SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SMT. MAHERBANU COLLEGE OF SCIENCE AND COMMERCE

SMT. MAHERBANU COLLEGE OF SCIENCE AND COMMERCE, MAHATMA
GANDHI ROAD, AKOLA
444001
www.smtmaherbanu.edu.in

SSR SUBMITTED DATE: 02-02-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Smt. Maherbanu College of Science & Commerce, Akola, managed by Shri Akola Gujarati Samaj. The institution is recognised by the Government of Maharashtra and affiliated to Sant Gadge Baba Amravati University, Amravati. Shri Akola Gujarati Samaj, Akola is registered charitable and educational trust e and founded in year 1967.

Institute is situated in Akola and located in the western part of Vidarbha region in the state of Maharashtra. This region is predominantly economically backward and poverty ridden. It took courage on the part of the management to start an institution of higher learning and that too on 'permanent no-grant basis' in Akola.

Bachelor of Business Administration (B.B.A),and Bachelor of Computer Application (B.C.A). In the year 2009-10,when the institution was launched, Akola city was already having several colleges running traditional courses but there was no institution of a good standing having professional courses.The institution is in an infant stage and is a small unit having one section each of B.B.A. and B.C.A.

The college building is centrally located, just near the Central S.T. Bus Stand. The college having spacious and well ventilated class rooms, other facilities & multi-purpose auditorium. It is an honour to state that in the year 2009 a programme was organized, wherein former President of India, Hon. Shri A. P. J. Abdul Kalam was visited and addressed the audience.

The institution takes pride in having a dedicated team of teachers who are committed towards the cause of education. Students are the largest group of stakeholders in the education system. The teaching-learning process is not restricted to completion of curriculum alone but extends beyond that. The environment of the institution is cultivated in such a manner so as to develop the over-all personality of learners by giving them value-based education.

The students of the institution excel in placement record. Various events and programs are arranged throughout the academic year to inspire the students and make them self-confident to face the challenges of life. The institution regularly organizes seminars, workshops and guest lectures for the students and the faculty. The institution is making all-round progress and helping in creating a knowledge society.

Vision

"To strive to become the best knowledge provider in the region,

by making available state-of-the-art

educational facilities to the student community."

The vision statement, "To strive to become the best knowledge provider in the region, by making available state-of-the-art educational facilities to the student community," encapsulates a commitment to excellence and accessibility in education. At its core, this vision underscores our institutes' aspiration to be a premier source of knowledge, emphasizing a dedication to providing cutting-edge educational resources within the region.

The phrase of our vision statement "strive to become the best knowledge provider" reflects an ongoing pursuit of excellence, encouraging a culture of continuous improvement and innovation. It always suggests us a dynamic approach, with an inherent understanding that the educational landscape is ever-evolving.

The emphasis of our vision is on "state-of-the-art educational facilities" signals a commitment to leveraging advanced technologies, modern methodologies, and contemporary pedagogical approaches. It reflects a recognition of the transformative power of technology and innovation in enhancing the learning experience of students in our institute.

The inclusion of "to the student community" highlights a student-centric focus, emphasizing inclusivity and accessibility. The vision of our institute implies a dedication to providing educational opportunities for a diverse range of learners, ensuring that knowledge is not only of high quality but also widely available.

This vision statement articulates a multifaceted commitment of our Maherbanu Family: the pursuit of excellence, the embrace of modern educational practices, and a focus on inclusivity. Our institution is that not only excels in knowledge provision but also actively contributes to the holistic development of the student community within the regional context.

Mission

MISSION

"To empower the learners by kindling the lamp of knowledge

in their heart, making them wise and capable enough

to lead the country on the path of

peace, progress and prosperity."

The mission statement, "To empower the learners by kindling the lamp of knowledge in their heart, making them wise and capable enough to lead the country on the path of peace, progress, and prosperity," embodies the transformative role that Smt. Maherbanu College of Science & Commerce, Akola, envisions playing in the lives of its students and the broader community.

The metaphorical expression "kindling the lamp of knowledge in their heart" evokes a sense of inspiration and enlightenment. It signifies the institution's commitment to instilling a deep passion for learning within its students, going beyond the acquisition of information to foster a genuine love for knowledge. This approach recognizes that true empowerment stems from a profound and personal connection to learning.

The mission's emphasis on making students "wise and capable enough" reflects a holistic educational philosophy. It goes beyond academic achievement, highlighting the importance of developing critical thinking, problem-solving skills, and a sense of responsibility. This implies a commitment to nurturing well-rounded individuals who are not only knowledgeable but also possess the wisdom and capabilities needed to navigate the complexities of the world.

The phrase "to lead the country on the path of peace, progress, and prosperity" positions the college's mission within a larger societal context. It articulates a commitment to producing graduates who are not only successful professionals but also responsible citizens and leaders. The emphasis on peace underscores our institution's role in promoting harmony and understanding, while the focus on progress and prosperity indicates a commitment to contributing to the socio-economic development of the country.

In essence, the mission statement of our institute conveys a dedication to holistic education that transcends traditional academic boundaries. We strongly believes that a transformative educational experience that not only imparts knowledge but also ignites a lifelong passion for learning, equipping students to contribute meaningfully to the progress and prosperity of the nation while fostering values of peace and wisdom.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution is centrally located place in the heart of the city which is easily approachable from all sides. The bus stand and the railway station are within one km. periphery of the institution. The institution has a state-of-the-art building which is well maintained. Special attention is paid to cleanliness in the whole campus.
2. Being a small institution, having one section each of B.B.A, and B.C.A. it is managed efficiently and controlled well.
3. The institution works as a well-forged team and works as a well knit family. The faculty members are fully devoted and dedicated towards the institution and always striving for the attainment of its mission and objectives.
4. The institution conducts professional career oriented courses which are multi-disciplinary in nature. The B.B.A. course falls under the faculty of commerce, the B.C.A. course under the faculty of science.
5. The institution is a regular day college. It has co-education facility where equal opportunities are made available to female students. As such, there is no gender-bias in the institution. Admissions are based on merit basis, strictly adhering to the reservation policy of the state government and the university.

6. The institution has designed various programs and events in consonance with its vision, mission and objectives. The institution lays special emphasis on research oriented activities.
7. The institution lays emphasis on class room attendance of students, because it is where the actual teaching-learning process takes place.
8. The institution makes maximum use of the infrastructure and offering Short-term certificate courses.
9. The institution is working on cash-less basis. The students deposit the fees directly in the institution's bank account. The accounts are audited annually by a certified chartered accountant and passed by the General Body of Shri Akola Gujarati Samaj.
10. The management i.e. Shri Akola Gujarati Samaj is headed by Shri Dipenbhai Shah. He belongs to a respectable family of the city and is a reputed businessman. Other office-bearers and members of the Governing Council are well reputed persons of the city. Its secretary Shri Narendrabhai Patel has been an ex-mayor of Akola Municipal Corporation. The vice-president Shri Kanubhai Sayani is a well reputed businessman.

Institutional Weakness

1. The institution is a self-financed one. It does not receive any financial aid from the state government or any other agency. Therefore, it always faces paucity of funds and its growth is restricted.
2. Due to shortage funds, it is not possible to pay U.G.C. pay scales to teachers. It is also not possible to implement Pay Commission scales to non-teaching employees. The management has devised its own pay structure as per its budget constraints. EPF facility is extended to all employees.
3. Restricted autonomy in curriculum design and development.

Institutional Opportunity

1. The industry-institution linkage needs to be improved by providing consultancy services to generate more funds.
2. Short term skill-based based diploma and certificate courses can be started in the evening shift.
3. The Alumni Association is not in a strong position mainly because only a few graduate batches have passed out till now. At present, the alumnae are in the incubation stage. When the alumnae become professionally stable, their help and co-operation will be sought for the benefit of their alma-mater. However, the institution is in regular touch with the alumnae and an Alumni Association has been formed by the former students.
4. Scope for resource generation through testing, Consultancy & extension services.
5. Scope for promotion of start-ups under Digital India and Make in India Campaign for strong Entrepreneurship Development.
6. Better opportunities for placements in various Government / Private Organizations through T & P Cell.
7. NEP guidelines enable us for more flexibility in interdisciplinary studies.

Institutional Challenge

1. It is a big challenge for the institution to raise adequate finances and give better service conditions to the employees. The finances are raised through tuition fees collected from the students. The western

Vidarbha region where the institution is located is under-developed and poverty ridden. Therefore, the fee structure is to be kept at a moderate and affordable level. As per the present policy of the state government, no salary or non-salary financial aid is given to newly started educational institutions. However, this institution strives to provide the most lucrative remuneration and the best possible work-environment to its teachers and administrative staff, who are appointed on contract and clock-hour basis.

2. The institution needs to have representation on various university bodies so that it can have a direct say in the academic matters and in syllabus framing. In the present set-up and as per prevalent rules and regulations, the faculty members are not to contest the university elections and the institution cannot send any elected members on various university bodies like the Board of Studies, Academic Council, Senate etc. The institution has to adopt round about methods to put forth its say through other representatives which is time-consuming and sometimes ineffective.

3. To improve industrial consultancy and funded research projects.

4. To encourage the students towards entrepreneurship.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute follows the curriculum prescribed by the affiliating university, Sant Gadge Baba Amravati University (SGBAU).The institution ensures effective curriculum planning and delivery through a well-planned and documented process that includes an academic calendar and the conduct of continuous internal assessment. The details of these elements are as under: Academic Calendar: The institution prepares and implements an academic calendar that outlines the timeline for activities various academic activities throughout the year based on the guidelines of affiliating university (SGBAU). This includes the start and end dates of each semester or academic session, test and examination schedules, holidays, breaks, and other significant events. The academic calendar provides a structured framework for curriculum planning and ensures the smooth execution of teaching-learning activities. Curriculum Planning: The institution follows a systematic approach to curriculum planning, our faculty members are involved in various University activities, like the Board of Studies-sub-committees, Question paper setting, Valuation work, Syllabus setting. Faculty members are involves in the implementation of the CBCS System, the identification of core subjects, elective subjects for interdisciplinary subject choice, and other additional components such as projects, internships, or practical training. Continuous Internal Assessment: The institution incorporates continuous internal assessment as part of the curriculum delivery process. This involves regular and ongoing evaluation of student's learning progress throughout the academic year. Continuous assessment methods include class tests, assignments, viva-voce, projects, presentations, class participation, and attendance assessment. The purpose of continuous internal assessment is to provide feedback to students, monitor their learning outcomes, and support their overall academic development. Documentation: The institution maintains documentation related to the curriculum planning and delivery process. This includes records of curriculum design, syllabi, course outlines, course objectives(CO), assessment criteria. By following a well-planned and documented process that includes an academic calendar and continuous internal assessment, the institution ensures effective curriculum planning and delivery. This approach provides a structured framework for managing academic activities, monitoring student progress, and maintaining quality in teaching and learning practices. It supports the institution's commitment to delivering a comprehensive and meaningful educational experience for its students. For design and review of syllabus, structured feedback on curriculum obtained from student, teacher, and alumni. . Feedback collected, analyzed and necessary action has been taken by the institute.

Teaching-learning and Evaluation

The average student enrolment ratio is above 83 percent in the institute and the institute has filled the seats against the reserved category as per Maharashtra Government rules. The institute constantly maintains a teacher-student ratio of 1:25 for the UG program. Institute has well experienced and qualified faculty with Ph.D. degrees. Considering student diversity in terms of learning levels, various student-centric techniques are to be implemented for effective learning experiences. The institute implemented methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing the learning experience. These methodologies include illustration, special lectures, seminars, group discussions, field studies, case studies, project-based methods, and experimental methods. The college adopts continuous evaluation and assessment processes through regular viva, seminars, class tests, and promoting question-answer sessions in the class. The syllabus is open-ended hence institute organizes expert lectures, industrial visits, and teaching beyond the syllabus as a regular practice. The process of internal assessment is carried out at the end of each semester. The institute has a mechanism to identify slow learners and fast learners, students. For slow-learning students remedial classes are organized while for fast learning students, the opportunity for CET/CAT exam guidance, competitive exams, and other training facilities are given. The Institute has a mechanism of internal assessment. The subject-wise marks are collected department-wise and the committee under HOD evaluates the performance. According to this evaluation internal assessment marks are awarded to students subject-wise. The POs and Program Specific Outcomes (PSO) for every department are available on the college website and COs are conveyed to students by HOD and subject teachers in the initial meetings of every semester. The institute ensures the attainment of COs, POs & PSOs. Result sheets are prepared for final year for each department to get comparative study of performance every year and college has a mechanism for grievance reddresal, it is transparent and robust that assesses the students, teachers as well as parents about the strengths and lacunas of students and to take remedial acts. To measure the performance and learning

Research, Innovations and Extension

Research promotion, research competency and value-added findings are *sine-qua-non* for attaining academic excellence. And, therefore, the institution takes it as its prime responsibility to sow the seeds of enquiry and research in the minds of teenagers at a tender age so as to make it a part of their character, making them life-long learners.

The institution has established an ecosystem for innovations, startups and research. The Institute has **Institution's Innovation Council**. This ecosystem includes various initiatives aimed at creating awareness about intellectual property rights (IPR), setting up a Maherbanu Research Club, establishing an Entrepreneurship Development Cell, Management Forum, Science & Computer Forum and facilitating the creation and transfer of knowledge and technology in interdisciplinary studies as per NEP guidelines 2020. "At its nascent stage, our institute has strategically revitalized its research initiatives by securing grants from non-governmental agencies and business enterprises. In the last five years, Our Institute and faculty received a research and project development grant of Rs. 1, 65000/- lakhs from various non-government agencies like Visha Automotive, Madhuram Industries etc. A number of activities like workshops/seminars/ conferences are organized on (IPR), also on various research-based topics. In the last five years institute conducted Sixty eigth workshops/seminars/ conferences/ guest lectures activities. The institution strives to make a significant contribution towards its social commitment through providing effective community service. Various Extension activities are extensively carried out through our student's active forums, Social activities like Swacchata Abhiyan, blood donation, Covid vaccination camps, etc. The institute has received awards and recognitions for extension activities. Our parent Society, Shri Akola Gujarati Samaj is well known for their contribution to the

society, along with our college students' involvement we have taken some initiatives like, Recreational centre for Senior Citizens, availability of Oxygen Machine at free of charge to needy etc. Our institute has around twenty five functional MOUs and Linkages with various renowned Industries for on the job training, placement, industrial visit and guest lectures. Institute has signed MOU with Maharashtra Centre for Entrepreneurship Development (MCED) for development of Startups. Institute has signed MOU with MBD Elctrosoft, IBase computers Pvt. Ltd. for conducting workshops on Android, IOT, and Robotics.

Infrastructure and Learning Resources

The institution's commitment to providing state-of-the-art Infrastructure and Learning Resources, ensuring an enriching and conducive environment for both students and faculty. Institute is located in Heart of City with easy approachability for students. The institution ensures that it has adequate infrastructure and facilities for effective teaching and learning. The institute is having green campus spread over 20445 Sq.ft. of land having a total build-up area of 1900.09 Sq.mt. In addition to this, the Institute has an asset of 6 acres of land at Babulgaon village, Akola. The Institute has an adequate number of classrooms, laboratories, and computing equipment, as well as ICT-enabled facilities. The institution provides well equipped and comfortable classrooms that create a conducive environment for teaching and learning. The laboratories are equipped with the necessary equipments, tools, and instruments to conduct practical experiments and research. The institution emphasizes the integration of ICT-enabled facilities to enhance teaching and learning experiences. In our institute, all the classrooms and seminar halls are ICT enabled. The institute regularly upgrades the infrastructure and a budget is sanctioned for expenditure for infrastructure development and augmentation. The institution's library is automated with digital facilities using an Integrated Library Management System (ILMS). The institution ensures adequate subscriptions to e-resources and journals. These subscriptions provide access to a wide range of digital materials, including e-books, e-journals, research databases, and online reference materials. The institute has 3 printed journals, library also provides the NPTEL. The institution has state of art IT facilities with a high-speed internet facility and the campus is Wi-Fi enabled. The institute has dedicated 75 computers only for students. The student-computer Ratio is 2:1. From this year College has distributed 132 laptops to BCA students for improving efficiency of practical work and students should get maximum practical exposure. The bandwidth for an internet connection with 100 MBPS. Every classroom is fitted with CCTV camera to monitor the classroom activity. The Institute has an adequate number of physical and academic support facilities and every year the budget is sanctioned and utilized for the maintenance of physical and academic support facilities. Institute has a maintenance policy. Annual Maintenance Contracts are finalized for the maintenance of facilities. The institution provides facilities catering to the differently-abled, ensuring that every student has equal access to educational resources.

Student Support and Progression

The Institute originally works on the principle of overall development of a student. We as an institution believe students should not only be groomed with teacher student system in fact we inculcate student with overall development i.e. studies, sports, extra-curricular activities etc. which involves participation in college, intra college competitions. Where our faculties motivate them as and where required. Also financially weaker students are given minimal support that college can provide.

Institution, to develop these shades of qualities in them organises various events for our students. Institution helps students to grow with the sense of responsibility towards society which is not limited to it. We also motivate students to stand together for social cause where each year students contribute for noble cause either

by visiting special children or by earning and donating amount for a cause.

Now to groom them with more knowledge we organise various guest lectures. National Conference is been successfully organised in our institution. The benefit of which has a long time effect on our saplings which are nurtured by us all through their education. For practical approach institution arranges Pre GD sessions, interview sessions to prepare them for placement.

The institution recognizes the importance of soft skills in students' overall development and employability. The institution conducts activities to improve students' language proficiency and communication skills, Life Skills (Yoga, Physical Fitness, Health, and Hygiene). In today's digital age, proficiency in ICT (Information and Communication Technology) and computing skills is crucial. Every year various activities were conducted for guidance for competitive examinations and career counseling for student support. The average percentage of students who benefited from the guidance is more than 80 percent. The institute has a mechanism for the redressal of various grievances of the students. In our Institute we have the Discipline and Anti-Ragging Committee, Internal Complaint Committee (ICC) / Vishakha Committee, Equal Opportunity Centre. The grievances submitted by the student were timely redressed through the appropriate committees. Our students participate in various sports, cultural activities at the national level and received various awards and medals in the last five years. Our Institute has a registered Alumni Association. The alumni association plays a significant role in the development of the student / Institution through training, placement, expert lectures, and Industrial visits.

Governance, Leadership and Management

The institution's governance and leadership are in consonance with the vision and mission of our parent society. The Institute has strong management support for the governance of various academic, and administrative activities in the Institute. The institution actively embraces and implements the National Education Policy (NEP) guidelines. The institution demonstrates sustained growth and progress, reflecting its strong governance and leadership. The institution structure with well-defined organizational hierarchy support participative management for effective decision making. The institution promotes a culture of participation and involvement in governance processes. Faculty, supporting staff, and students actively participate in various committees / portfolios. The institution effectively deploys its Institutional Perspective Plan (IPP). The institution has comprehensive service rules and procedures that govern the conduct of the appointment of teachings as per the norms of UGC and Affiliating University. The institution recognizes the importance of performance appraisal, welfare measures, and career development/progression for both teaching and supporting staff. The institution has a well-defined performance appraisal system. The institution has effective welfare measures in place to support the well-being of its teaching and non-teaching staff. Accidental Insurance scheme is made for the staff in the institute. To motivate staff for higher education (Ph.D.), financial help is given to a needy person. Our Institute has a Salary Earners Society that takes care of staff welfare by providing medical allowances and reimbursement in emergencies. Institute provides Diwali bonus. The Institute provides uniforms to all teaching and non-teaching staff. The institution emphasizes the optimal utilization of available funds to achieve its strategic objectives. The institution conducts regular internal and external financial audits. The IQAC monitors and channelize the efforts taken by the institute for academic excellence. The Institute reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through IQAC. IQAC has made Action Plan for overall improvement in the academic and administrative performance of the Institute. As outcomes of continuous effort towards quality improvements our college has

received many awards which indicates its unconditional commitment to provide education aligned with the highest and standards.

Institutional Values and Best Practices

Gender discrimination is neither practiced nor encouraged in the institution. The institution is very sensitive towards such issues. Equal opportunity is made available to all irrespective of gender. The Institute conducts gender sensitization activities, provides dedicated facilities for women, and empowers women students. These measures create an environment that fosters gender equality, awareness, and inclusivity on campus. Institute has CCTV surveillance and security guards for safety. Institute has anti-ragging committee, grievance cell to prevent undue incidences. LEDs are installed to reduce energy consumption. By implementing initiatives for alternate sources of energy, waste management, water conservation, green campus practices, and creating an environment for specially-abled students. The institution demonstrates its commitment to sustainability, environmental conservation, and inclusivity. The Green Audits, Energy & Environmental audits guide the institution in improving its environmental management strategies, energy efficiency, and sustainability efforts. Solid waste is disposed through municipal corporation vehicles. The campus implement the Vermicomposting pit. The campus has centralized facility to dispose e-waste. Institution has roof top rain water harvesting system. Institute discourages use of plastics and promotes paperless office. The institute received award for the contribution in social awareness of green initiative. Facilities like ramp and scribes for examination are available for Divyangjan. Institute has defined code of conduct and core values. Institute organizes activities to increase consciousness about national identities by celebrating various national days. Institution maintains transparency in all functions. *Employability Enhancement and Entrepreneurship Skills Development* and *Industrial Training (Internships)* are the best practices of the institute which are implemented differently for an overall development of the students. Innovative practices in academics, "The Student centric approach" and the Support for Startups with Entrepreneurship Development Cell are the distinctive areas of the institute to have a transformational impact among the students and faculties.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. MAHERBANU COLLEGE OF SCIENCE AND COMMERCE
Address	SMT. MAHERBANU COLLEGE OF SCIENCE AND COMMERCE, MAHATMA GANDHI ROAD, AKOLA
City	Akola
State	Maharashtra
Pin	444001
Website	www.smtmaherbanu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SMITA SHINGRUP	0724-2423485	9922330842	-	smtmaherbanu@rediffmail.com
IQAC / CIQA coordinator	Avani Kulkarni	0724-2423485	9421703755	-	avani.kulkarni90@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SMT. MAHERBANU COLLEGE OF SCIENCE AND COMMERCE, MAHATMA GANDHI ROAD, AKOLA	Urban	0.5	1900.09

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	BBA,Faculty Of Commerce And Management,	36	XII	English	120	120
UG	BCA,Faculty Of Science And Technology,	36	XII	English	132	131

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	1				1				9			
Recruited	0	0	0	0	0	1	0	1	0	1	0	1
Yet to Recruit	1				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				23			
Recruited	0	0	0	0	0	0	0	0	7	16	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	14	1	0	15
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	3	0	0	3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	2	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	5	0	6
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/M CH	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	4	10	0	14
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	0	0	0	0
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**
	2	0	0	2

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	371	7	0	0	378
	Female	215	1	0	0	216
	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	34	28	20	35
	Female	18	13	11	11
	Others	0	0	0	0
ST	Male	4	2	2	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	123	122	101	87
	Female	89	89	72	62
	Others	0	0	0	0
General	Male	158	170	127	130
	Female	95	82	67	54
	Others	0	0	0	0
Others	Male	42	33	20	10
	Female	11	10	8	7
	Others	0	0	0	0
Total		575	550	429	397

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Smt. Maherbanu College of Science & Commerce, located in Akola and run by the esteemed Shri Akola Gujarati Samaj, stands as a beacon of excellence in providing multidisciplinary and interdisciplinary education in Science and Commerce to the student community. Established with a commitment to nurturing holistic development, the college has emerged as a distinguished institution, fostering a dynamic learning environment. The college's commitment to multidisciplinary education is reflected in its diverse range of academic programs. The college has adopted CBCS system offering courses through open ended, AEC & GEOC courses from all the disciplines such as Science &

	Commerce. Offering a blend of science and commerce disciplines, students have the unique opportunity to explore varied fields and bridge the gap between traditionally distinct domains. This approach ensures that graduates are equipped with a comprehensive skill set, preparing them for the complexities of the professional world. By promoting interdisciplinary studies, the college emphasizes the interconnectedness of knowledge, encouraging students to think critically and solve real-world problems that require a synthesis of ideas from different disciplines. One of the hallmarks of Smt. Maherbanu College is its faculty, comprised of experienced educators and industry professionals. The faculty is dedicated to imparting knowledge beyond textbooks, fostering an environment where students engage in discussions that transcend disciplinary boundaries. This collaborative learning model not only enriches the educational experience but also prepares students to navigate the evolving landscape of their chosen fields. In addition to a robust curriculum, the college actively promotes extracurricular activities and research opportunities. These initiatives further encourage students to apply their knowledge in practical scenarios and engage in hands-on learning experiences. Whether through internships, research projects, or community outreach programs, students are encouraged to explore the real-world implications of their academic pursuits. The college's commitment to providing a multidisciplinary and interdisciplinary education is also evident in its state-of-the-art facilities. Well-equipped laboratories, modern classrooms, and a library stocked with a diverse range of resources contribute to a conducive learning environment. The emphasis on technology integration further ensures that students are well-prepared for the digital era and can seamlessly apply their skills in the professional landscape.
2. Academic bank of credits (ABC):	Our college Smt. Maherbanu College of Science and Commerce, Akola is affiliated to Sant Gadge Baba Amravati University, Amravati and bound to follow the courses, syllabus and other rules & regulations of the affiliating University. In the light of recent move under NEP 2020, the students are encouraged to enroll their names to attend online courses provided by open learning resource centers. As per university

	directives all students have opened their online ABC where their credits earned may get accumulated as online repository. Owing to the implementation of National Education Policy, the affiliating University has already taken initiatives to introduce Credit Based Choice System at under graduate level. The Academic Bank of Credits (ABC) would provide digital platform for the students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at preparatory phase. Therefore, it sequential for the institute to register for the ABC of each student. The institute is taking hard efforts to enroll the students for online courses of SWAYAM and lifelong learning courses of SGBAU University from where the students can earn the credits. In view of this the institute has taken an initiative to join the hands to industries and research institutes by establishing the MOUs. This will help the students to cash the credits in their academic bank.
3. Skill development:	The affiliating university initiated the implementation of learning outcome based curriculum framework for the UG programme which is consistent with the objectives of NEP for fostering quality education. It includes the translation of academic research into innovations for practical use to socio-economical development. Involvement of public and private sector investment in higher education will develop alternative learning modes such as open and distance learning modes. Introduction of the SWAYAM will help students to develop their skills. Our college is offering Course Modules of National Institute of Security Market (NISM), Career oriented programs/Skill courses from commerce related to Banking , Finance , E-commerce, Insurance, Digital Marketing, as well as Computer sciences like Android , Machine Learning , IOT , Data Science etc. are introduced at the UG level which have flexible entry and exit mechanism. The Institute is focusing on the courses that encompass Basic Skill building, Sector-Specific training, Pre- Employment training and allied activities. The institute having number of skill development activities through the established forums in the college like: Maherbanu Academic and Research Club promoting students for research work, Management and Science & Computer forum,

	Entrepreneurship Development Cell, Training and Placement Cell. Under these forums and cell college is conducting various students' centric activities. The institute has designed the students' centric activities like Ankur, Mehar Bazar, CompuManTech, Mehar Talent Hunt, Mehar Varsha, Mehar Rocks, Mehar Parvaz etc. These activities flourish the skills of students. Field work, industrial visit and project work are the very supportive activities for students as per the NEP 2020 for enhancing their skills. The institute regularly organize the seminars, workshops for enhancing the skills of students and the value add certification courses help to the students to sharpen their knowledge. The teaching methodologies apply by the faculty members are focused towards the skills based learning like Role play, Case Studies , live projects, Group discussion etc. which is supportive for enhancing the decision making ,analytical skills and problem solving skills of students. Students have flexibility in choosing individual curriculum from GEOC, skill enhancement modules and value added courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The above verse beautifully says, 'the country that lies to the north of the ocean and to the south of the snowy mountains is called Bharata as there reside the descendants of Bharat'. The National Education Policy 2020, aims to reconfigure the education system of India on the framework of Indian knowledge System. Smt. Maherbanu College of Science and Commerce, Akola frame the strategy to inculcate the Indian Knowledge System in the teaching – learning curriculum by providing the facilities to teach in bilingual languages while teaching in class room so that the students can understand the concepts in easy way. The Institute also promote the Indian Knowledge System by publishing their own magazine " Mehar Parvaz" every year where the teachers and students published their article in regional languages. The institute actively incorporates cultural elements into the curriculum to foster a deeper understanding and appreciation of India's diverse heritage. Cultural events, festivals, and celebrations are integrated into the academic calendar to provide a holistic educational experience. Our faculty members infuse cultural perspectives into their teaching methodologies, ensuring that students connect with

	the subject matter in a way that is culturally relevant and resonant. The GEOC subject "Discovery of Bharat" is introduced to the BBA students to inculcate them with the Indian heritage. The regional and local arts and crafts are promoted through entrepreneurship cell of the college event Mehar Bazar, Exhibition Cum Sale. Every year our institutes organize Mehar Rocks the cultural fest for the students, in which institute promotes the folk art and traditional culture.
5. Focus on Outcome based education (OBE):	Our institution stands as a beacon of academic excellence, and it has been at the forefront of adapting to the transformative changes proposed by the National Education Policy (NEP) 2020. Embracing the paradigm shift in education, the institution is focusing on Outcome-Based Education (OBE) to prepare students for the challenges of the 21st century. The NEP 2020 lays emphasis on outcome-based education to ensure that students not only gain theoretical knowledge but also develop practical skills, critical thinking, and holistic competencies. The policy envisions an education system that promotes creativity, innovation, and problem-solving abilities among students. Our institution's Approach's to Outcome-Based Education: 1. Learning outcomes Framework: The institution has meticulously defined clear and measurable learning outcomes for each program. These outcomes serve as benchmarks to evaluate students' progress and achievement, ensuring a focused and structured learning experience. 2. Skill Development Initiatives: Recognizing the importance of skill development, our institution has integrated various skill enhancement programs into its extracurricular activities. These initiatives go beyond traditional classroom teaching, encompassing workshops, internships, and industry collaborations to nurture practical skills and real-world application of knowledge. As a part of holistic education students will be given internship opportunities with local industries, hospitals and in local business area. 3. Assessment & Evaluation Practices: The College has adopted modern assessment techniques, moving away from rote memorization to assess students' understanding, application, and analytical abilities. Continuous evaluation methods, such as project-based assessments etc. have been introduced to

	provide a more comprehensive assessment of students' overall development. 4. Student Centric Approach's: The institution has adopted a student-centric approach, encouraging active participation, self-directed learning, and fostering a culture of inquiry among students. This approach empowers learners to take ownership of their education and equips them with the necessary skills for lifelong learning. As a part of the this system our institute established the Entrepreneurship Development cell and set an example in the Western Vidarbha region at graduation level and create the success stories during COVID19 also. Our under graduation students are actively participated and selected at district level in "Maharashtra Start-up Innovation competition", "Business Pitching Competition" organized by SGBAU , Amravati University Incubation Centre. During the difficult situation of COVID19, our BCA students has been selected in the renowned software companies like WIPRO, TCS and COGNIZANT and set a unique example. Our institution is steadfastly embracing the principles of Outcome-Based Education as outlined in the NEP 2020. By aligning its curriculum, assessment practices, and teaching methodologies with the overarching goals of the NEP, the institution is not only preparing students for academic success but also nurturing well-rounded individuals equipped to thrive in the dynamic global landscape. Our budding Institute stands as a shining example of an institution that recognizes and actively responds to the evolving needs of education in the 21st century.
6. Distance education/online education:	It is true that NEP 2020 emphasized distance education and online education which expand the access to education and training for employed students. Its flexible schedule reduces the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. The ICT based facilities are created for imparting online education. This compel the institution to encourage teachers to create online add-on and skill based courses. Henceforth, the college has suggested to develop e-content and online teaching material. To cope up with the advanced teaching skills and to understand current online teaching trends, teachers are motivated to participate in advanced pedagogy

training programs. The institute already started working on this concept by promoting the faculties for online courses, workshops, FDP etc. They also encourage to conduct online skill / add-on courses. Some of the faculty member have their own YOU TUBE Channels, and Software's/ Mobile app to justify the changing world of education. College has been registered on NPTEL portal and the students are encouraged for enrolling on the SWAYAM-NPTEL courses from where they can earn credits from renowned HEIs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electrol Literacy Club (ELC) was set up in our institute on 13/02/2022
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?	Yes, Student Co-coordinator & Coordinating faculties are appointed by the institute and the ELC club is functional. Mr. Anil Wankhede (Physical Education) was appointed as a faculty coordinator, Mr. Prashant Tiwari (Non-Teaching) for the functioning of the ELC Club, also students from departments were nominated to the ELC Club. Syed Anas from BBA and Alok Jaiswal from BCA are nominated as student coordinators for ELC Club
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.	Yes, Innovative programs are organized by the ELC by taking meetings at regular Intervals.
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.	All students 18+ as a new –first time voter list is prepared and updated. EVM-VVPAT Machine demonstration program under Collector office was conducted.
5. Extent of students above 18 years who are yet to be	Yes, a list of students above eighteen years who are

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.	yet to be enrolled as voters in electoral are sent to the collector officer for Enrolment.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
594	575	550	429	397

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 24

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	22	26	26

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
43.65	24.40	13.85	36.69	31.08

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution ensures effective curriculum planning and delivery through a well-planned and documented process that includes an academic calendar and the conduct of continuous internal assessment. The details of these elements are as under:

Academic Calendar: The institution prepares and implements an academic calendar that outlines the timeline for activities various academic activities throughout the year based on the guidelines of affiliating university (SGBAU). This includes the start and end dates of each semester or academic session, test and examination schedules, holidays, breaks, and other significant events. The academic calendar provides a structured framework for curriculum planning and ensures the smooth execution of teaching-learning activities.

Curriculum Planning: The institution follows a systematic approach to curriculum planning, our faculty members are nominated on various University bodies, like the Board of Studies, Academic Council and Management Council, and other sub-committees. The faculties are contributing in curriculum planning and designing since last years considering the objectives, outcomes, and requirements of various programs or courses. This involves the implementation of the CBCS System, the Implementation of structured model curriculum schemes, the identification of core subjects, elective subjects for interdisciplinary subject choice, and other additional components such as projects, internships, or practical training. The curriculum planning process may involve the participation of faculty members, subject experts, and stakeholders to ensure the curriculum's relevance, rigor, and alignment with industry needs and academic standards as per the NEP Guidelines.

Continuous Internal Assessment: The institution incorporates continuous internal assessment as part of the curriculum delivery process. This involves regular and ongoing evaluation of student's learning progress throughout the academic year. Continuous assessment methods include class tests, assignments, viva-voce, projects, presentations, class participation, and attendance assessment. The purpose of continuous internal assessment is to provide feedback to students, monitor their learning outcomes, and support their overall academic development.

Documentation: The institution maintains documentation related to the curriculum planning and delivery process. This includes records of curriculum design, syllabi, course outlines, course objectives (CO), assessment criteria, and rubrics. The documentation serves as a reference for faculty members, students, and external stakeholders, ensuring clarity and consistency in curriculum implementation.

By following a well-planned and documented process that includes an academic calendar and continuous

internal assessment, the institution ensures effective curriculum planning and delivery. This approach provides a structured framework for managing academic activities, monitoring student progress, and maintaining quality in teaching and learning practices. It supports the institution's commitment to delivering a comprehensive and meaningful educational experience for its students

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 26

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	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files	
1	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 77.92

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
703	429	322	305	224

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The institution recognizes the importance of integrating crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability in transacting the curriculum. Here's an overview of how these elements are incorporated:

Professional Ethics: The institution emphasizes the integration of professional ethics throughout the curriculum. This involves addressing ethical principles, values, and ethical decision-making frameworks relevant to the respective fields of study. The curriculum include case studies, discussions, and projects that explore ethical issues and promote ethical behaviour and responsibility among students.

Gender Sensitivity: The institution ensures that the curriculum promotes gender sensitivity and addresses gender-related issues. This involves creating a gender-inclusive environment that challenges stereotypes, promotes equality, and fosters respect for diverse gender identities. The institution promotes gender equality within curricular and co-curricular, extracurricular activities like gender equality, and participation in various gender-related activities. Students are sensitized and encouraged to work towards gender equality from a cross-cultural perspective. Counseling services are provided through the teacher-Mentor scheme.

Environment and Sustainability: The institution integrates environmental consciousness and sustainability principles into the curriculum. A compulsory core subject on Environmental studies is included in all Under Graduate programs schemes and syllabus. This involves creating awareness about environmental issues, sustainable practices, and the interdependence between human activities and the environment. Environment awareness camps, seminars, workshops, guest lectures, industry visits, and field visits are organized. Our Institute accords great importance to research in inter-disciplinary areas focused on environmental pollution, agriculture, education, and healthcare.

Human Values: The institution emphasizes the integration of human values in the curriculum. This includes promoting values such as empathy, integrity, social responsibility, and respect for diversity. The

curriculum has some courses in our UG programs specially focused on the development of human values and professional ethics. Our institution believes in the equality of all cultures and traditions as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination. Though the institution has diverse socio-cultural backgrounds and different linguistics, we do not have any intolerance towards cultural, regional, linguistic, communal socio-economic, and other diversities. By integrating crosscutting issues of professional ethics, gender sensitivity, human values, environment, and sustainability, the institution ensures that students are imparted with the knowledge, skills, and attitudes necessary to become responsible professionals and global citizens. This integration not only enriches the curriculum but also promotes a holistic and inclusive education that addresses contemporary societal challenges and fosters sustainable development.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 55.05

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 327

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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](#)
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: 82.42

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
231	206	193	192	167

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[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: 51.3

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
142	116	96	92	67

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
200	200	200	200	200

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by 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](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 24.75

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 experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Yes, our institute adheres various student centric methods to enhance learning experiences of students as our vision is "To strive to become the best knowledge providers in the region by making available state of the art educational facilities to the student community."

We provide many Experimental, Participative and problem solving methodologies

- With the commencement of the session the very first activity conducted in college is the fresher's party named "Ankur", as the name indicate the students are seeds and they have to transform into grown up trees, for that they not only should nurtured with curriculum but with many other, for that purpose they are given current topics in society on which they prepare posters and models.
- The institute every year organize the paper presentation competition named "Compumantech" where BCA, BBA Student's presents, the papers on various topics related to their field which develops the research ability in them.
- Maherbazar is an annual activity conducted in the institution where students are motivated to sale the hand made products food items and many more which improves entrepreneurship skill among the students.
- "Maher Talent Hunt",Apart from academic development ,to explore hidden talent of students every year college organizes various competitions like Extempore,Rangoli,Drawing,Fancydress.Singing,Dancing,Storytelling,Salad decoration, this helps them to develop their overall personality and provides a platform to showcase their skills.
- Various add-on courses are taken for students, so that they get more knowledge on the topics related to their placements in different industries.
- Students are taken for Industrial tours at various companies, so that student will come to know about the practical use of their studies they are doing.
- The institute is having the training and placement cell, that organizes different activities for students like a training program on Personality development, how to crack aptitude tests, Group discussions, Personal interviews. By the efforts of placement every year our students get placed in reputed National and Multinational companies.
- College is having its annual Magzine "Meherparwaz".The different articles, stories, poems and other related materials are invited from students and teachers.
- Throughout the year guest lectures are arranged for students' where students get the beneficial information.
- BCA Students are having projects in their curriculum, students have to prepare projects on real world topics, they have to go to different organizations they have chosen, analyze the information and then prepare final project.
- The institute nurtures critical thinking during regular theory and practical sessions by conducting activities such as student seminars and presentations.
- Every year institute conducts the activity such as Maher-Rocks where students participate in drama, singing, dancing, fashion shows, Sports and similar activities, through which students learn skills like team building, communications kills, presentation, confidence etc.Support structures and systems available
- Well-equipped laboratories with flexible access are provided to students.
- Library facility with access to e-learning resources, e-journals, magazines, university reference books are available.
- College has different committees that support the students in every way.

- Due to the COVID-19 pandemic in the academic years 2019-20 and 2021-22, teaching activities

were shifted to online mode but field visits, study tours, and group activities were prohibited as per government norms.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 98.4

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
25	25	25	25	25

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 14.63

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	3	3

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awaraded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college has transparent and robust evaluation process in terms of frequency and variety. To ensure transparency in internal assessment, internal assessment system is communicated with the students in advance. Principal holds meetings of the faculties and directs them to ensure effective implementation of evaluation process. Unit tests are conducted regularly as per schedule given in academic calendar. Student's performance is communicated to the students. Personal guidance is given to the poor performing students.

- Academic calendar is prepared and discussed with the faculty members before commencement of the regular academic session in the academic meeting. College internal examinations schedule, semester wise commencement of syllabus as well as annual co-curricular activities to be conducted throughout the session. The approach of 'Academic calendar' facilitates faculty members to design the frequency of assessment and the variety of assessment for their respective subjects.
- The sessional examination schedules are prepared before the commencement of session
- Faculty members are also focused to conduct class tests and seminars for their respective subjects.
- The class test papers, sessional exam papers and college internal pre university exam papers are checked shown and discussed with the students.
- A quantitative and qualitative data analysis is prepared and discussed it with the students and their parents during parents - teachers meeting.
- Project seminars for final year students are conducted regularly and their performance is evaluated.
- Subject wise assignments are prepared by students in the assignment book provided by institution, faculties conduct internal subject viva before assignment submission. This mechanism is helpful to assess the writing skills of the students.

At college level, an Exam committee and other teaching and nonteaching staff as members is constituted

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to handle the issues regarding evaluation process. College adheres to guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations.

Internal assessment tests are conducted, time table for which is prepared and communicated in advance. Seating plan and table marking is followed even for internal assessment tests. After evaluation of the internal assessment answer scripts, they are given to the students to check their performance. In case of doubts, clarification is given by the faculty, which enables them to fare better in future.

Transparency is maintained during the internal assessment tests through the adoption the university criteria. To enhance transparency and rapport, students and faculty members are informed about maintenance of transparency in assessment system. Assessment reports are conveyed to students in Parent's teachers meeting so that grievances (if any) can be resolved immediately

During COVID pandemic, all internal assessments such as assignments, seminars, reports, and units tests were conducted using online ICT-enabled tools like Google forms, and Google meet. Most of the student's grievances regarding exam are about absentee due to health or other issues. Such grievance is solved by allowing students for re-exam. Re-examination is conducted for the students who provide prior intimation of absentia.

For semester end examination, evaluation-related grievances of answer scripts, low score etc are intimated to redressal cell of university. On request student can get Xerox copy of answer sheet for revaluation. The revaluation is applied for answer scripts and the re-evaluated marks can be obtained during the announcement of revaluation results of the next semester declared by the university.

The approaches adopted by institution made the internal assessment process more transparent and robust.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

In the interest of student and society Smt. Maherbanu College of Science and Commerce, Akola offers

undergraduate courses in the field of science and Commerce. At the entry level students are informed about Programme outcome and course outcome for all programme offered by institution as clearly stated and displayed on website. After the successful completion of course, overall attainment of the COs is evaluated by the respective department. Overall attainment of the COs is measured directly in terms of performance of the students in internal and semester-end examinations conducted by the university. After the declaration of the university examination results, everydepartmentofthecollegepreparesreportsoftheprogramme-wiseand course-wise result analysis. As per the pre-defined scales, the respective departments evaluate the overall attainment level of the entire COs for each course. Internal assessment and university assessment contribute 20% and 80% to the total attainment of a CO, respectively.

For a given course, if the enrolled students score more than 30% marks in the final examination and internal assessment, the overall attainment level of the COs is said to be LEVEL-1 (lowest level); if, for a given course, the enrolled students score 50- 30% marks in the final examination and internal assessment, the overall attainment level of the COs is said to be LEVEL-2; if, the enrolled students score 50-70%marksinthefinalexaminationandinternalassessment,theoverallattainmentleveloftheCOissaidtobeLEVEL-3; and if, for a given course, the enrolled students score more than 70% marks in the final examination and internal assessment, the overall attainment level of the COs is said to be LEVEL-4(highest level). CO attainment are calculated on the basis of the overall performance of the students in the class-tests, seminars, home-assignments, project assignments and the students' feedback on teaching, learning& evaluation.

Programme attainment is determined based on the intangible attributes such as knowledge, skills, and abilities that students should possess after programme completion. At the end of each program, evaluation of programme attainment is conducted based on the attainments of the COs of all subjects and other key parameters are pass percentage of final year students, merits in the university merit list and student's feedback. Quantitative reports on overall attainment of the COs of all the programmes are collected by the IQAC to prepare attainment reports of corresponding POs. Result analysis of the university examinations and internal assessment are discussed in the Council of Heads, Staff Council and the College Development Committee meetings. As per suggestions received in these meetings, the IQAC initiates required action for the further improvements.

COs-POs attainment survey was carried out among students for Level of Attainment of Courses and Programs offered at the Institution. In this survey, around 60.5% of students rated for a range of 71-51%,27.3% of students rated for a range of 70-90%, whereas 9.5% of students rated for 50-30%, and only 2.8%of students rated for <30%.

All PO's, PSO's and CO's for BCA, BBA are displayed in each Department and also they are uploaded on college website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

During the course of the programme, various measurement methods are used to measure the attainment of outcomes.

The assessment of course outcomes are as follows:

The various assessment tools are:

Direct Assessment:

1) Performance in Term Examinations

2) Performance in Internal Examination

3) Laboratory Practical's evaluation

4) Project Evaluation

5) Feedback from the students

Direct Assessment Tools:

Term Examinations:

This type of assessment is carried out through the term examinations which are held twice a semester. Each and every term examination is carried out attaining the course outcomes.

Term examinations include Descriptive paper writing and It is a metric for evaluating whether all the Course outcomes are attained or not and focus on attainment of course outcomes through descriptive mode.

Laboratory Tests:

Day to day evaluation of student's performance in the laboratories with respect to conduct of various experiments is also taken as criterion for attainment of course outcomes, for practical and assignment submission oral viva is conducted.

Project Evaluation:

Evaluation of the student based on the project work is also taken as an important criterion for attainment

of course outcomes.

Indirect Assessment Tools:

After commencement of course the job opportunities students get.

Opportunities they get for master degree courses.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 70.84

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
99	112	154	81	52

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
164	184	159	97	99

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 1.6

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.90	0.40	00	0.20	0.10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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:

The Mission Statement of the institution is a light-house always beaconing all those involved in the development, **"*to empower the learners by kindling the lamp of knowledge in their heart…*"**

The institution has taken meaningful steps to fulfill its commitment stated in the Mission Statement. The institution has created:

- *'Maherbanu Research Club'*
- *'Entrepreneurship Cell'*
- *'Management Forum'*
- *'Science and Computer Forum'*

Our college has created an ecosystem for innovation and has initiative for creationand transfer of

knowledge through various activities.

- To inculcate research and promote research culture among the faculty members and students and provide them a platform for their promising future. This will enhance them with practical knowledge and make them a confident personality in the Professional world.
- To imbibe our students a habit of stage daring and develop a zest to know more, initially they are asked to speak about their role model (related to their field). Every year our institute involves students from **respective cells and club** and conducts various tasks like –
- *Ankur : Seminar and Poster Presentation-*
- *"Mehar Bazar" an Exhibition-Cum-Sale*
- **'CompuManTech' research paper presentation**.
- Our institution believes in adopting innovative methods for research development. To attain this objective, Maherbanu Research Club under the guidance of faculty Coordinators publishes **the magazine** *"MeharParvaz"* every year.
- *Maher Varsha:* **a two-day seminar/ work shop/ Conference** based on **themes like : AtamNirbhar Bharat, Making in India, Vision 2021, Digital India – Opportunities and Challenges, NEP.**
- **Entrepreneur cell**, **Establishment of Innovation Council in the campus and Research and Incubation Foundation.**
- **NISM (National Institute of Security Market)** – To enhance the skill and capabilities of our students and also to develop a firm foundation for our students, the college is introducing various NISM certification courses along with their regular degree.
- **Ecosystem for Innovations for creation and transformation of knowledge:**

- **"Maherbanu Research and Academic Club":**

The composition of *"Maherbanu Research Club"* is as follows-

-

i.	Principal	1. Dr. SmitaP. Shingrup (Ex-officio Chairman)
ii.	Research Co-ordinator	Dr. S.C. Bhandari
iii.	HODs from B.B.A. and B.C.A	1. Dr. Rakhi J.Malhi, Ms. Avani Kulkarni
iv.	Faculty members-One each from B.B.A., B.C.A.	1. Dr. MayurMalviya , 2. Dr. Yogesh Biyani, Ms. KesarGagnani(Members)
v.	Student-representatives	1. Sabir Sheikh, Gaurav Shamnani

The following are the objectives of the *"Maherbanu Research Club":*

·   To inculcate and promote research culture in the institution.

·   To disseminate knowledge, motivate, guide and monitor research projects.

·   To undertake feasibility studies for industry.

·   To motivate the faculty members to undertake research, present papers and publish articles.

·   To organize training workshops in research, a **few recommendations made by the committee for implementation and their impact for Faculties.** The management reimburses a part of expenses incurred by the faculty members on T.A. /D.A. and delegation fee for attending seminars and conferences, a provision to award a Cash Prize of Rs. 5000/- to the faculty members who are awarded Ph. D., on-duty leave for M.Phil. /Ph.D. viva-voce examination / thesis submission is made.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 68

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	12	04	16	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.63

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	0	09

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.75

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	0	0	0	13

02-02-2024 03:55:57

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

This is a part of moral responsibility of our teachers to motivate each and every student to participate in various extension activities which are regularly conducted in the institution.

• Extension activities of our college focus on community services and awareness drives like Damini Pathak, No Tobacco, Teenage issues, etc. This curriculum extension interface has an educational value.

• Extension and outreach programs are conducted by the forum members and volunteers from different cells like Tree Plantation, Blood donation, Swatch Bharat Abhiyan, Youth awareness program, COVID vaccination camp.

• Ecosystem for innovation has been created by the college under which initiatives are taken for creation and transfer of knowledge through various Extension activities.

• The institution maintains records of different activities conducted and work done by the students.The records of Volunteers, Coordinators and participants are maintained so that teachers can monitor the progress.

• The college organises parent-teacher meet under which faculty members interact with the parents regarding the development of their ward and measures that can be taken to enhance their caliber, capabilities and skills.

• The records of registration are normally maintained at the time these activities.

• The media coverage record of various activities is kept in the institute.

The college promotes institution-neighborhood community network and encourages students for social

consciousness through various initiatives. All the activities are conducted by the college after a thorough analysis of the need for such programmes by the staff and student co-ordinators. The programme is guided and monitored by the staff co-ordinator with the support of student volunteers.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The college's commitment to holistic development and social responsibility through its extension and outreach activities can be witnessed by the involvement of Forum members and volunteers in molding students into responsible citizens reflects a proactive approach to education. The diverse range of initiatives, from participating in Swachha Bharat Abhiyan to engaging with the elderly citizens and mentally challenged, showcases a well-rounded commitment to societal well-being.

The emphasis on recognition through letters and appreciations for extension activities is essential, and the attached awards to teachers and students provide tangible evidence of the impact of these initiatives. The college's involvement in various social causes, including Blood donation camps, Tree Plantation, and awareness campaigns on issues like No Tobacco, Damini Pathak, and Thalassemia, contributes significantly to the students' transformation into future leaders and empathetic citizens.

The empowerment of students to handle emergency situations and natural disasters speaks to the practical skills and resilience they acquire through these programs. The development of social and civic responsibility, coupled with the inculcation of core values, is pivotal in making them self-reliant individuals who can represent the college and university at higher levels.

Participation in residential camps not only reinforces the students' connection with the community but also fosters a healthy rapport. The channelization of youth energy into activities like blood donation and health awareness demonstrates the college's success in instilling a sense of community service and responsibility among its students.

In conclusion, the college's extension and outreach activities are instrumental in shaping well-rounded individuals who not only excel academically but also actively contribute to society. The commitment to recognition, the attachment of awards, and the emphasis on practical engagement showcase a comprehensive approach to education that goes beyond the traditional classroom setting. The positive outcomes, including representation at state and national levels, reflect the success of these programs in preparing students for leadership roles and responsible citizenship.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 49

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	09	08	07	09

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	[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](#)

3.5 Collaboration

3.5.1

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: 25

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	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution has adequate facilities for teaching – learning. Well equipped laboratories, computers and related infrastructural facilities are available in the premises.

Shri. Akola Gujarati Samaj, Akola constructed a state-of-the-art building with the help of a donation of Rs. 2.75 crore from Shri Mansurali Kamruddin. The new building has a constructed area of about 30,000 sq. ft. and is centrally located at Mahatma Gandhi Road, Akola. The college is considered to be one of the best in the region having well equipped laboratories, well stocked library with spacious reading room, computer laboratory with latest computers having L.C.D. monitors and internet connectivity, LCD projector facility etc. Every classroom is fitted with CCTV camera to monitor the classroom activity. Vehicle parking facility is provided in the basement of the college. Electronics Lab, Computer Lab, etc. are fully equipped with latest instruments and computers. There are 75 computers in the Computer Lab.

The infrastructural facilities have been divided into following categories-

1. Instructional Area
2. Administrative Area
3. Amenities Area
4. Multipurpose Utility Area

Lift facility is available for college staff. For *‘Divyangs’*, ramp facility is provided. Western type toilets are provided for them.

Medicare facility and canteen facility is available.

The whole campus is Wi-Fi enabled.

Games and Sports:-

College campus is located on the heart of the city. The institution provides ample facilities to the students to participate in different games & sports at collegiate and university level. Our college teams are performing consistently well in the university games & sports events and bagging prizes. The institution does not have ground facilities for outdoor games & sports. It has a tie-up with other sports clubs who

provide the necessary facilities i.e. MoU

Cultural Activities:

1. The Multi-purpose Utility Area of the institution is used for organizing the cultural events. Every year, the institution organizes a cultural event for the students, named as *"Maher Rocks"*.

ICT Facilities:

Total number of classrooms and seminar halls with ICT facilities having 11 classroom and seminar halls is 4.

LMS:

The institute has provided the Subscription of LMS in the pandemic period for online lectures. The Institute has subscribed the Google Classroom, Google Meet, ZOOM, and YouTube channels.

Other Facilities:-

. Water purifiers and coolers are available.

. Garden with plants of different species.

. Campus protected by CCTV surveillance and 24x7 security guards.

. 5 KVA power generators, 10 KVA UPS.

. Water storage overhead tanks10,000 (capacity=10,000 litres).

. Examination office with PC, Printer, Xerox machine.

. Inverter with battery in each department.

. Parking facility for students and staff in the campus.

. Ladies staff room, Girls room, ladies toilet, gent's toilet, separate boy's toilet.

. Institute has Solar panel and Green audit has been conducted.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* **Response:** 41.84	

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
18.77	7.47	8.03	17.02	11.33

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[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:

Library is the resource nucleus for knowledge and research. Our college library is well stacked with latest text books and reference books. The college also subscribes to many magazines, journals and newspapers. The reading room of the library is spacious and well furnished. The library has been computerized and all process is carried out through computers. Four computers with internet connectivity have been installed in the library.

Name of the Software	Prism library software
Nature of automation	Fully automated
Name of the provider	Prism Computer (developed by prism computer)

Computers available in the library

Sr. No.	Particulars of Work	Number of Computer
1	Library OPAC	04 for students/user
2	Circulation of Book	04 Students/user
3	Library Administrative work	1.0 01 Server
4	Network Resource Centre.	04 (Internet)
	Total PC -	03+01=04

All the work related to library like issue and submission of book is computerized and bar codes are issued to all students and faculty members. The efficient computer software is used in library to access of books. All books are bar-coded.

Modules / Features of Prism-

-
- Barcode scanner , Barcode sticker, Barcode printing , Barcode BT card
- enabled Issue return
- Searching of books- author wise and title wise
- Member entries
- Book entries

Date of purchase of Prism Library Software – 10/07/2014

Highlights of facilities in Library:

The books are arranged according to Dewey decimal classification and arranged in the library in systematic manner.

Journals/ Magazine: The useful referred magazines are arranged separately.

E-Library: The e-Library section is available for students to use e – resources.

News paper section: There is a separate News paper section.

Question Bank: Question papers of Seasonal & University Examination are available for the past 10years for students' reference.

Summary of books, journals, theses and CDs available in library

Books	Total = 2589 Titles : 754 Volumes: 3375
Project Reports:	**163**
Journal	**03**
Periodicals/ Magazines:	**92**
CDs	**290**

The budget provision for college library expenditure has been mentioned separately. The number of students relatively limited as per the prescribed intake capacity by SGBAU university and our institute is at its' budding stage. Due to the developing mode of the institute it is considerable that the library's collection is moderate.

Annual expenditure for purchase of books and journals during the last five years

(INR in Thousands)

2018-19	2019-20	2020-21	2021-22	2022-23
19.9%	55.5%	1.2%	7.5%	4.1%

Purchase books for Library

Year	College	Amount
2018-19	**College Funds**	**13,750=00**
2019-20	**College Funds**	**50,206=00**
2020-21	**College Funds**	**0,1200=00(Covid 19)**
2021-22	**College Funds**	**0,7493=00(Covid 19)**
2022-23	**College Funds**	**0,4115=00**

Magazines

Year	Amount
2018-19	6150=00
2019-20	5300=00
2020-21	--- (Covid 19)
2021-22	--- (Covid 19)
2022-23	---

News Paper

Year	Amount
2018-19	8500/-
2019-20	9346/-
2020-21	839/- (Covid-19)
2021-22	1754/- (Covid-19)
2022-23	3860/-

Open Source Links

. **SWAYAM ONLINE**

. **National Digital Library of India**

File Description	Document
Upload Additional information	[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:

Institution has sufficient IT facilities for including Wi Fi. Two well furnished computer labs with server and printers. High speed internet facility of Rail wire is available for students, faculty members, administrative office, and principal's office and all other

Institution has well developed IT facilities including Wi-Fi. Adequate number of computers with printers, scanners and high speed internet are available in office, laboratories and library. All computers in computer lab and administrative office are in LAN with internet bandwidth speed 1 Gbps. The institution places a strong emphasis on maintaining modern and reliable IT facilities to support the learning and research needs of its students and faculty. Regular updates and upgrades are conducted to ensure that the IT infrastructure remains efficient and up-to-date. The institution's commitment to providing a robust IT environment is reflected in the following aspects:

Computing Equipment:

The institution provides computing equipment such as laptops.

The institute has provided the Subscription of LMS in the pandemic period for online lectures. The Institute has subscribed the Google Meet, ZOOM, and YouTube including live streaming and WhatsApp platforms for online contact hours& for the online training of the students.

There are 75 computers and 09 application software installed at different locations in the institution.

The institute has provided the 132 laptop to the students also.

73 (Desktop)+ 131 (Laptop) = 204 Total

Sr. No.	IT facilities available	Details
1.	Computer Lab I	2 LCD Projector, 49 Computers , 1 servers, 3 printers and internet connection
2.	Computer Lab II	20 Computers, and internet connection
3.	Class rooms and seminar hall	11 class rooms are enabled with LCD projector and seminar hall with projector and screen
4.	Laboratories	All laboratories are enabled with computer facility.
5.	Library	Library is enabled with 4 computers for access of e-resources and 1 library software
6.	Wi-Fi facility	The campus is Wi-Fi enabled.
7.	CCTV Camera	CCTV cameras are installed at each floor and on entrance for security purpose.
8.	Anti virus	Computer labs and all computers utilized by the institution are secured by Anti Virus Quick heal server addition.
9.	Website	Institution has own website. Website provides all the necessary information to everybody. Website

	address- www.smtmaherbanu.edu.in

The institution takes efforts to update and maintain the entire IT infrastructure. The annual maintenance is executed on regular basis and up gradation of computers and its application software's are take place as per the requirement of faculty members.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 2.91

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

Response: 204

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](#)

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 (INR in Lakhs)

Response: 48.19

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
17.01	19.45	3.33	15.02	17.32

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[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: 5.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	31	22	20	20

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	[View Document](#)

5.1.2

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)*
> 4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 78.35

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
475	460	433	300	326

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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 motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[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: 61.62

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
73	98	71	33	30

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
96	112	154	81	52

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 26.84

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
41	8	2	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[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 (award for a team event should be counted as one) during the last five years

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	1	1	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 32.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	36	13	35	37

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Smt. Maherbanu College of Science & Commerce, Akola was started in the year 2009-10. And it has created a niche for itself. Primary objective of the college is to provide education and education related facilities to the children of the Vidarbha region. It has been 11 batches that have been passed out of the college. And hence that is not a big number as college has to strive hard in its early days to make a mark in the education sector, which it has efficiently made now. Our college is the first choice that any student will prefer for BBA and BCA course. And for this college do not incur any advertising expenditure but it is totally done through word of mouth, majorly by our college alumni.

Our College has a very strong alumni base now and they do support the college in various ways enumerated below:

1) Admissions: Admission in our college in past few years is full and we had to apply for additional seats to the University. This is due to the positive word of mouth publicity by our college alumni. Not only this, if any of the family members of the college have been alumnus of our college, it becomes a trend for the further generations to take admission and study at Smt. Maherbanu College of Science and Commerce.

2) Strong presence: We have now a registered Alumni Association and this makes their bonding formally stronger. The Office bearers of the Alumni Association do take care that one of them is present at the college for most of the days adjusting their own work schedules. This is to support the college in whatever possible manner by them and motivating the other alumni to do so as well.

3) Internships and Placements: Many of our Alumni are placed in good Multinational companies, some have their ancestral family business and few dare to go for start-ups. Those who are placed in companies do help to rope in the existing students and those engaged in business or start-ups also support our students by providing practical trainings, internships and final placements.

4) Financial support: As our college alumni, including the oldest, has not yet reached to the peak of their career, we cannot expect much of the financial support from them as of now. But still they do support the needy students directly or indirectly by providing books and other stationaries to the needy students of the college. They have donated two printers and a water filter to the college.

5) Seminars and Workshops: As many as 15-20 alumni conduct seminars and enlighten the existing students with practical knowledge and applications. They have shared all the experiences of their academic and employment journey. This helps the students to understand the ways through which they can get success in their career by understanding the do's and don'ts in their respective career.

File Description	Document
Upload 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:

Vision and Mission:

The college envisions becoming the best knowledge provider in the region and aims to empower learners by instilling knowledge, wisdom, and capabilities to contribute to the country's peace, progress, and prosperity.

Objectives:

The institution focuses on developing creative thinking, decision-making skills, maintaining mental and physical health, planning life meaningfully, instilling a scientific temper, striving for perfection, and promoting discipline and righteousness among students.

Policy and Action Plans:

The principal, as the college leader, conducts meetings with faculty at the beginning of each academic year to plan the academic calendar and form committees for smooth functioning. Action plans for all operations are formulated in college council meetings, and departments and committees prepare their plans aligned with the academic calendar. Regular monitoring and feedback from stakeholders ensure effective implementation.

Interaction with Stakeholders:

The college actively builds healthy relationships with stakeholders, and policy and planning are supported by need analysis, research inputs, and consultations with stakeholders.

Culture of Excellence:

The leadership promotes a culture of excellence through faculty development workshops, guest lectures, and embracing paperless governance. The college website is regularly updated, and communication is streamlined through email and SMS.

Organizational Change:

The institution champions organizational change by procuring and maintaining quality infrastructure, forming partnerships with universities and industries, promoting a cashless society, and encouraging higher education.

Perspective Plan:

The perspective plan for the next five years includes accreditation, research centers, permanent affiliation to SGBAU, center of excellence, and collaborations for higher studies and job placements.

Participation of Teachers:

Faculty members actively participate in implementing plans and quality policies, interact with students through class teachers, and contribute to the development of moral and ethical values.

Decentralization:

The institute has a mechanism for decentralizing authority and providing operational autonomy for decentralized governance.

Role of Principal:

The principal shares decisions with department heads, plans academic activities, creates a conducive learning environment, ensures infrastructure availability, and offers guidance while making policy decisions in consultation with the management.

Role of Faculty:

Faculty members play a key role in implementing plans, interacting with students, and promoting good values through teaching and arranging lectures on moral and ethical values.

Role of Students:

The principal engages with the student council, addresses students at the beginning of the academic year, encourages participation in various activities, and values student feedback. Participative management is promoted through involvement in departmental planning, recruitment, budgeting, and equipment procurement.

Quality Policy:

The institute has a formally stated quality policy developed in consultation with top management, the principal, and heads of departments. The policy is communicated to stakeholders, and efforts are made for its implementation, with regular reviews at the end of each semester.

Smt. Maherbanu College of Science and Commerce is dedicated to providing quality education, fostering a culture of excellence, and preparing students for future challenges through a participative and proactive approach. The institution's vision, mission, and objectives align with a commitment to holistic development and academic excellence.

File Description	Document
Upload 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and

procedures, etc

Response:

Smt. Maherbanu College of Science and Commerce has a comprehensive perspective plan for development, covering various aspects to enhance the overall quality and effectiveness of the institution. The plan includes improvements in academic results, strategies to attract high-performing students, development of infrastructural facilities, establishment of new laboratories, and upgrading existing ones. Additionally, the institution focuses on library enhancement, development of a consultancy cell, organization of extracurricular activities, and encouragement of faculty engagement in courses, paper presentations, and performance incentives. The college is committed to a research-oriented learning process, promoting research activities among both faculty and students. An annual program, COMPUMAN TECH, is designed specifically for students to engage in research and present their papers. The example provided highlights the implementation and effective use of an ICT-enabled Learning Management System (LMS) to facilitate e-learning services, leveraging technology for efficient and wide-ranging knowledge acquisition.

Decision-Making Structure:

The decision-making structure within the institution involves top management consultations with the principal, who then communicates decisions to heads of departments. The decisions, aligned with quality policies and rules and regulations, are cascaded down to faculty and supporting staff through departmental meetings. The decision-making process ensures consideration of stakeholder interests and the overall development of the institute.

Organizational Chart:

The organizational chart for academics and administration depicts the hierarchical structure, illustrating the flow of decisions from top management to various committees, academic bodies, and administrative committees. The structure includes a Principal overseeing administrative and academic committees, ensuring effective governance and decision implementation.

Academic and Administrative Bodies:

The institution has established various committees and bodies to address academic and administrative aspects. These include committees such as the Library Committee, Cultural Association, Placement Cell, Grievances Committee, and more. These bodies meet regularly, making decisions and monitoring their execution. The Principal oversees the functioning and reviews the outcomes in term-end and year-end meetings.

Service Rules and Recruitment:

The institution strictly adheres to service rules according to the norms of Sant Gadgebaba Amravati University and the Government of Maharashtra. The working hours, leaves, and benefits for teaching and non-teaching faculties are in accordance with prescribed standards. Recruitment follows the guidelines of the university and AICTE, with committees evaluating candidates based on interviews and established parameters.

Promotional Policies:

Promotions within the institution align with the norms set by Sant Gadgebaba Amravati University, AICTE, and the Government of Maharashtra. Eligibility for promotion is determined by factors such as qualifications, professional experience, and performance appraisal. Smt. Maherbanu College of Science and Commerce is dedicated to continuous improvement and development. The perspective plan encompasses diverse aspects, from academic enhancements to administrative efficiency. The institution's decision-making process, organizational structure, and adherence to service and promotional rules contribute to its commitment to providing quality education and fostering a conducive learning environment.

File Description	Document
Upload Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

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](#)

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:

Yes, the college has welfare measures for both teaching and non-teaching staff .

List of Welfare measures provided by institute for teaching and non-teaching staff:

1. Faculty members are promoted for self-development programs and higher education.

2. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, medical leave and maternity leave for ladies staff.

3. Employee Provident Fund for teaching and non-teaching staff.

4. in health emergencies we givefirst aid facilities in college and if needed we also give immediate medical assistance.

5. The Institute provides college uniform to non-teaching staff (Security Personal and peons) & Blazers for the teaching staff.

6. Accommodation facility for non-teaching staff.

7. Festival Bonus is provided to all thr Teaching & Non-Teaching staff.

8.Group insurance facility is availed by the both teaching and non-teaching staff.

9.Financial support is provided to teaching staff for attending conference, workshop, and symposium.

10.Medical facilities are provided by college to teaching and non-teaching staff by college. Permission given to faculty members to deliver guest lecture at other institutes and to pursue any

courses.

11) Permission to faculties given to visit industry and higher institutes for gaining knowledge.

12) Women grievance cell to address the issue faced by female.

Performance Appraisal system for Teaching and Non teaching staff

Institution has Performance Appraisal System for teaching and non-teaching staff. Performance appraisal is done annually at the end of each Academic Year.

Teaching staff:

Performance appraisal is divided into three categories

Category-i: teaching, learning and evaluation related activities

Provides information regarding:

Lectures, seminars, tutorials, practical's, project, contact hours under taken by faculty as allocated.

Lectures or other teaching duties performed in excess of defined norms.

Preparation and imparting of knowledge instruction as per curriculum.

Use of participatory and innovative teaching-learning methodologies.

Category- ii: co-curricular, extension and professional development related activities

It includes:

Student related co-curricular extension and field based activities**.**

Contribution to Corporate life and management of the department and institution through participation in academic and administrative committee sand responsibilities Professional Development activities.

Category -iii: research and development

It includes:

Compuman tech: In the COMPUMAN TECH Programmed of the college, students are encouraged to

present research papers. This is the most famous feature of the college, in which students present their research papers on various recent topics. This activity gives in-depth knowledge to the students and increases their presentation skill.

MEHAR PARWAZ is our annual college magazine published by Smt. Maherbanu College of Science and Commerce, Akola. It is created with the help of students and faculties of our Maherbanu Family. Here the students as well as faculties contribute articles, poems, views, Sketches, etc. for the magazine.

Outcome: Performance Based Appraisal System (PBAS) helps in identifying the potential area of faculty and staff. Through this each faculty becomes aware about areas of improvement and accordingly improvement takes place.

Non-Teaching staff:

Institute office maintains the CR (Confidential Report) file in which the Confidential Report of the performance of the non-teaching staff prepared by the Principal is maintained.

File Description	Document
Upload 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: 23.58

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
05	03	04	01	16

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[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 / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 6.9

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	01	04	01	01

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	08	09	09	10

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	[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](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings / objections. Minor errors or omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system. The major sources of institutional receipt/ funding are Fees received from the students. Deficit has been managed by funding from parent trust. Suitable Institutional mechanisms are available to monitor the effective and efficient use of financial resources. We have developed our own internal audit structure to process and monitor effective and efficient use of available financial resources. The annual budget of Revenue Expenditure and Capital Expenditure are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analyzed. Generally, the recurring expenses and the capital expenditures are projected to be within the budgeted resources of the institution. Thereby deficit budgeting is not encouraged. We are working following on time and real time basis under internal control mechanism. Our expenses are monitored, checked and controlled under vertical hierarchy through internal control system of all the day to day transactions. Apart from above we have also appointed external statutory auditors.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The college has established an Internal Quality Assurance Cell (IQAC) to ensure the quality of education aligns with its mission and vision. The institution focuses on providing state-of-the-art facilities, incorporating technology in teaching, organizing seminars, and collecting feedback from various stakeholders. The IQAC ensures academic and administrative quality assurance through discussions, decisions communicated through meetings, and alignment with external quality standards.

Best Practice 1: Employability Enhancement and Entrepreneurship Skills Development

Objective: The practice aims to enhance students' employability by offering soft skill programs, digital language labs, aptitude training, and industry-specific training. The institution maintains relations with corporations, allocates a separate budget for placements, and has a dedicated Training and Placement Officer.

Success: Students have secured placements through organized placement camps. The focus on employability skills aligns with industry demands.

Challenges: The institute faces challenges in enhancing communication and employability skills due to diverse student backgrounds. The Digital Language Lab is implemented to address this issue.

Notes: Regular planning of industry-based training activities is crucial for effective placements, and the purpose of training should align with employability skills needed by companies.

Best Practice 2: Industrial Training (Internships)

Goal: The goal is to provide students with practical work experience, exposure to industry tools, and make them industry-ready. The practice involves students joining relevant companies for internships, enhancing their practical knowledge and skills.

Process: Students express preferences, are selected based on academic achievements, and then selected by the industry. Interns undergo orientation, work on real-time projects, and submit reports. Feedback from both students and industry helps improve the program.

Success: The impact takes time but results in improved confidence levels, evident in practical exams and interviews. The certificate from internships boosts students' confidence and portfolios.

Challenges: The challenge is to shift students from a competitive mindset to integrated learning. To address this, the institute plans to proactively prepare students for internships and bridge any skill/knowledge gaps.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 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](#)
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:

Measures initiated by the Institution for the promotion of gender equity during 2018-19 to 2022-23

Gender discrimination is neither practiced nor encouraged in Smt. Maherbanu College of Science & Commerce, Akola. The institution is very sensitive towards such issues. Equal opportunity is made available to all irrespective of gender. In the matter of admissions, appointments, curricular, co-curricular and extra-curricular activities, constitution of various bodies and committees and all other things, no discrimination, whatsoever, is practiced.

The institution has constituted Grievances Redressal Cell for the students as well as the staff members. Members of both genders are on the committee.

The whole premise is under CCTV surveillance to keep discipline under control. Security guards are provided for 24 hours to ensure the security and safety of person and property.

Various gender equity promotion programs are organized by the institution. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counseling

1. **Safety and security:**

Institute has an enormous responsibility to strengthen the safety. Institute has CCTV surveillance system to keep watch over the diverse assortment of facilities. We have installed CCTVs on all the floors including Staff Room, library, exam section, corridors, seminar halls and classrooms. A system of properly installed security cameras ensures the safety of students, faculty and facilities in the institute. The use of CCTVs in the institution helps to keep the students in check and under control. The campus provides the facility of security guards to deal with hazards related to safety and security.

2. Counselling:

The Grievances Redressal Cell is constituted to not only resolve the grievances but also to take adequate measures to prevent their emergence. Prevention is better than cure. Therefore, the Cell also functions as a counselling body to educate the students and the staff about citizen's fundamental rights and duties.

Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals

Activities are organized on National Festivals and Birth Anniversaries by the Institution such as Independence Day, Republic Day and Gandhi Jayanti.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

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](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional 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](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Smt. Maherbanu College of science & Commerce, Akola is dedicated to fostering an inclusive environment that promotes tolerance, harmony, and respect for diversity among students and employees.

The following are some of the key initiatives undertaken by the institution to create an inclusive environment and sensitize individuals to their constitutional obligations, values, rights, duties, and responsibilities as citizens:

- The institution celebrates and embraces cultural, regional, and linguistic diversity. It organizes cultural events, participation in Youth festivals, and exhibitions that showcase the rich heritage and traditions of various communities. These activities provide a platform for students and employees to appreciate different cultures, languages, and traditions, fostering a sense of unity and understanding. With great enthusiasm, the national festivals and birth anniversaries of great Indian personalities like Mahatma Gandhi are celebrated every year.
- **Communal Harmony and Socioeconomic Inclusion:** Smt. Maherbanu College of science & Commerce, Akola actively promotes communal harmony and social inclusiveness. It encourages students and employees to interact and collaborate across different religious, ethnic, and socioeconomic backgrounds.
- **Sensitization Programs:** The institution conducts sensitization programs to raise awareness

among students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens. Our institute organizes various programs for the promotion of Constitutional values, rights, duties, and responsibilities of citizens, which are aimed to familiarize with Fundamental Duties and Rights. Smt. Maherbanu College of science & Commerce, Akola celebrates Independence Day and Republic Day with full enthusiasm every year. The day marks the importance of freedom and independence, on this day, a Flag hoisting ceremony is organized followed by a recitation of the National Anthem.

- **Citizenship and Civic Engagement:** The institution encourages students and employees to actively engage in citizenship and civic activities. It promotes volunteerism, community service, and social outreach programs to instill a sense of social responsibility and active participation in community development. These initiatives help students and employees understand their roles as responsible citizens and contribute to the betterment of society. Our Institute organizes several programs that are aimed at the promotion of various constitutional rights, duties, and responsibilities of citizens.

Through these efforts and initiatives, the institution creates an inclusive environment that fosters tolerance, harmony, and respect for diversity. It sensitizes students and employees to their constitutional obligations, values, rights, duties, and responsibilities, nurturing a strong sense of citizenship and promoting a culture of mutual respect, empathy, and social responsibility.

File Description	Document
Upload Additional information	[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:

The best practices in the institution have been promoted in full gusto.. Smt. Maherbanu College of Science & Commerce, Akola plays a crucial role in shaping well-rounded individuals equipped with the skills, knowledge, and values needed for success in both personal and professional spheres. To facilitate this holistic growth, certain best practices have emerged in the realm of student development.

Best Practice 1

1. Title of the Practice

2. Objective of the Practice

The main objective of the institution is to transform the students into responsible citizens through the committed pattern of instructions based on carefully prepared and well-designed curricular aspects. The college has been facilitating young adult learners with opportunities to hone their ethics and leadership potential.

The main aim of the institute is to:

1. Focus on skill development in students along with academic progress.

2. Give focused training through EDC to the students to increase the employability and entrepreneurship, which results into good placement and startups.

3. The Context

It is a dynamic world where the nature of technology and industry changes rapidly with new innovations and requirements. It's a linked, complex world where economies, demographics, markets, culture, thoughts, innovations, entrepreneurship are inter-dependent. In the dynamic

landscape of education, the development of students goes beyond traditional academic pursuits. By embracing *'Entrepreneurship Skills Development and Employability Enhancement' ,* the college strives to create an environment where students not only excel academically but also mature into well-rounded individuals prepared for the challenges and opportunities that await them beyond the classroom.

4. The Practice

The changing needs of the time are the basis while building a rich corpus of talent. Hence, the main objective of the institute is to transform the students into good citizens through well prepared socially committed patterns of instruction. The college aspires to have a transformational impact on students through comprehensive education by inculcating qualities of competence, confidence and excellence. To avail the opportunities of Entrepreneurial Success, College has taken many efforts. Students receive assistance in idea generation, business model development, and feasibility analysis from Entrepreneurship Development Cell. It also provides them the access to workspace, infrastructure, and technical resources. Apart from the theoretical knowledge, students get networking opportunities and exposure to industry experts and investors.

5. Evidence of Success

The purpose of education is not only the acquisition of knowledge, but also to create competencies in the students to make them competent to stand on their own feet & earn decent livelihood.

'Entrepreneurship Skills Development and Employability Enhancement' offers numerous advantages, contributing positively to individuals, communities, and economies.

6. Problems Encountered and Resources Required

The Institute has the maximum input from different culture and rural areas. The main problem faced is to enhance the communication and other employability skills. The need to enhance the employability skills is taken as the most important priority of Institute which is very important for successful career of students.

7. Notes

Regular planning of Entrepreneurship oriented activities is important for effective startups and business development. The purpose of this practice can be fulfilled completely through the combined efforts of college and students.

Best Practice 2

1. **Title of the Practice**

': A step towards preparing industry-ready human resource.

1. **Objective of the Practice**

- To provide students with exposure to a professional setting
- To expose students to contemporary tools and technologies of engineering
- To make them industry-ready and employable
- To focus on tailoring education to individual student needs, interests, and learning styles.

1. **The Context**

The Institute is affiliated to Sant Gadge Baba Amravati University, Amravati (SGBAU) and hence follows its curriculum and academic structure.*Student Centric Learning Approach* is a powerful tool to enhance the practical learning experience of students beyond the theoretical academic structure of the curriculum.

It exposes students to knowledge of technology/tools, best practices, project management, leadership, planning, execution, product delivery and soft skills such as verbal presentations and written communication, time management, professional ethics etc. There is a paradigm shift in the thinking

pattern of the students as they learn to look at technology & management as a means of product development by applying scientific knowledge instead of only purely academic pursuit for getting marks. They dream of becoming professional, practicing graduates instead of mere degree holders.

1. **The Practice**

Student Centric Learning Approach provides the students many helpful tools like Personalized Learning Experiences, Enhanced Engagement and Motivation, Improved Understanding and Retention, Development of Critical Thinking Skills, Encouragement of Self-Directed Learning, Inclusivity and Diversity, Preparation for Real-world Situations, Higher Satisfaction and Success Rates, Positive Learning Culture and Lifelong Learning Skills.

5. Evidence of Success

The impact of this practice takes a lot of time to show visible results. But we have noticed that the confidence level of students improves considerably which is reflected in

Students actively engage in field-based activities, encouraging a dynamic learning environment that goes beyond traditional classroom settings. Activities like Role Play help students to enhance current teaching strategies, provide real world scenarios to help them to learn, also provides opportunities for critical observation of peers. By utilizing the opportunities like Industrial Visits, students can test their interest, understand theoretical approach and develop skills in latest technology. This approach provides Enhanced Engagement and Motivation to the students.

6. Problems Encountered and Resources Required

So far there has been great co-ordination amongst our college & the students. But a problem has been encountered during this practice. It is to replace the competitive mindset of students with ideals of integrated learning & initiate them upon a path which will make them better human beings rather than only successful ones. To overcome this issue, the institute would take the proactive step of preparing the students for job opportunities or ventures.

7. Notes

The adoption of a student-centric learning approach represents a transformative shift in education, placing students at the center of their learning journey. By emphasizing collaboration, critical thinking, and self-directed learning, student-centric approaches prepare learners for the complexities of the modern world.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

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:

Teaching is all about Innovation. The college has been scaling new heights ever since its inception. These innovations are in academics, administration and other levels of the college working, which have created a positive impact on the functioning of institute.

'EARN AND LEARN'

SEED FUNDING FOR YOUNG ENTREPRENEURS

Teaching is all about Innovation. The college has been scaling new heights ever since its inception. These innovations are in academics, administration and other levels of the college working, which have created a positive impact on the functioning of institute. The Area Distinctive to the vision, priority and thrust of the college is 'Earn and Learn'.

Benefits of Earn & Learn approach include:

1. **Hands-on Experience**: Students gain practical skills and industry knowledge, applying classroom learning in real-world settings.
2. **Networking Opportunities:** Exposure to professionals and organizations allows students to build valuable connections for future employment.
3. **Financial Support:** Earning income can help offset educational expenses, reducing the financial burden on students and their families.
4. **Career Readiness:** Acquiring work experience enhances students' employability, making them more competitive in the job market upon graduation.
5. **Clarifying Career Goals:** Exposure to different work environments helps students clarify their career interests and goals.

'Earn and Learn' approach combines the concept of earning income while studying with opportunities to receive seed funding for entrepreneurial ventures or projects. It empowers students to work on their startup ideas or innovative projects while pursuing their education.

Here's how such an approach works:

- **Entrepreneurial Opportunities:** Students with innovative business ideas or projects can apply for seed funding.
- **Project or Venture Development:** Accepted students receive seed funding to kickstart their entrepreneurial endeavors. This could include funding for prototype development, market research, initial production, or business operations.
- **Educational Support:** Alongside funding, students receive educational support, guidance and resources from the institution's Entrepreneurship Development Cell or faculty members. This includes workshops, guidance on business planning, networking opportunities, and access to industry experts.
- **Work-Study Hybrid:** Students can work on their ventures part-time, in coordination with their academic schedule, allowing them to earn income through the seed funding provided.
- **Accountability and Milestones:** Students are often required to meet specific milestones or goals outlined in their project proposal to ensure progress and accountability for the seed funding received.
- **Continued Support and Scaling:** Successful projects may receive additional support, connections to investors, or guidance on scaling their ventures beyond the initial seed funding phase.

It blends the principles of entrepreneurial learning, experiential education, and financial support, enabling students to earn while developing their entrepreneurial skills and turning their ideas into viable businesses or projects. They encourage innovation, creativity, and real-world application of knowledge gained during their academic journey.

The main objective of the 'Earn and Learn' is to develop a student as a multifaceted personality with academic excellence and a commitment to an egalitarian society. India lives in her villages and to bridge the gap between rural Bharat and urban India, this proves beneficial in inculcating the idea that no work is big or small and develops a work culture with the right aptitude.

Evidence of Success:

Smt. Maherbanu College of Science & Commerce, Akola has many students that have proved to be a tool in shaping the society into a vibrant, constructive force. The college feels immensely proud in highlighting success stories of startups or ventures that have benefited our students through the EDC's support.

The Seed Funding approach left a lasting legacy. Successful ventures, now thriving businesses, contributed to the reputation of the college as a catalyst for innovation. It continued to support subsequent cohorts of student entrepreneurs, perpetuating a cycle of innovation, growth, and impact.

Some of the success stories of our students are enlisted:

1. 'Navigating Business Horizons': Entrepreneurial Triumph of Mr. Aadil Mulla

2. 'NM TRADERS: Empowering Renewable Energy', Mr. Himanshu Biyani

3. 'Growing Success': A Student's Journey in Organic Farming and Agri-Business

Success story of Mr. Pavan Padmane

4. 'Empowering Dreams': Software Development Success Story of Mr. Saurabh Marshettiwar

5. 'Transformation of a Budding Entrepreneur into Financial Independent Businessman', Success journey of Mr. Harsh Chawla

These success stories illustrate how participating in Earn-and-Learn programs can provide students with valuable practical experience, financial support, and industry exposure, laying the groundwork for their success in both their academic and professional endeavors.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In the year 1967, some prominent visionaries from the Akola's gujarati community came together and decided to form a trust to propagate education and also to preserve and foster gujarati tradition and culture. As a result, Shri Akola Gujarati Samaj was constituted and duly registered. One of the objectives of the trust is *"to maintain and develop the culture and heritage of gujarati speaking people irrespective of caste, creed and religion; in harmony with other communities of different vernaculars"*. The trust is secular in nature in the sense that any gujarati speaking person can be enrolled as its member. Therefore, gujarati speaking people from various strata and cross section of the society viz., jain, vaishnav, kachhi, memon and other communities are its members. The Samaj has recently completed 50 years of its existence and celebrated the Golden Jubilee in the year 2017. The Samaj fosters gujarati culture by celebrating the *Navratra Garba Utsav* every year, which is a treat for the Akola people. It also arranges various programmes based on gujarati culture like folk dances and music, plays and dramas etc. It also maintains and manages a Recreational Centre for the senior citizens of gujarati samaj who can pass their leisure time by reading newspapers and books, watching TV and playing indoor games like chess and carom. The Samaj did not restrict its activities to the social and cultural field alone but also took initiative in setting up educational institutions. The Samaj is not a minority body and its activities are aimed at towards the welfare of the entire society. At present, the Samaj runs several schools, a junior college and a senior college of good repute at Akola which are setting up a new benchmark in the field of education.

The munificence of one of the life members of the trust, Mansur Ali, who is originally a resident of Akola and now settled in the U. S., in the form of a donation of about Rs. 3 crore enabled the Samaj to construct a state-of-the-art building in the heart of the city, where Smt. Maherbanu College of Science & Commerce is situated. Akola is located in the western part of Vidarbha region in the state of Maharashtra. This region is predominantly economically backward and poverty ridden. It is industrially an under-developed region with no major industries. It is mainly an agricultural area with farmers having uneconomic small holdings. Very often cases of poverty ridden and indebted farmers' suicides are reported in the press. It took courage on the part of the management to start an institution of higher learning and that too on 'permanent no-grant basis' in Akola, having professional courses viz.,Bachelor of Business Administration (B.B.A.), and Bachelor of Computer Application (B.C.A.).

Concluding Remarks :

It is a matter of great pleasure to place the Self Study Report of Smt. Maherbanu College of Science & Commerce, Akola, managed by Shri Akola Gujarati Samaj, Akola in the hands of National Assessment & Accreditation Council, Banglore for the first cycle of assessment and accreditation. The institution is recognised by the Government of Maharashtra and affiliated to Sant Gadge Baba Amravati University, Amravati. Shri Akola Gujarati Samaj, Akola is a registered charitable and educational trust under the Bombay Public Trust Act, 1950 and the Societies' Registration Act, 1860. The registration number of the trust is F/446/AKL.

The institution is in an infant stage and is a small unit having one section each of B.B.A. and B.C.A., The permitted in-take capacity in the first year of B.B.A. and B.C.A. is 120 students each. Thus the total in-take capacity permitted by the government and the university is 220 students in the first year. The institution is desirous of expanding its activities by launching new courses and increasing the in-take capacity. The

institution is presenting itself for assessment and accreditation by NAAC so that it can undertake developmental activities.