation in learning process,
- vi. Student's performance in the curricular, co-curricular and extracurricular activities

8. Activities for Advanced Learners:



8.1 SWAYAM-NPTEL, Spoken Tutorial IIT Bombay Courses:

Advanced learners are informed properly about MOOCs. Special guidance and awareness program is organized to promote the students to register and complete various courses offered by SWAYAM NPTEL and Spoken Tutorial IIT Bombay. Departmental teachers and mentors monitor these learners for successful completion of these courses.

8.2 IIT-JAM, NET/SET/GATE and INSA Summer Research Fellowship Guidance:

For the advanced learners in Science stream, special coaching is provided and MCQ tests are conducted for the preparation of IIT-JAM and INSA Summer Research

Fellowship. Departments with PG programmes provide NET/SET/GATE guidance to the students.

8.3 Write and Publish Research Article:

To develop research ethos, advanced learners are guided to write and publish research articles.

8.4 Paper Presentation in Seminar/Webinar:

To develop students' research interest, presentation and discussion skills they are promoted to write research paper and present in various Seminars both in online and offline mode.

8.5 Group Leading in Curricular and Co-Curricular Activities:

Advanced learners are given opportunities to lead in the activities like anchoring in the students' association programs, to organize guest lectures, to conduct quiz competitions, seminars and other related activities.

8.6 Reference Books for Extensive Reading:

Concerned departments provide reference books from departmental library to the advanced learners for extensive reading and broadening the horizons of their knowledge.

8.7 Gold Card Facility:

Central library provides golden cards to the advanced learners so that they can borrow additional books for their all-round academic development.

8.8 Independent Projects for Aavishkar, HACKATHON and Project Competition:

For the creation of new knowledge, advanced learners are guided to design various research projects, models, and posters for the Aavishkar research festival, HACKATHON and Project Competition.

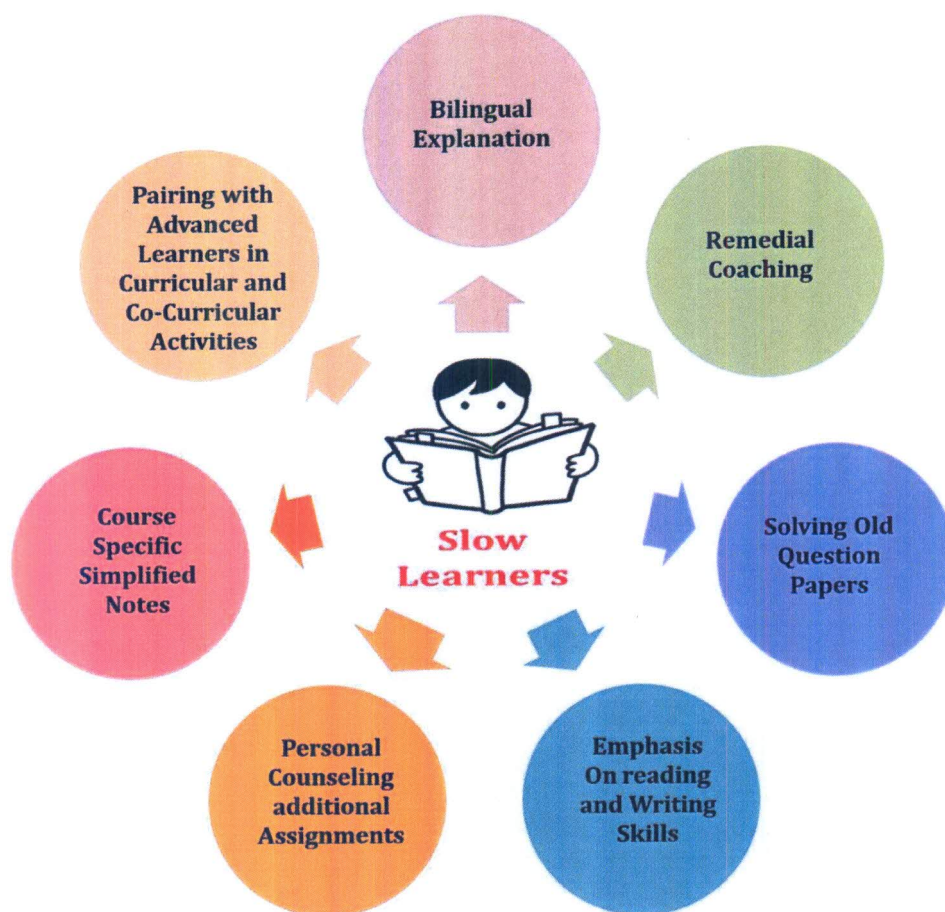
9. Activities for Slow Learners:

9.1 Bilingual Explanation:

For the slow learners who have English as the medium of instructions, they are provided with the bilingual explanations for the better comprehension to grasp the knowledge.

9.2 Remedial Coaching:

Concerned departments arrange remedial classes where these learners are retaught the unlearned and difficult topics. Separate attendance is maintained for these classes and their academic progress is supervised accordingly.



9.3 Solving Previous Exam Question Papers:

For improvement of the performance of the slow learners, they are advised to solve the previous examination question papers of the concerned subjects. Accordingly concerned teachers and mentors guide them in their studies.

9.4 Emphasis on Reading and Writing Skills:

To boost confidence of Slow learners and make them competent, emphasis is given on reading and writing skills. Basic books to clear the concepts are provided to them as well as they are guided to write so that they can improve their written communication skills.

9.5 Personal Counseling and Additional Assignments:

Slow learners are somewhat introvert and have inferiority complex. To overcome these difficulties, concerned course teachers and mentors personally counsel them as well as provide additional assignments.

9.6 Course Specific Simplified Notes:

Subject/Course teachers provide simplified notes to the slow learners for recovering and improving the subject knowledge. It also helps the learners to perform better in the exams.

9.7 Pairing with Advanced Learners in Curricular and Co-Curricular Activities:

Slow learners are paired with the advanced learners in the activities like anchoring in the students' association programs, to organize guest lectures, to conduct quiz competitions, seminars and other related activities.

10. Expected Outcomes:

- i. Timely conduction of slow learners' activities
- ii. Records based on student progress and observation.
- iii. Improvement in Result
- iv. Placing students in diverse positions at reputable businesses and industries
- v. Giving advanced students wings of fire so they can fly with confidence and achieve their goals



Hanish
Principal
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(Autonomous)



शिव छत्रपती
शिक्षण संस्था
लातूर

॥ अरोह तमसो ज्योतिः ॥

स्थापना - १९७०

