



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

VASANTRAO NAIK GOVERNMENT INSTITUTE OF ARTS AND SOCIAL SCIENCES

**RESERVE BANK OF INDIA SQUARE, (SAMVIDHAAN CHOWK), CIVIL LINES
440001**

vngiassnagpur.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vasantrao Naik Government Institute of Arts and Social Sciences, Nagpur, imparts education in traditional programs but has yet to keep pace with the changing scenario. The dominance of the internet and other online technologies has left little scope for a theoretical approach to learning. So, introducing humanities students to this rapidly changing world, making them aware of technological advances, and making them a part of it through its available resources has been focused on in this institute for the last few years. But this has in no way diminished the importance of languages and social sciences taught here. Along with understanding the basics of new technologies, a good lesson in making a responsible citizen is an utmost need of the hour. The Institute also aims to foster social justice and equality among the students through studies. Here, an effort is taken to convey to students how people have tried to make moral, spiritual, and intellectual sense of the world. For this, the social sciences subjects have a significant role to play. Through the study of language, students build skills in critical writing, reading, and thinking. No stone is left unturned to create informed and critical citizens who play a significant role in flourishing democracy.

Currently, 880 and 736 students are taking education courses in undergraduate and postgraduate programs, respectively. The Institute has thirteen departments that provide doctoral programs in English, Marathi, Urdu, Arabic, Persian, Sanskrit, philosophy, economics, history, political science, geography, music, and home economics. The Institute provides flexibility in the choice of subjects for the students obtaining admission to the Undergraduate program. Other than the thirteen subjects mentioned in postgraduate programs, Hindi, Pali and Prakrit, sociology, psychology, ancient Indian history archaeology and culture are the five subjects available at the undergraduate level from which the students can choose.

Vision

One Heart, One Mind; To Lead from Darkness to Light

To develop students for nation-building through affordable education.

To create socially responsible and skilled individuals capable of creating their resources.

To develop an autonomous educational and research institute

To create a social and cultural centre of excellence.

Mission

To impart quality education to the masses of rural and semi-urban populations and achieve individual and social excellence.

To provide maximum amenities to the students to maximize capacity building.

To move towards providing better opportunities for technological and ICT proficiency.

Guiding students in the areas of creating job opportunities and self-employment

To produce mentally and physically resilient and professionally skilled individuals

Promoting a research attitude and creating a scientific temperament resulting in an intellectual society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths Report

Vasantrao Naik Government Institute for Arts and Social Sciences (VNGIASS) stands out for its comprehensive strengths across infrastructure, academic quality, and student support, creating a thriving environment for higher learning and research.

Infrastructure and Location

VNGIASS benefits from a centrally located, residential campus, offering students convenient access while ensuring a safe and secure environment. Updated laboratories and state-of-the-art facilities support practical learning and research, complementing the academic curriculum.

Academic Excellence

The institute boasts a qualified, experienced, and dedicated teaching faculty with a strong retention rate. Faculty members actively participate in curriculum design and development through the Board of Studies of the affiliating university, ensuring that the curriculum remains relevant and meets academic standards. Additionally, the use of ICT in teaching and learning further enhances the educational experience, promoting innovative and interactive methods of instruction.

Student-Centric Approach

VNGIASS emphasizes a student-centric approach, providing a supportive environment that prioritizes students' academic and personal growth. The active involvement of departmental associations enriches students' educational experience through co-curricular activities and hands-on learning opportunities.

Research and Higher Learning

The institute is committed to fostering an environment conducive to research and advanced studies. With access to updated laboratories and resources, students are encouraged to pursue research, furthering their expertise and understanding in their respective fields.

Alumni Engagement and Administrative Transparency

VNGIASS enjoys strong alumni engagement, with alumni contributing to both institutional growth and student support through mentorship and sponsorship of various programs. This robust alumni network not only benefits students but also strengthens the institute's reputation. Additionally, VNGIASS maintains a transparent administrative and management system, ensuring efficient governance and accountability in institutional processes.

Conclusion

In summary, VNGIASS's well-rounded strengths in infrastructure, academic quality, student support, research facilities, and alumni involvement create a solid foundation for delivering quality education and preparing students for future challenges.

Institutional Weakness

Institutional Weaknesses Report

Vasantrao Naik Government Institute for Arts and Social Sciences (VNGIASS) faces several challenges that, if addressed, could further enhance its institutional effectiveness and academic offerings.

Staffing Gaps

The institute currently experiences an insufficient number of non-teaching staff, particularly within laboratories, which impacts the efficiency of lab management and technical support for students and faculty. Additionally, there are several vacant full-time faculty positions, which puts added pressure on existing staff and may limit the range of courses and mentorship available to students.

Research Limitations

There is a low volume of active research projects, limiting opportunities for faculty and students to engage in innovative studies and publish significant findings. This shortfall impacts the institute's research output and its standing in the academic community, making it challenging to attract research funding or recognition for research excellence.

Limited Industry Collaboration

VNGIASS has a limited number of collaborations and interactions with industries, which restricts practical exposure for students and the development of industry-relevant skills. Strengthening industry-institute interaction could provide students with internship opportunities, skill-building workshops, and real-world insights, all of which are essential for aligning academic learning with professional requirements.

Fewer Memorandums of Understanding (MoUs)

The institute has a limited number of Memorandums of Understanding (MoUs) with other institutions and organizations, restricting collaborative research, faculty exchange, and student exchange opportunities. Expanding MoUs could facilitate academic enrichment, broaden research collaborations, and open up further learning pathways for students and staff.

Conclusion

In conclusion, addressing these challenges—particularly in staffing, research projects, industry collaboration, and partnerships—would enable VNGIASS to strengthen its academic and research environment, improve student preparedness for the job market, and enhance its reputation within the academic and professional communities.

Institutional Opportunity

Institutional Opportunity Report

The institution currently stands at a pivotal point to expand its influence, relevance, and operational capacity by leveraging three key opportunities: community-focused educational programs, increased fundraising efforts, and the adoption of online content delivery.

1. Expanding Educational and Research Programs

There is a unique opportunity to expand and adapt our educational and research offerings to meet the needs of the local community. By aligning programs with community requirements, the institution can increase its relevance, creating impactful pathways for students while fostering a collaborative environment with local industries and stakeholders. Such tailored programs can lead to innovative research solutions and enhanced career opportunities for graduates within their community.

2. Increasing Fundraising Efforts

A structured approach to fundraising, particularly through alumni and supportive community members, has significant potential to enhance the institution's financial resources. Engaging alumni networks and other stakeholders will not only help build a robust financial base but also strengthen ties with those who have a vested interest in the institution's success. This support can be directed towards scholarships, infrastructure development, and other crucial areas, ultimately enriching the student experience.

3. Online Syllabus Delivery

The institution's ability to deliver syllabus content online presents an excellent opportunity to reach a broader audience, offering more flexible and accessible learning options. Adopting online platforms can accommodate a diverse range of students, including those who may not have the ability to attend in person. This approach could serve as an alternative model of education, providing an adaptable framework that meets the demands of modern students and helps future-proof the institution against potential disruptions.

In conclusion, focusing on these institutional opportunities — expanding educational offerings, boosting fundraising efforts, and enhancing online delivery — can strengthen the institution's role in the community, secure additional funding sources, and increase access to education. By addressing these areas, the institution can ensure sustainable growth, heightened community impact, and greater resilience in an evolving educational landscape.

Institutional Challenge

Institutional Challenge Report

The institution is currently facing significant challenges that impact its academic operations and long-term stability, primarily due to funding constraints and issues related to staff turnover from transferable jobs.

1. Funding Constraints for Academic Activities

One of the primary challenges is the limitation of funds allocated to academic activities, which restricts the institution's ability to support faculty, improve infrastructure, and provide resources essential for a high-quality education. This financial limitation affects research opportunities, the availability of modern facilities, and the development of student-centered programs. Without adequate funding, it becomes increasingly difficult to offer competitive educational experiences that meet both student expectations and community needs.

2. Impact of Transferable Jobs

Frequent staff turnover due to transferable job positions within the institution presents another challenge. High turnover disrupts the continuity of academic programs, affects student learning experiences, and places an additional strain on remaining staff. These frequent transitions create a less stable working environment, hindering the institution's capacity to attract and retain skilled faculty. Consequently, it can negatively impact program quality and institutional reputation over time.

In addressing these challenges, securing additional funding sources and exploring options for retaining faculty longer-term will be essential. Proactively addressing these issues can help create a more stable, well-supported academic environment that enhances both faculty and student experiences.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Compliance with the Academic Calendar is essential for the smooth functioning of any educational institution and VNGIASS adheres to its Academic Calendar. The Academic Calendar acts as a blueprint for the entire academic year, outlining key dates for semesters, exams, holidays, and other significant events. Adherence to this calendar ensures that all academic activities are conducted systematically and on time. It also allows students and faculty to plan their schedules efficiently, thereby minimizing disruptions and maximizing productivity.

Significant Aspects of the Academic Calendar

The Academic Calendar is meticulously designed to accommodate various academic and extracurricular activities. It includes the start and end dates for semesters, examination schedules, dates for internal assessments, holidays, and important deadlines for project submissions. Additionally, it also outlines dates for guest lectures, workshops, and other enrichment activities, ensuring a balanced approach to both curricular and co-curricular development.

Curriculum Planning and Delivery

Curriculum planning is a critical aspect of academic administration. It involves designing the syllabus, scheduling lectures, and determining the methodology for delivering the content. Faculty members play a crucial role in this process by integrating the latest developments in their respective fields into the curriculum. The delivery of the curriculum is executed through a combination of lectures, practical sessions, seminars, and projects, ensuring that students gain a comprehensive understanding of the subject matter. The inclusion of guest lectures by experts and workshops adds value by providing students with insights into real-world applications of theoretical concepts.

Monitoring of Attendance and Teaching-Learning Process

Attendance monitoring is an integral part of ensuring that students are engaged and participating in the academic process. Regular monitoring of attendance helps in identifying students who may be at risk of falling behind and enables timely intervention. The teaching-learning process is continuously monitored through various mechanisms, including classroom observations, student feedback, and peer reviews. This ensures that the teaching methods employed are effective and cater to the diverse learning needs of students.

Teaching-learning and Evaluation

Introduction

In today's evolving educational landscape, it's essential for educators to keep up with new teaching methodologies and tools to enhance student learning. Continuous professional development through orientation and refresher courses equips teachers with the latest strategies and knowledge.

Experiential Learning: Bridging Theory and Practice

Experiential learning is vital in modern education, emphasizing learning through experience. Our institution offers research projects that promote critical thinking and independent inquiry. Guest lectures from industry experts provide real-world insights, while quiz competitions challenge students to apply their knowledge in a stimulating environment. We also utilize Open Educational Resources (OER) from sources like CEC and NPTEL, which, alongside our Central Library's resources, enrich students' understanding of complex subjects.

Participative Learning: Fostering Collaboration and Critical Thinking

Participative learning methods are crucial for an interactive environment. Our strategies include group discussions and student-led seminars, which encourage collaboration and idea-sharing. Community-oriented activities, such as blood donation camps and awareness programs, contribute to students' holistic development and instill social responsibility. The integration of technology through platforms like Moodle and Zoom further enhances learning and presentation skills.

Problem-Solving Methodologies: Real-World Applications

Problem-solving methodologies help students apply theoretical knowledge to real situations. Assignments focused on professional values and community health encourage critical thinking and practical solutions. This approach ensures students are well-equipped to navigate real-world complexities.

Assessment and Grievance Redressal

A transparent evaluation process is critical for maintaining credibility. Our examination committee oversees assessments like unit tests and semester exams, ensuring fairness. Internal assessments follow syllabus guidelines, while feedback helps students identify strengths and areas for improvement. Our grievance redressal system effectively addresses student concerns regarding marks and exam processes.

Conclusion

In conclusion, our institution's focus on experiential, participative, and problem-solving methodologies, along with a robust assessment framework, fosters a holistic educational experience. These strategies prepare students for academic success and personal growth, ensuring they are well-equipped for future challenges.

Research, Innovations and Extension

VNGIASS Community Service and NSS Recognition

The Vasant Rao Naik Government Institute for Arts and Social Sciences (VNGIASS) has been widely acknowledged for its impactful community service through the National Service Scheme (NSS). The NSS unit has received appreciation certificates from village Gram Panchayats for their meaningful contributions in various villages during their camps, including health camps, environmental conservation, and literacy drives. These recognitions on Gram Panchayat letterhead highlight VNGIASS's dedication to fostering social responsibility among students.

NSS and Institutional Accolades

VNGIASS has earned awards from government bodies for its exemplary NSS activities, including the prestigious National Service Scheme (NSS) Award from the Ministry of Youth Affairs and Sports, India. The award acknowledged the institute's leadership in organizing community-oriented initiatives, such as health camps and literacy drives, which enhance civic responsibility and volunteerism among students.

Environmental and Social Impact Initiatives

Environmental sustainability is a focus of VNGIASS's outreach, evident in its tree plantation drives and cleanliness campaigns. The Clean and Green Campaign has mobilized students and faculty to work with locals on waste management and increasing green cover. Additionally, literacy and social awareness campaigns target adults and children, offering basic education and addressing social issues like gender equality and child rights, fostering community welfare and student empathy.

Support for Innovation and Intellectual Property

VNGIASS encourages creativity and intellectual property awareness through its IPR Cell, providing workshops on patent filing and innovation protection. The Incubation Centre aids students and faculty in developing and testing innovations that bridge traditional and modern knowledge, promoting sustainable solutions.

Student Development and Community Impact

Through these extension activities, VNGIASS students gain practical experience, leadership skills, and a strong sense of civic responsibility. The initiatives also yield lasting benefits for the community, including improved health outcomes, literacy, and environmental practices. These community-driven programs not only prepare students as responsible citizens but also create sustainable improvements in the local area.

In summary, VNGIASS's dedication to social service and education innovation has enriched both the community and student lives, reinforcing its role as a model for holistic education and community development.

Infrastructure and Learning Resources

Institutional Infrastructure and Physical Facilities

Our institution offers extensive infrastructure and modern facilities that enhance curriculum delivery and support students' holistic development. Key highlights include state-of-the-art classrooms, including a Virtual Classroom, equipped with Interactive Boards and Smart Boards, creating a dynamic, engaging learning environment. The campus is fully Wi-Fi enabled, supporting research, online learning, and digital resource access, ensuring connectivity beyond regular hours for events such as workshops and skill programs.

Library and Learning Resources

The Central Library is a hub of academic activity, with a spacious Stacking Room containing an extensive collection of books, journals, and periodicals. Fully automated through the Integrated Library Management System (ILMS) and equipped with Online Public Access Catalog (OPAC), the library allows efficient book searches, issues, and returns. The library's reprographic facility and Book Bank support student access to essential materials, while departmental mini-libraries and question banks enhance resource availability specific to each discipline.

IT Infrastructure and Security

Our IT facilities span the entire campus, covering administrative offices, classrooms, labs, and hostels, with a

reliable, high-speed Wi-Fi network regularly upgraded to meet academic demands. Recent upgrades have enhanced network coverage and included high-definition CCTV surveillance to ensure campus safety. The UGC Network Resource Centre further supports digital academic needs with modern computers and audiovisual aids.

Sports and Physical Well-being

The institution values physical development, providing comprehensive sports facilities that encourage student participation in various physical activities, supporting a balanced lifestyle.

Conclusion

Through well-maintained and advanced infrastructure, our institution supports effective curriculum delivery, fostering both academic excellence and personal growth. With a focus on continually updating IT facilities, library resources, and security, the institution provides a secure, technology-forward environment conducive to learning and community engagement.

Student Support and Progression

Alumni play a crucial role in the growth of Vasant Rao Naik Government Institute for Arts and Social Sciences (VNGIASS). Over the years, a strong alumni network has developed, providing essential support through sponsorships, mentorship, and donations that contribute significantly to the institute's progress.

Donations and Sponsorships

Alumni support goes beyond financial contributions, extending to donations of books, journals, and technical equipment like computers and projectors, which enhance the educational quality at VNGIASS. Alumni sponsorships also fund guest lectures, seminars, workshops, and conferences, enriching the academic environment and providing valuable networking opportunities for students. Additionally, alumni-sponsored internships and job placements offer students practical experience, connecting them to top organizations and boosting their career readiness.

Mentorship and Networking

VNGIASS alumni support students through mentorship and networking, returning to the institute to share career insights, industry expectations, and professional advice. These interactions help students navigate their career paths with greater confidence. The alumni network also fosters a collaborative platform for current students and graduates to connect and support one another professionally.

Conclusion

The dedication of VNGIASS alumni through donations, sponsorships, and mentorship is integral to the institute's ongoing success. Their contributions enhance the student experience and ensure the institute's academic prominence. As VNGIASS grows, the continued support from its alumni will be vital in shaping its future as a leading institution for arts and social sciences.

Governance, Leadership and Management

Governance and Leadership at VNGIASS

The governance at Vasant Rao Naik Government Institute for Arts and Social Sciences (VNGIASS) aligns closely with its vision and mission, emphasizing quality education and holistic development. This commitment

is reflected in NEP implementation, sustained growth, and a decentralized governance structure driven by the Institutional Perspective Plan to foster stakeholder collaboration.

Vision, Mission, and NEP Implementation

VNGIASS's mission centers on inclusivity and academic excellence, which align with the National Education Policy (NEP) by promoting multidisciplinary courses, research, and skill development. The institute's leadership has actively integrated NEP values into its curriculum and practices, reinforcing growth through infrastructure development, faculty recruitment, and student support services.

Decentralized Governance and Committees

VNGIASS employs a decentralized governance model with committees such as the Library, Language Lab, Gender Equity Cell, and Hostel Committees that handle specific roles from resource management to promoting gender sensitivity and maintaining student facilities. This structure ensures that all institutional actions reflect the mission, while the Internal Quality Assurance Cell (IQAC) monitors outcomes to ensure continuous improvement.

Strategic Plan and Effective Deployment

The Institutional Perspective Plan at VNGIASS, developed collaboratively, guides long-term and short-term goals. Key bodies like the College Development Committee (CDC) and IQAC ensure effective deployment, overseeing planning and implementing quality initiatives to meet academic and infrastructure targets. Through regular reviews, the IQAC promotes best practices and innovation in teaching and research.

Faculty Empowerment and Financial Management

VNGIASS supports faculty through the Performance-Based Appraisal System (PBAS), welfare measures, and career advancement opportunities, fostering a motivated academic community. Financial resources are managed through government and non-government funding, with regular audits to ensure transparency and resource optimization.

Internal Quality Assurance System

The IQAC sets quality benchmarks, reviews teaching methodologies, and promotes continuous improvement. By analyzing feedback and refining processes, the IQAC drives incremental improvements in academics, administration, and student services, ensuring that VNGIASS meets and exceeds stakeholder expectations.

Conclusion

Through its structured governance, NEP alignment, strategic planning, and strong IQAC, VNGIASS achieves sustained growth, academic excellence, and community engagement, ensuring a fulfilling educational experience for all.

Institutional Values and Best Practices

Gender Equity Initiatives at VNGIASS

Over the past five years, Vasantrao Naik Government Institute for Arts and Social Sciences (VNGIASS) has actively promoted gender equity and sensitization on campus. This commitment is reflected in academic curricula, co-curricular programs, and dedicated facilities supporting women.

Gender Equity in Academics

VNGIASS integrates gender studies into its curriculum, with courses addressing gender issues, stereotypes, and

discrimination to foster awareness among students. Regular guest lectures, seminars, and workshops featuring gender experts further enrich students' understanding, encouraging advocacy for equity.

Co-curricular Activities

The institute's clubs frequently organize gender-sensitization events, such as "Gender Equity Week," featuring debates, poster making, and street plays to promote awareness. Self-defense workshops are also held to empower female students with skills and confidence.

Women's Facilities on Campus

VNGIASS provides essential support for women on campus through well-equipped hostels with 24/7 security and CCTV, separate restrooms, and a Women's Cell. The Women's Cell handles gender-related grievances, fostering a safe, inclusive environment. Additionally, the Health Centre offers medical and counseling support, ensuring women have access to essential healthcare.

Inclusive Environment and Constitutional Sensitization

VNGIASS promotes an inclusive environment that celebrates cultural, linguistic, and socioeconomic diversity. Through cultural events, language days, and scholarships, the institute fosters mutual respect and inclusivity. Regular seminars and events highlight constitutional values, encouraging students to understand their civic duties and rights. Activities promoting communal harmony, such as interfaith dialogues and peace marches, strengthen campus unity and understanding.

Institutional Distinctiveness: Inclusive Education and Social Empowerment

VNGIASS emphasizes inclusive education and social empowerment. Affordable education, support for marginalized groups, and inclusive facilities ensure accessibility. The curriculum integrates social issues, encouraging students to critically engage with societal challenges, while community engagement programs provide hands-on experience in social impact projects.

Gender equity is integral, with policies, programs, and a Women's Cell supporting a safe campus environment. The institute fosters social-focused research, and initiatives like environmental awareness programs underscore its commitment to sustainability.

Conclusion

VNGIASS's commitment to inclusive education, social empowerment, and gender equity has established it as a progressive institution that addresses modern societal needs through academic excellence and community impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VASANTRAO NAIK GOVERNMENT INSTITUTE OF ARTS AND SOCIAL SCIENCES
Address	Reserve Bank of India Square, (Samvidhaan Chowk), Civil Lines
City	Nagpur
State	Maharashtra
Pin	440001
Website	vngiassnagpur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Manohar Kumbhare	0712-2565658	9922981007	0712-2523488	directorvngiass@rediffmail.com
Associate Professor	Kapil Singhel	0712-7722007968	8888403070	0712-2523288	kapilsinghel@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-03-2004	View Document
12B of UGC	31-03-2004	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	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	Reserve Bank of India Square, (Samvidhaan Chowk), Civil Lines	Urban	4	41322.61

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	BA,Ba Comp Eng Comp Second Lang Literatures Subjects With Practical Social Sciences,	36	HSSC	Hindi,Marathi	1320	960
PG	MA,Ma English,	24	Graduate	Marathi	160	108
PG	MA,Ma Marathi,	24	Graduate	Marathi	160	80
PG	MA,Ma Urdu,	24	Graduate	Marathi	160	44
PG	MA,Ma Arabic,	24	Graduate	Marathi	160	45
PG	MA,Ma Persian,	24	Graduate	Marathi	160	12
PG	MA,Ma Sanskrit,	24	Graduate	Marathi	160	14
PG	MA,Ma Music,	24	Graduate	Marathi	40	37
PG	MA,Ma History,	24	Graduate	Marathi	160	113
PG	MA,Ma Political Science,	24	Graduate	Marathi	160	111
PG	MA,Home Economics,	24	Graduate	Marathi	40	12
PG	MA,Ma Economics,	24	Graduate	Marathi	160	107
PG	MA,Ma Geography,	24	Graduate	Marathi	40	31

PG	MA, Ma Philosophy,	24	Graduate	Marathi	160	17
Doctoral (Ph.D)	PhD or DPhil, Ph D In English,	60	Postgraduate	Marathi, English + Hindi	20	13
Doctoral (Ph.D)	PhD or DPhil, Ph D In Marathi,	60	Postgraduate	Marathi	20	4
Doctoral (Ph.D)	PhD or DPhil, Phd In Urdu,	60	Postgraduate	Marathi	20	6
Doctoral (Ph.D)	PhD or DPhil, Phd In Political Science,	60	Postgraduate	Marathi	20	14
Doctoral (Ph.D)	PhD or DPhil, Phd In Philosophy,	60	Postgraduate	Marathi	20	8
Doctoral (Ph.D)	PhD or DPhil, Phd Geography,	60	Postgraduate	Marathi	20	17
Doctoral (Ph.D)	PhD or DPhil, Phd In Music,	60	Postgraduate	Marathi	20	8
Doctoral (Ph.D)	PhD or DPhil, Phd In Home Economics,	60	Postgraduate	Marathi	20	1

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	0				0				41			
Recruited	0	0	0	0	0	0	0	0	27	14	0	41
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				77			
Recruited	0	0	0	0	0	0	0	0	41	0	0	41
Yet to Recruit	0				0				36			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	12	5	0	17
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				39
Recruited	12	5	0	17
Yet to Recruit				22

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	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	0	0	0	25	12	0	37
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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

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
	0	0	0	0

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	369	6	0	0	375
	Female	491	14	0	0	505
	Others	0	0	0	0	0
PG	Male	363	40	0	0	403
	Female	312	21	0	0	333
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	44	0	0	0	44
	Female	33	0	0	0	33
	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	141	142	136	112
	Female	266	278	256	197
	Others	0	0	0	0
ST	Male	118	154	194	190
	Female	149	156	167	138
	Others	0	0	0	0
OBC	Male	243	259	253	238
	Female	487	480	494	386
	Others	0	0	0	0
General	Male	97	96	114	128
	Female	250	250	267	97
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1751	1815	1881	1486

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per the National Educational Policy-2020, announced by the Government, the Institute has taken the initiative to start Short-term courses, form a cluster of colleges, and organize events in which the students from different will be able to actively participate and absorb something novel either in their academics or personally. However, as our institution is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, we follow the program designed by the university committee. As mentioned, the higher authorities have decided to act according to the 'Institutional Development Policy', in which a cluster of colleges is formed from institutions with programs in forensic science, fine arts, traditional
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	science, and engineering. Disciplines. During these five academic sessions, most of the conferences and programs organized by the various departments or committees in the institute dealt with interdisciplinary themes.
2. Academic bank of credits (ABC):	The college is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, so, at present, does not have the authority to decide on the Academic Bank of Credits. As per the instructions from the university, the process to make students open academic bank of credits accounts was initiated in the academic session 2022-23. However, during this session, NEP was introduced only for the Postgraduate classes, so it was made compulsory for the students of these Postgraduate departments. For this, a committee of three faculty, under the chairmanship of Dr Pallivi Karve, was formed to help and instruct the students. The Institute will offer the benefits of multiple entries and exits when the university allows and includes the same in its undergraduate program.
3. Skill development:	The main focus of the New Education Policy is on skill development. Though the theoretical part dominates the programs prescribed by the pre-NEP 2020 times, the presence of skill development cannot be outrightly rejected. In the paper on languages, we have twenty marks for internal assessment that consists of classroom seminars in which students have to present a research paper that not only develops their critical thinking but also adds to their communication skills. Other than this, the theoretical program includes other communicative aspects like applications for jobs, invitation letters, and complaint letters which add to the personality of the learners. The departments of social sciences take field visits where the students come in contact with all types of societies and living around them and prepare for their role that has social considerations for the welfare of the society. The institute also has practical departments which contribute to the experiential learning in the students, Thus the combination of five subjects that students offer, though indirectly, contributes to their skill development. However, after the full fledged introduction of NEP things will have to be revise drastically and skill will become an integral part of university prescribed curriculum.
4. Appropriate integration of Indian Knowledge	The preservation and promotion of India's cultural

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>wealth must be considered a high priority, as it is essential for the nation's identity and economy. The promotion of Indian arts and culture is necessary not only for the country but also for the individual. This can be found in the writings of Indian authors. There are papers in languages that are entirely devoted to the Indian Writings. Similarly, in social sciences, the theories given by Indian Thinkers find an important place in the university-prescribed curriculum. An online seminar, sponsored by ICSSR, was organized on Pre-independence and Post-independence Indian English fiction. Indian languages, like Pali Prakrit and Sanskrit, have a full-fledged department. However, due to the earlier pattern adopted as per the directives of the university, no online courses could be included in the teaching at the institute. A guest lecture on 'The Indian Calendar' was organized for the students. However, as we have a lot of scope for this in NEP, we will have it whenever it is implemented.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus Outcome-based education (OBE): Focus on Outcome-based education (OBE): The college works on different fronts to achieve the different parameters of Outcome-Based Education. In addition to the committed teaching to develop deep knowledge of respective disciplines, various activities were conducted to develop critical thinking and problem-Solving Abilities among the students. Project Works were assigned to the students which contributed to developing Teamwork as well as interpersonal skills among the students. Unit Tests, Semester- end examinations, tutorials, and assignments helped in identifying the Course Outcomes of the students. The employer and the alumnae feed Back (Formal & Informal) also helped in measuring the Course Outcomes. To develop professional and ethical sensitivity among the staff and students, a program on IPR was organized. The code of conduct for students and staff inculcates professional and workplace ethics</p>
<p>6. Distance education/online education:</p>	<p>During the Covid-19 pandemic time, most of the classes were conducted online. The teachers conducted their classes using different online platforms such as Google Meet/Classroom, Zoom, etc. Many teachers recorded their lectures, uploaded them on YouTube, and shared them with the students who could watch according to their convenience and</p>

	connectivity. The different undergraduate courses and postgraduate programs prescribed by Rashtrasant Tukadoji Maharaj Nagpur University were conducted Online. The Department of English conducted Online Classes for Undergraduate and Post-Graduate students in collaboration with different institutions in the university area which was attended by a large number of students. Many staff members upgraded their skills by attending different online Faculty Development Programmes conducted by different Teaching-Learning Centres/ Academic Staff Colleges.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, in the session 2023-24 , Director, teacher, students body member, MOU with the district collector office, arranged many programme and participated in various activities of Voters awareness.
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?	Teacher and students are in the ELC and it is fully functional body in the institution Date; 12.01.2024, nodal officer appointed, 02 teacher representative 02, 07 student representative
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.	Voter awareness rally organized in the institute. Awareness was raised at bus stops and public places, and a poster competition was organized. Transgender people and senior citizens participated in the rally. 1. Electoral literacy speech 25.01.23 2. Yuva Mission participation 15.07.23 3. Voter awareness rally 25.01.23 4. Street play 24.01.24 5. Voter awareness at Samvidhan Chowk 13.3.24 6. Voter awareness at Buildy Bus Stop 12.3.24 7. Participation in district aoffice programme 6.4.24
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.	We have raised awareness in the village of Chicholi, Khadgaon, through a door-to-door campaign, street play activity, rally in the town, and visit to Gram-local panchayat. 1. Street Play at Khadgaon 6.2.24 2. Voter awareness rally on 5.2.24 3. Door to Door voter awareness campaign on 6.2.24 4. Voter awareness rally at Chincholi on 6.2.24
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	voter registration drive conducted in the institute, more than 150 students filled up voters form number

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	6, on 10.10.23
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1550	1917	1815	1750	1689
File Description		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: 50

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	49	52	55	55

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
351.64192	139.09354	8.20195	16.00563	47.26619
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:

To meet contemporary needs in higher education, Vasantryao Naik Government Institute of Arts and Social Sciences, Nagpur, has structured its approach to curriculum delivery with a focus on academic rigor, adaptability, and technology integration. As an affiliated institution, it follows the guidelines of Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), synchronizing its academic calendar with RTMNU's to ensure the coordinated planning of curricular and co-curricular activities.

- **Planning and Coordination:** At the beginning and conclusion of each academic year, staff council meetings are held to discuss objectives and form committees to oversee academic activities and enhancements. Department Heads then have their meetings, drafting and submitting detailed academic plans based on council decisions.

- **Time Management and Work Allocation:** The timetable committee creates a master schedule that department heads use to assign classes and workload among regular faculty. Additional teaching needs are met through short-term appointments, with candidates selected by the Director following a thorough interview. Implementing curriculum activities and progress is documented daily in each teacher's diary.

- **Adoption of Modern Technologies:** Responding to the need for digital transformation in education, the Institute has incorporated smart classrooms, reliable Internet access, and campus-wide Wi-Fi. These advancements enhance the teaching and learning experience, supporting in-person and digital learning. Information regarding syllabus changes, assignments, and announcements is regularly shared with students through social networks, WhatsApp, and SMS groups, ensuring timely communication.

- **Engagement Through Multimedia and Experiential Learning:** Recognizing diverse learning preferences, the Institute uses multimedia resources like cinematic adaptations of literary works to make the curriculum more engaging. Additionally, students participate in role-play exercises and choral speaking sessions to enhance understanding and encourage creative expression within their subjects.

- **Expanded Learning Opportunities:** The Institute enriches classroom learning with guest lectures by experts in relevant fields and organizes workshops to foster practical skills and project-based learning. Departments occasionally organize self-funded workshops to provide in-depth knowledge on specific topics, giving students hands-on experience in applying theoretical knowledge.

- **Continuous Assessment:** Various assessments, including class tests, unannounced quizzes, seminars, assignments, and viva voce, are conducted throughout the academic year to gauge students'

progress. Field visits, study tours, and practical sessions are arranged to complement classroom learning, with practicals held according to university schedules for hands-on experience.

End-of-Year Review and Feedback: After each academic session, departments assess their achievements against set objectives and submit syllabus completion reports as part of the self-appraisal process. The Institute has introduced a feedback mechanism to foster continuous improvement, gathering input from students and faculty on the curriculum. This feedback informs adjustments, ensuring the curriculum remains relevant, engaging, and aligned with academic goals and industry trends.

Through these structured and adaptive approaches, the Institute is ensuring a balanced, contemporary, and effective education experience that aligns with the dynamic landscape of higher education.

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: 14

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

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: 0.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	54	0	0	0

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:

With a 137-year legacy, Vasantryao Naik Government Institute of Arts and Social Sciences in Nagpur stands as a foundational institution for higher education in Vidarbha. It focuses on integrating critical contemporary issues, including gender equality, environmental sustainability, human values, and professional ethics. These themes are woven into the curriculum and reinforced through extracurricular initiatives led by various departments.

- **Gender Sensitization:** Gender awareness is a core part of both the curriculum and pedagogy, with feminist theory introduced as both ideology and discourse at undergraduate and postgraduate levels across disciplines. This approach not only educates students on gender equality but also fosters critical thinking regarding social issues and gender dynamics in Indian society.
- **Environmental Studies:** A mandatory component for Semester II and III students, Environmental Studies is supported by a dedicated department at the Institute. The multi-dimensional approach to environmental issues is explored through various academic programs, demonstrating the interdependence of ecological sustainability with other fields. For example, Archaeology includes studies in paleo-environment, Home Economics addresses garbage disposal and pollution control, Sociology discusses population and environment interactions, and Psychology explores the impact of space and environmental factors on human behavior. The Geography program incorporates remote sensing and natural resource utilization, ensuring students engage with ecological sustainability across multiple contexts.
- **Human Values in Literature and Humanities:** As an institution focused on liberal arts and humanities, the curriculum is designed to promote human values and ethics. Literature syllabi, for instance, introduce humanitarian themes through texts like *Gitanjali* and *The Old Man and the Sea* in English, *Vishakha* and *Natsamrat* in Marathi, and works by Allama Iqbal and Maulana

Jalalluddin Rumi in Urdu and Persian, respectively. Sanskrit literature includes Bhartrihari's *Nitishatakam* and the *Dhammapada*, rich in ethical teachings and humanistic principles. Courses in Pali-Prakrit feature Buddhist texts such as the *Majjhima Nikaya* and *Sutta Pitaka*, embodying moral and ethical lessons central to studying human values in ancient literature.

- **Professional Ethics in Philosophy and Social Sciences:** Humanistic principles underpin disciplines like Political Science, Sociology, and History, with topics covering social movements, ecological theories, and socio-religious reform movements. Philosophy offers dedicated courses on professional ethics, exploring Indian ethical concepts like Dharma, Karma, Yoga, and Purushartha, aligning classical philosophies with modern-day professional conduct.

This contemporary curriculum positions the Institute as a leading center for intellectual and ethical development. Students gain a holistic education that balances academic rigor with societal and environmental awareness. Through integrated coursework and targeted extracurricular programs, Vasant Rao Naik Government Institute equips students to address modern challenges with knowledge, empathy, and ethical responsibility, making meaningful contributions in their personal and professional lives.

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: 11.68

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

Response: 181

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: C. Feedback collected and analysed

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: 65.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
765	963	851	812	878

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1300	1300	1300	1300	1300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
599	792	702	646	710

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

2023-24	2022-23	2021-22	2020-21	2019-20
599	792	702	646	710

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

2.2 Student Teacher Ratio**2.2.1**

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

Response: 38.75

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:

Teachers at the institute have blended traditional and student-centered methods—such as experiential, participative, collaborative, and guided discovery learning—with ICT tools to enhance teaching quality. Due to COVID-19, online teaching methods like Zoom, Google Meet, and Google Classroom were introduced in 2020-2021 and are now integral to the teaching process, facilitating a shift toward blended learning to achieve academic goals effectively.

Participative learning activities include games, group discussions, group singing, collaborative tasks, and data collection, while problem-solving assignments are used for critical thinking. Instruction and collaborative learning support average students, whereas slower learners benefit from the exposition method, and advanced students engage with guided discovery. Peer-to-peer coaching is also implemented. Lessons are tailored to meet varied student aptitudes, helping teachers guide them effectively.

In language courses, drama, role-play, and group discussions encourage interaction, while departments like Music, Home Economics, Geography, and Psychology offer simulated lab experiences to prepare students for real-world applications. These departments also foster entrepreneurship by providing workshops on essential skills for self-sufficiency, such as stress management, legal awareness, and health. Teachers use additional strategies like topic revisions, book distributions, special guidance, and extra classes to support student learning.

Teachers have become proficient with ICT tools, ensuring active student participation. The institute has five ICT-enabled classrooms equipped with LCDs, OHPs, and computers for seminars, workshops, and presentations, using video clips, audio systems, and curriculum-based films to create an e-learning environment. A computer lab with high-speed internet is available for independent learning, and the campus is Wi-Fi enabled, with system administration monitoring access. Desktop computers, printers, and photocopiers are also accessible across departments.

Faculty utilize digital resources such as E-PG Pathshala and online journals for lesson preparation. Teachers upload video lectures on social media for student reference, supporting long-term learning. Through student-centric methods and ICT integration, the institute continuously optimizes its educational delivery.

File Description	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: 65.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
77	77	77	77	77

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 82.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
36	42	44	43	41

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The general guidelines for Internal and External Assessment of undergraduate and postgraduate programs under the semester pattern have been established by Rashtasant Tukadoji Maharaj Nagpur University, Nagpur. Since the Institute is affiliated with this University, it strictly adheres to these guidelines. Departments employ a variety of assessment methods, such as classroom interaction, unit tests, surprise tests, open-book tests, assignments, term-end exams, practical exams, and viva voce, to evaluate the knowledge and skills students acquire at different stages of their respective programs.

Internal assessment marks are awarded by the subject teachers. At the start of each semester, teachers inform students about the specific methods of assessment and the marking schemes that will be used. Marks are awarded based on several academic activities, including seminars, class tests, attendance, home assignments, study tours, fieldwork, and group discussions. The records of these activities are carefully maintained and preserved for a period of six months following the declaration of results for that semester, ensuring transparency in the process.

To guarantee that all students are aware of the evaluation process, the Institute announces the guidelines during the introductory lectures at the beginning of every semester. Teaching plans are prepared in advance and are discussed with students, including the mode of Continuous Internal Evaluation that will be used. Dates for tests and deadlines for assignment submissions are displayed on notice boards and are announced by the faculty in the respective classes at least a week in advance. This gives students ample time to prepare and submit their work on time.

The Institute also has a robust grievance redressal system in place. If students have any concerns regarding the internal assessment marks, they are encouraged to first approach their teachers to seek clarification or resolve the issue. In cases where the grievance remains unresolved, students can escalate the matter to the Director of the Institute. The Director, along with the Heads of the Departments, oversees the entire internal marking process to ensure fairness. Additionally, suggestion boxes are placed at various locations around the campus for students to voice their concerns or offer feedback on the evaluation process.

In terms of external evaluation, any grievances are managed by the University in accordance with its established rules and regulations. Students who are dissatisfied with their marks may request a photocopy of their assessed answer sheets from the University's examination section by paying the prescribed fee. After reviewing the answer sheet, they may consult with their teachers to assess the possibility of an increase in marks. If they believe a re-evaluation is necessary, they can apply for revaluation by paying the requisite fee. The University will then have the answer sheet re-evaluated by another subject expert. If required, changes in the marks will be made accordingly. This entire process is designed to be transparent, time-efficient, and fair to ensure student satisfaction.

File Description	Document
Provide Link for 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:

The Vasantrao Naik Government Institute of Arts and Social Sciences in Nagpur continues to enhance its academic programs to align with contemporary standards. It has meticulously formulated Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across all

disciplines, aiming for transparent and effective educational objectives. These outcomes are prominently displayed on the institution's website for easy access by students and faculty, and they serve as benchmarks to guide the institute's mission and vision.

Curriculum delivery remains the institute's core priority, ensuring students receive a comprehensive and practical education. Vasantrao Naik Government Institute offers a robust Bachelor of Arts (B.A.) program, thirteen specialized postgraduate (P.G.) programs, and research-intensive Ph.D. programs. In the undergraduate B.A. program, students choose from 18 departments offering 27 subjects. Each student takes five subjects, including compulsory English and a second language, from seven options. The language departments also delve into literature, broadening the scope for students interested in the humanities. Within social sciences, students engage in Political Science, History, Philosophy, Economics, Sociology, and Ancient Indian History, Culture, and Archaeology. Practical subjects, including Home Economics, Music, Psychology, and Geography, offer hands-on learning experiences. These flexible groupings encourage interdisciplinary exploration, equipping students with versatile skills.

The institute's thirteen postgraduate programs further support specialized education and career preparation. Recognized by Rashtrasant Tukadoji Maharaj Nagpur University as a center for Higher Learning and Research, the institute offers Ph.D. programs across multiple disciplines: Marathi, Philosophy, Music, Urdu, Sanskrit, Persian, English, Hindi, Economics, Geography, Political Science, Home Economics, History, Sociology, and Psychology. These programs emphasize research and critical inquiry, encouraging students to delve into the cultural, social, economic, and historical aspects that shape society. Students also gain exposure to both classical and contemporary thought, preparing them to understand and analyze complex societal structures.

The institute's curriculum fosters critical thinking and insight into diverse aspects of human life—economic, political, social, historical, psychological, and geographical. By equipping students with emotional intelligence (E.Q.) alongside academic rigor (I.Q.), the institute aims to cultivate informed and empathetic leaders. Graduates of this institution are well-prepared for careers in a wide array of fields, including law, performing arts, mass communication, administrative services, education, and management. Additionally, opportunities in journalism, creative writing, translation, and scriptwriting are open to them. The knowledge and skills developed here extend to entrepreneurial and creative industries such as advertising, commerce, and hospitality.

The institute's commitment to creating well-rounded individuals who bring skills and humanitarian values to their careers underpins its significant role in the community. By blending classical and modern knowledge within an adaptable curriculum, the Vasantrao Naik Government Institute of Arts and Social Sciences in Nagpur continues to produce career-ready and socially conscious graduates, ready to impact various sectors with insight and integrity.

File Description	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:**

The Vasantryao Naik Government Institute of Arts and Social Sciences in Nagpur rigorously evaluates the attainment of program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) to ensure a high standard of academic achievement and skill development. Each year, examination results measure student performance, with many students securing top merit positions in the Rashtrasant Tukadoji Maharaj Nagpur University. To further track student progress and success, the institute maintains a comprehensive alumni database that records their employment status, career advancements, and achievements. This database is a valuable resource, as alumni play a pivotal role in enriching the academic experience—they frequently return to the institute to give talks, conduct workshops, and even serve as examiners for B.A. and M.A. courses. Departments closely monitor how many graduates pursue higher studies or transition directly into their careers.

Continuous assessments, such as unit tests, class tests, and assignments, offer essential feedback on the teaching-learning process and each course's learning outcomes. A feedback system supplements these assessments, allowing students to complete questionnaires that evaluate curriculum effectiveness, teaching methodologies, departmental resources, and faculty performance. This feedback loop is crucial for identifying strengths and areas for improvement, helping departments refine their instructional strategies and better address student needs.

For students in the master's programs, the institute offers a holistic learning experience beyond traditional academics. Course outcomes include practical and skill-building opportunities, enhanced conceptual understanding, training in research methodologies, and experiential learning. Students are encouraged to participate in development-related activities and social services at schools, industries, and hospitals, with these experiences forming part of their internal assessments. Classroom seminars, paper presentations, and hands-on projects also contribute to the continuous evaluation, ensuring students develop practical and academic competencies essential for career readiness.

The institute has a Grievance Redressal Cell to support students with concerns, providing a confidential and effective resolution channel. Each department maintains detailed records of students' achievements—including university merit list placements, departmental honors, attendance rates, and academic performance analyses—and closely monitors and celebrates student progress.

In line with the institute's commitment to inclusive learning, students are identified as either slow or advanced learners, and tailored support is provided to ensure optimal outcome attainment. This personalized approach includes additional academic resources for those who need them and advanced challenges for high achievers. Students are further encouraged through public recognition—outstanding achievements in university exams and co-curricular and extracurricular activities are celebrated at the institute's annual gathering, where students receive awards for their accomplishments.

Through comprehensive assessments, an active alumni network, a supportive grievance mechanism, and targeted support for diverse learning needs, the institute fosters a nurturing environment that motivates students to excel and prepares them for various professional and academic pursuits.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 88.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
443	459	630	536	517

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

2023-24	2022-23	2021-22	2020-21	2019-20
522	610	641	602	541

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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: 13.41

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)

2023-24	2022-23	2021-22	2020-21	2019-20
4	5	4.41	0	0

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 Vasantryao Naik Government Institute of Arts and Social Sciences is committed to fostering a research-driven and ethical academic culture. The institution has established the Institutional Research Promotion and Ethics Committee (IRPEC) to ensure all research activities adhere to ethical standards, safeguarding research integrity. Additionally, the institute supports research with comprehensive library and internet facilities, and proudly offers courses in eight modern and classical languages at both UG and PG levels, creating a robust research environment.

To enhance research excellence, the institute has formed a Research Development Cell (RDC) and a Research Development Committee, with over 75 Ph.D. candidates, including JRF and SRF scholars. This committee assists in securing funding, developing research proposals, and organizing workshops on Intellectual Property Rights (IPR). Collaboration with bodies like the Rajiv Gandhi National Institute of Intellectual Property Management, Nagpur, has provided comprehensive training in patent processes,

copyrights, and trademarks, equipping researchers with essential knowledge in IPR.

Industry-academia interaction is a priority, with seminars and training sessions exposing students and faculty to real-world case studies led by industry experts. These engagements bridge theoretical knowledge with practical application, fostering entrepreneurial skills and enhancing employability. The focus on research commercialization emphasizes the conversion of academic insights into market-ready products, supporting economic development at both regional and national levels.

Faculty members, recognized nationally for their expertise, contribute to various academic and research bodies, ensuring the institution stays aligned with the latest trends. Their roles in committees and advisory boards enrich the institution's research environment, enhancing quality and output.

These initiatives, led by the RDC and supported by IRPEC, nurture a culture of innovation, ethics, and practical application, aligning with the institution's strategic goal of becoming a leader in academic research while adhering to NAAC standards.

File Description	Document
Provide Link for 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: 21

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	4	9	3	0

File Description	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: 2.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	36	32	11	18

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 3.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	32	31	22	17

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

The Vasantryao Naik Government Institute of Arts and Social Sciences has conducted numerous extension activities aimed at raising social awareness, fostering responsibility, and encouraging holistic development among students. These efforts encompass a variety of programs that address social issues, engage the community, and promote active student involvement.

Social Awareness and Community Engagement

The institute actively promotes social awareness on critical topics such as environmental conservation, gender equity, and health awareness. Initiatives like tree plantations, cleanliness drives, and environmental rallies showcase the institution's dedication to creating environmentally conscious citizens. The NCC cadets participated in the Swachh Bharat Abhiyan, cleaning the 'Zero Mile' monument to highlight the importance of environmental stewardship. Gender issues were also addressed through the 'Break the Bias Rally' on International Women's Day, encouraging students to challenge gender stereotypes.

Responsibilities Towards Society

The institute emphasizes its societal responsibilities through various initiatives that benefit diverse groups, including children, youth, and senior citizens. Students have organized events like 'Dasoh,' distributing footwear, clothing, and food to the underprivileged, underlining the institution's commitment to inclusivity and social justice. Additionally, students have been involved in charitable activities, such as donating baby clothes and sweaters to orphanages, and sending Rakhis to Indian soldiers every Rakshabandhan, fostering a sense of national pride and duty.

Knowledge Sharing and Academic Contributions

The institute also engages in knowledge-sharing initiatives, particularly targeting underserved communities. The Department of English, in collaboration with alumni, has provided free English grammar lessons to children in local slums. Moreover, students are often invited to perform patriotic songs at university events and other institutions, promoting a spirit of unity and pride. Faculty members, recognized experts in their fields, contribute to academic bodies and research initiatives nationwide, ensuring the institution's knowledge and insights benefit a broader audience.

Promoting Social Harmony and Leadership

The extension activities are designed to cultivate leadership, discipline, and a sense of coexistence among students. Active participation in NCC and NSS programs allows students to develop leadership skills and social responsibility. Events like the NSS seven-day residential camp engage students in tree planting, cleanliness drives, and environmental education, promoting teamwork and community service. These activities build social harmony by bringing together diverse groups of students to work towards shared goals, such as during the Nagpur LGBTQI+ Pride March, demonstrating the institute's commitment to inclusivity and advocacy for marginalized communities.

The extension activities at the Vasantryao Naik Government Institute of Arts and Social Sciences are key to shaping socially conscious, responsible, and well-rounded individuals. By engaging with the community, the institute addresses social challenges while preparing students to become empathetic

leaders attuned to societal needs.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Awards and Recognition for Extension Activities, although the Vasant Rao Naik Government Institute of Arts and Social Sciences has not received direct awards for extension activities, the institution's faculty members have been acknowledged for their contributions in areas closely aligned with academic research, community service, and social initiatives.

Faculty Awards in Academic Research

Several faculty members have received awards for their outstanding research contributions, which indirectly support the institute's extension goals. These awards recognize efforts in disseminating knowledge, conducting impactful research, and contributing to the academic community. Faculty members are often involved in research projects that address societal issues, further reinforcing the institute's mission to blend academic excellence with community service. Awards in this domain highlight the commitment to advancing research that has both academic and social relevance.

Recognition for Social Activities

Beyond academic accolades, faculty members have been recognized for their involvement in social initiatives and community service. These recognitions are a testament to their dedication to fostering social awareness, promoting inclusivity, and engaging with the broader community. The awards reflect the institute's ethos of developing socially responsible individuals who contribute positively to society.

Institutional Impact through Faculty Achievements

While specific awards for extension activities might not have been attained, the recognition received by the faculty in related fields is indicative of the institution's broader impact. The faculty's achievements in research and social activities contribute to the development of a culture that values community engagement, social justice, and ethical practices. These recognitions serve as a bridge between academic endeavors and practical social impact, emphasizing the institute's role in nurturing a sense of responsibility and leadership among its members.

The awards and recognitions garnered by the faculty for academic research and social initiatives are an integral part of the institution's narrative. These accolades underscore the alignment of the institute's academic pursuits with its extension activities, demonstrating a commitment to both academic excellence

and societal well-being.

File Description	Document
Provide Link for 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: 120

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

2023-24	2022-23	2021-22	2020-21	2019-20
46	26	11	9	28

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 95

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- 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:

Vasantrao Naik Government Institute of Arts and Social Sciences, popularly known as Morris College is having adequate physical facilities. This is authenticated from the fact that, this institute functions on two campuses i.e. the old campus and new campus (Annex Building). The old campus is built on 29684.01 sq. m. towards southern side of Zero Mile. However, at present, out of mentioned area 13268.618 sq. m. has been handed over to Sub Divisional Officer, Nagpur (city) for Nagpur Metro Rail Project and the remaining 16415.613 sq. m. is under possession of the institute. The new campus (Annex Building) stands on walking distance towards northern side of Zero Mile is built on 24907.02 Sq. m. Taking together two campuses, presently the institute is spread upon 41322.615 sq. m. land having a separate administrative building, physical education department, library, multipurpose hall, dome shade, canteen, parking area and garden which advocates its adequacy in terms of facilities to carryout teaching-learning and other co-curricular activities.

After the sports ground taken over by the Government for Nagpur Metro project, the institute has no sports ground of its own, but adequate sports facilities are made available for students. For indoor sports activities, institute has a gymnasium hall which is located in the old campus of the institute. Darbar hall is utilised by hostel students for morning yoga. Departmental and occasional cultural activities are organized in the Independence Hall whereas, the annual cultural program is organized in the courtyard of annex building in the new premises. A dome shade has also been constructed and made available for activities. NCC parade, Badminton and other indoor games are organised in dome shade.

Institute has 49 classrooms out of which 08 classrooms are ICT enabled with Wi-Fi facility. A total of 10 laboratories of different departments are available. Institute also has an air conditioned Staff room and separate departmental office to all subjects including NCC and NSS. A spacious Girl's common room attached with toilets is also available. This institute being a major centre for all examinations, a separate examination room with all required facilities is also available. Ample number of safe drinking water points with RO purified water and water coolers, toilets for all, wash basins with 24x7 running water is available all over the campus including canteen area.

Library building is independent and having all facilities. It has an internet lab, Newspapers and journals section and the main two storey stack room in it. On first floor, two air conditioned reading rooms are available each one for faculty members and students. Library is automated using Integrated Library Management System (ILMS). It provides access to all; students, faculties and researchers. OPAC (Online

Public Access Catalogue) helps students and staff to view the availability of books and other library resources.

This Institute has Wi-Fi on campus. IT facilities are frequently updated including Wi-Fi. There is institutional committee that looks after its functioning. As per government norms, quotations are invited and AMC work is given to service providers of its maintenance.

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
351.64	139.09	8.20	16.00	47.26

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute has an independent central Library and Learning Resources building in the new premises. Other than this, departments have their own small specialised departmental libraries within the departments. Central library building facilitates an Internet lab, Newspaper and periodicals section and air conditioned reading rooms for faculty members and for students. Library is automated using Integrated Library Management System (ILMS). It provides access to all the students, faculty members

and researchers. OPAC (Online Public Access Catalogue) helps students and staff to view the availability of books and other library resources.

Records of issuance of books to students, staff, and research scholars are recorded. A weekly, a monthly and an annual report can be generated, based on the information requested by the user, for book purchase, stock verification, usage report of students/staff and scholars shall be generated from the ILMS. Lib Man software installed in library, which is partially in automation with version latest 1.0 and year of automation is 6/10/2010.

The library supports and extends the academic aspect of the institution. E-Resources (e-journals and e-books) and recreational reading material to all its members. It attempts to be more and more user-friendly. Library is equipped with more than 94000 books together. Library has a remarkable stock of reference books, rare old books, autobiographies, biographies, encyclopaedias, dictionaries, old volumes of reputed journals, bulletin reports and other important documents published by various organisations. This library has a subscription of over 6631+ e-journals and 199500+ e-books through N-List and Infilbnet. The Institute library is member of NDLI (National Digital Library of India) which gives access to 600,000+ books.

Library extends its services to all Post Graduate, Undergraduate, Research students and even past students of the institute. This institute being a recognized Ph. D. research centre of Rashtrasant Tukadoji Maharaj Nagpur University in 11 subjects viz. English, Marathi, Sanskrit, History, Economics, Philosophy, Urdu, Geography, Music, Home Economics and Political Science. Library facilitates to the needs of researchers and the research supervisors. This Institute offers 20 vacancies of Ph. D. research in each subject as per the norms of the university. At present, a total of 88 research students are pursuing their doctoral research in their respective subjects and library helps them in all possible ways. The registered strength of Ph. D. scholars in this institute subject wise is, English-13, Marathi-03, Sanskrit-12, Philosophy-08, Urdu-06, Geography-17, Economics-05, Music-08, Political Science-14, Home Economics-01 and History-01.

Institute library has a library committee constituted by the authority which looks after its activities right from student's orientation to the resources and facilities, extension of infrastructure, recommendations for purchase, maintenance, student's grievances, publicity about schemes and newly added books and e-resources. Record keeping, facilities are also monitored by this committee headed by senior faculty members.

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:

This institute despite of being a single faculty and that too an arts and social sciences institute, keeping pace with changing times has adopted new technologies possible timely. As a result of this proactive initiative, there are a total of 102 computers in different departments. 08 ICT enabled classrooms with projector and Wi-Fi connectivity. One fully equipped air conditioned computer laboratory with 31 computers and a language laboratory with 15 computers. Entire campus is having Wi-Fi facility with 50 mbps speed and the same is updated timely. The institute has an institute level appointed committee which consists of teaching faculties who are fully acquainted with ICT and look after IT facilities of the institute by all means.

Institutional works of administration right from admission to various kinds of works in office are done using IT facilities. Admissions are done using software that further assists in keeping records of all kind. Office is fully computerised. Salary and non-salary expenses are done only through online mode using bank platform. All purchases of IT equipment and other items is done as per government norms on GeM; for services of all kinds, quotation are invited through advertisement on website and contract of annual maintenance is given to maintain all IT facilities available on the campus. The institute has two types of internet connections i.e. LAN and Wi-Fi. All the IT facilities i.e. computers are connected through LAN and Wi-Fi. Thus, all the computers in office and departments of the institute are connected to internet. Teaching and non-teaching staff, students, researchers of the institute make maximum utilisation of these facilities available and keep updated.

4.3.2

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

Response: 32.98

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

Response: 47

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: 100

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)

2023-24	2022-23	2021-22	2020-21	2019-20
351.64	139.09	8.20	16.00	47.26

File Description	Document
Institutional data in the prescribed format	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: 56.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
834	1060	960	1061	985

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[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
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 8.81

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

2023-24	2022-23	2021-22	2020-21	2019-20
320	124	324	0	0

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
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: 31.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	110	111	42	29

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	268	284	266	225

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

5.2.2

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

Response: 6.19

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
11	16	16	0	10

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: 38

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	4	15	1	9

File Description	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: 96.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	28	57	01	348

File Description**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:

The Vasantryao Naik Government Institute of Arts and Social Sciences, Nagpur, maintains a vibrant relationship with its alumni through the Morris College Alumni Association, formally registered on October 22, 2018, under the Societies Act XXI of 1860 (Society No. Nagpur/0000702/2018). Although the association's registration is recent, the alumni have historically remained actively involved in the Institute's various initiatives, enriching the student experience with their expertise and insights.

- **Dynamic Alumni Engagement:** Even before the official registration, alumni maintained close ties with the Institute, demonstrating their commitment through regular engagement with the administration and students. This relationship exemplifies how an alumni network can support institutional growth and adaptation to evolving social landscapes.
- **Professional Role Models:** The alumni network comprises professionals across diverse fields, including education, banking, railways, telecommunications, media, and the post and telegraph sectors. These alumni serve as role models, offering practical advice and guidance to current students, which is invaluable for shaping career aspirations and providing insights into various industries.
- **Educational Contributions:** In response to an appeal for resources, the alumni generously contributed books to departmental libraries, fostering a culture of learning and academic support. Additionally, departments regularly invite alumni with specialized expertise to deliver lectures,

conduct workshops, and mentor students on emerging skills and career paths.

- **Workshops and Skill-Based Training:** Alumni are instrumental in organizing skill-based workshops to promote entrepreneurship and employability. These workshops are conducted in collaboration with various departments and provide students with hands-on training in highly relevant skills in today's job market, fostering both confidence and readiness for professional environments.
- **Guidance in Extracurricular Achievements:** Many alumni who have represented the Institute at cultural festivals, sports, debates, and elocution competitions at national and international levels offer their time to guide students in these areas. Their mentorship helps students develop skills and self-confidence to compete and succeed beyond academic pursuits.
- **Committee and Alumni Meetings:** Over the last five years, an alumni committee has convened several meetings, including sessions on September 19, 2014, December 28, 2015, and August 28, 2017, to enhance alumni engagement further. These discussions laid the groundwork for registering the association and ensuring structured and formalized alumni participation.

The Morris College Alumni Association has become a bridge connecting past graduates with the Institute, fostering a network of shared experiences and professional growth. This active involvement benefits the alumni by enriching their connections and substantially enhances the educational environment, enabling students to learn from alumni achievements and build aspirations for their futures. Through these continued efforts, the alumni play an essential role in maintaining the Institute's legacy while supporting its progress in today's rapidly changing world.

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: We aspire to carry forward the vision of our founders of providing affordable quality education based on equity and accessibility. Expanding our academic horizons by implementing contemporary national education policy to bring marginalised into flow of development.

Mission: Keeping with the motto of the college, “One Heart One mind” and prepare young minds for acquiring knowledge, skills, professions in Arts and Humanities which creates legacy to “Pay back to society”, and build the spirit of ‘Indian citizen’ among students by researching and preserving ancient Indian culture, art, language and knowledge.

The Institute's mission is to cultivate respect for diverse cultures and values, promoting teamwork in professional environments under the motto "One Heart One Mind." It emphasizes the importance of introducing students to influential figures who embody change, particularly for underprivileged first-generation learners. By providing affordable education, the institute aims to foster socially responsible individuals, prioritizes equity and accessibility in higher education, specifically for rural and tribal students aligned with national policies. Being centrally located, its ‘accessibility’ and being government institute ‘affordability’ assures marginalized, tribal, rural, students to bring in the contemporary stream of national education flow. The institute aims to empower these communities by fostering essential skills and values through its arts and humanities programs. It aims to foster intellectual growth and moral values through a comprehensive curriculum, co-curricular activities, extension programs, and research, preparing students to meet societal, regional, and national needs. It encourages students to take on roles as teachers, leaders, and artists, while also committing to democratic governance and transparent, collaborative decision-making processes. It focuses on internship opportunities for students from rural, tribal, physically challenged, and socioeconomically disadvantaged backgrounds, while promoting education in local languages as a key aspect of its mission.

To implement this vision, the collaborative efforts of the director, faculty, library, sports, students, and support services are vital. The Staff Council and various committees, guided by the director, promote a democratic and transparent work culture. Decentralized governance facilitates administrative and financial decision-making, incorporating feedback for effective planning and policy execution. Regular meetings between the Staff Council and the Director help in planning and executing holistic and co-curricular activities that align with the Institute's vision and mission. Cultural ‘Zep’ is organised every year to provide platform for cultural activities to implement short term plan. Whereas, books purchasing covers long term plans.

A significant meeting on October 21, 2022, with the Chief Secretary of Higher Education in Maharashtra

focused on implementing the New National Education Policy (NEP). The Institute is actively developing curricula and internship opportunities, particularly for students from rural, tribal, and socioeconomically disadvantaged backgrounds, while also promoting education in local and classical languages. The institute is actively developing curriculum, planning internships in the Humanities and Arts, and contributing to the creation of a Cluster University. By bringing marginalised, migrant labours, tribals, rural, urban boys and girls in the flow of new education system NEP 2020, in affordable and professionalism approach in solely arts and humanities is the most distinctive feature of the institute

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institute has a well-rounded approach to education, blending infrastructure, curriculum development, and various student support services through institutional bodies. In 2019-20 to 23-24 admission, exams, results and overall governance was accomplished as per rules and provisions laid by the government and the university.

In response to COVID-19, the university directed colleges to conduct online examinations via a letter on September 8, 2022. To facilitate this, various committees were formed, led by the Director of VNGIASS, for B.A. and M.A. exams. Two grading committees comprised 19 faculty members, while the main examination committee included key coordinators and a technical team. Additionally, sub-committees for U.G. and P.G. exams involved around 20 faculty. Each department was responsible for creating multiple-choice question papers, ensuring widespread faculty involvement. This initiative successfully implemented online examinations for both the Summer and Winter 2021 sessions at Nagpur.

Post Corona 2021-22 onwards institutional plans and functioning are as per work culture of the institute. The director organizes various committees to manage academic, administrative, and financial objectives, focusing on student welfare and efficient operations. For the 2021-22 academic year, the finance, legal, and admissions committees worked collaboratively to ensure proper resource allocation and compliance with regulations. A strategic plan was implemented to purchase books and subscribe to journals using DPC funds, involving department input and student participation for transparency. The purchased materials were organized and handed over to the library for processing.

The Staff Council facilitates communication between the director and staff through democratic elections and policy formulation. Structured meetings held at the start and end of academic sessions. Key activities include regular meetings addressing staff matters, monitoring research publications, and overseeing Ph.D. programs. CHB faculty appointments are based on workload demands, and curriculum groups align with university guidelines. Financial management focuses on timely payments and support for various programs like NSS and NCC. The institute emphasizes decentralized governance to achieve academic, administrative, and financial goals, establishing six financial, nineteen administrative, and twenty-nine academic committees during the 2022-23 session, ensuring effective oversight and management.

Key agenda items for 2023-24 included faculty appointments, NAAC requirements, and timetable structuring under NEP 2020. Various committees were formed focusing on admissions, exams, finance, and campus welfare. An admission committee was established with a coordinator overseeing the process, including document verification and student data management. This participative management approach promotes transparency, accountability, and collaboration among staff, enhancing the overall effectiveness of the institution.

- **Staff council** is democratic structure to govern institute
- **Student council** addresses the student affairs.
- **Finance and purchasing committee** engage purchasing expenditure and budget.

- **Library and ICT:** Diverse resources, modern classrooms with ICT tools, accessible facilities for divyangjan.
- **Curriculum:** Aligned with Nagpur University, student-centric assignments,
- **Teaching:** Experiential learning, extracurricular activities with NCC, NSS, and sports, scouts.
- **Examinations:** Regular internal tests for practical and theoretical preparation.
- **Research:** Dedicated center for Doctorate of Philosophy, postgraduate research.
- **Human Resources:** Strong leadership and balanced staff structure.
- **Industry Interaction:** Collaborations for community engagement.
- **Admissions:** Transparent process following state regulations.

File Description	Document
Provide Link for 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
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

At the end of each academic session, teaching and non-teaching staff are evaluated based on their contributions to institutional development and research. Self-appraisal forms and confidential reports are submitted to the Director of Higher Education, guiding recommendations for placements and promotions, in accordance with UGC's Academic Performance Index system. It is accomplished through following structure.

1. **Goal Setting:** At the beginning of the performance cycle, employees and the Director set clear, specific goals aligned with the institute's mission.
2. **Performance Monitoring:** Throughout the cycle, regular feedback sessions and meetings are held to track progress, address challenges, and provide support.
3. **Performance Evaluation:** At the end of the cycle, a formal evaluation is conducted, including self-assessment and Director assessment, focusing on teaching effectiveness, research productivity, administrative skills, professional development, ICT use, and adherence to policies.

Performance is done online through Mahapar portal. Faculty gives inputs regarding his/her academic, research, administration, governance, skills, expertise etc. This input is assessed by the director of higher education and deputed by the government on various academic and non-academic government functioning purposes.

Promotions through CAS

Under Career Advancement Scheme placements of regular faculty

1. Director of Higher Education issue the letter asking for CAS proposals from regular faculties.
2. Director of Institute called for proposals, checked by Internal Assessment committee.
3. Proposals were sent to the Director of Higher education Pune.

4. DHE office construct committees to conduct interviews for all Grade Pay.

5. After interviews, GR is issued. According to GR dt. 4 th May 2023 2 Assist. Prof were placed in academic AI 13 grade pay and 1 professor AI 14 grade pay.

Welfare measures

For well-being function of any institute, it is necessary that the staff members are provided effective and proper working conditions. The following welfare measures for teaching and non-teaching staff helps the employees in providing the significantly required degree of encouragement. Increments act as motivational source to improve the efficiency of the faculty and staff as they get prepared to accept more responsibility with increased pay and seniority. Placements under Career advancement scheme for the teaching staff after four, six, eight and twelve years of service on emoluments. Non-teaching staff is eligible to draw placement on completion of 12 and 24 years of service. Opportunity to seek promotion by seniority, qualification and performance.

2021-2022, 22-23 and 23-24 saw the deduction of the Government Insurance Scheme (GIS) with monthly salary deductions, along with provisions for medical and earned leave. Housing loans were made available, benefiting 17 employees by 2023-24, and loan facilities for vehicles and computers were also served to two employees. Notably, financial assistance was provided to Mr. Mandavkar, supporting adaptations for his vehicle due to orthopedic challenges.

Overall, these welfare measures reflect a holistic approach to employee support, promoting a motivating work environment that fosters productivity and satisfaction. By providing structured support and career advancement opportunities, the institute fosters a productive and satisfying work environment, ultimately contributing to its overall success.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	49	52	55	55

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	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: 30.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	12	27	34	7

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	20	19	20	22

File Description	Document
Institutional data in the prescribed format	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:

In the College there is a purchase Committee constituted which examines budget proposals, receipts, bill, vouchers, quotations and supporting documents. The State Government run Institutes of Higher Education receive their funds in accordance with the rules prescribed through different Government resolutions issued from time to time. To get it approved four, eight and eleven monthly estimation is submitted with the concerned authorities. It is necessary to make provision of the expenses estimated to be made throughout the year in the four-monthly estimation. Mostly purchases are generally made on Government website GEM through e-tendering process. However, in few instances' purchases are to be carried out by inviting three quotations of suppliers from open market. The quotations received are compared and the one who has quoted the lowest cost is given order of supply of concerned goods/services. The bills for these transactions have to be approved from the government treasury and payment is initiated to the supplier through RTGS of NEFT. In an Internal Audit Senior account officer at Hon'ble Joint Director's office verifies accounts at least once in two years. Under External Audit, once in two or three years, audit is performed by Attorney General's (AG) office.

Institute has 20 departments including sports and the library, which have separately developed infrastructure accessible for students, researchers and faculties. To make teaching learning process technically more advanced, funds from RUSA and DPC are demanded and used efficiently. The department of Geography has undergraduate and post-graduation courses. To make the teaching and learning more effectively, the class rooms are equipped with the projector, digital podium and interactive board. Conducting practical classes for Remote Sensing and GIS has become more faceable. This tech room was established in 2020 based on the funds provided by RUSA in 2018. In the session, 2021-22 the following purchase is done through DPC 1. Language Lab Software 2. Computers 3. LED Projector 4. CCTV System in the premises of the Institute Purchasing books for the Library.

File Description	Document
Provide Link for 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 Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring and enhancing the quality of education and operations within an academic institution. Established to institutionalize quality assurance

strategies and processes, the IQAC is the backbone of quality improvement, consistently uplifting the institution's educational and administrative standards.

At its core, the IQAC is tasked with developing and implementing a systematic approach to quality enhancement. This involves setting benchmarks for various academic and administrative activities, fostering a quality culture across the institution, and ensuring that the institution's vision and mission are translated into actionable and measurable objectives.

Teaching-Learning Process

One of the primary contributions of the IQAC is its role in reviewing the teaching-learning process. The IQAC regularly assesses the effectiveness of teaching methodologies and how much they contribute to student learning outcomes. By periodically reviewing the curriculum, the IQAC ensures that it remains relevant, comprehensive, and aligned with the latest developments in the respective fields. It also encourages adopting innovative teaching practices, such as integrating ICT, blended learning, and other learner-centric methodologies.

Moreover, the IQAC ensures that faculty members continually upgrade their skills through professional development programs, workshops, and seminars. This commitment to faculty development directly impacts the quality of education, as well-prepared and motivated teachers are more likely to inspire and engage students effectively.

Structural and Methodological Operations

In addition to its focus on teaching and learning, the IQAC is instrumental in reviewing and refining the structural and methodological operations within the institution. It also facilitates the development of policies and procedures that align with the institution's goals, ensuring that every aspect of the institution's operations is directed toward achieving academic excellence and holistic student development.

Periodic Reviews and Incremental Improvements

A hallmark of the IQAC's functioning is its commitment to periodic reviews. These comprehensive reviews cover all aspects of the institution's functioning, from academic programs and administrative services to extracurricular activities and student support services. By systematically collecting and analyzing data, the IQAC can identify trends, pinpoint improvement areas, and track the progress of various initiatives.

These periodic reviews lead to incremental improvements in the institution's activities. For instance, based on feedback from students, faculty, and other stakeholders, the IQAC might recommend curriculum changes, infrastructure enhancements, or the introduction of new programs and courses. The cumulative effect of these incremental improvements is the steady progression towards higher quality standards.

Conclusion

The IQAC's contribution to institutionalizing quality assurance strategies and processes is both significant and indispensable. By consistently reviewing and enhancing the teaching-learning process,

refining operational methodologies, and ensuring periodic assessments, the IQAC fosters an environment of continuous improvement. This, in turn, ensures that the institution not only meets but exceeds the expectations of its stakeholders, ultimately leading to the holistic development of students and the sustained growth of the institution.

File Description	Document
Provide Link for 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: B. Any 3 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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A) Safety and Security: The Institution takes all necessary measures to ensure female students' security like Uniformed Guard 24/7, complete surveillance of campus through CCTV and other means, Women Cell, Anti-Ragging Committee and Internal Complaints Committee (ICC). The ICC was constituted in the year 2017.

These committees organize programmes from time to time in order to sensitized the staff and students towards Gender related issues.

B) Counselling: Counselling is pivotal part of Institution's management from the entry to exit (e.g. Teacher Mentor Scheme). The Institute has an established 'Teacher Mentor Scheme'. The scheme meant for all the students takes special care of the girl students who struggle with bullying, favoritism and gender-based pressures.

C) Common Room: The Institute has a common room facility for girl students where they can relax during the off lectures.

D) Girls' Hostel: The Institute has a hostel exclusively for girls with intake capacity of 100 students with all the necessary facilities like 24/7 guard, Warden, Reading Room, Recreation Hall, Mess, Sit-out area etc.

Thus the girls students are provided facilities for secured and comfortable stay in the Institute's Campus.

File Description	Document
Upload Additional information	View Document
Provide Link for 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
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: B. Any 3 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

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:

Institute carried out a number initiative to maintain tolerance and harmony towards cultural, regional, linguistic and socioeconomic minorities and ensure the atmosphere of comradeship, brotherhood paving the way towards social perfection. This in a way leads to institute's credo of One Heart, One Mind wherein everybody is on an equal footing socially, emotionally and linguistically. Various cells like Minority Cell and Equal Opportunity Center work for the cause of those who are less privileged socio-economically and culturally. These cells provide conducive atmosphere for collective equal development.

The institution focuses on creating an all-inclusive environment to its stakeholders in tune with the institute's vision and is actively involved in sensitizing people to be responsible citizens. The initiatives are catalogued as under:

1. VNGIASS, Nagpur upholds the value of appreciating linguistic, communal, socio-economic, and regional diversity of the nation. The institute, from its very inception, has been home to variety of students representing different caste, creed, religion, and socio-economic background.
2. In terms of linguistic diversity, the institute boasts off having a fine blend of classical as well as modern languages. The languages like Urdu, Pali Prakrit, Persian, Arabic, Marathi, Hindi, and English are celebrated through various Literary Association.
3. Respect for different caste groups, religious groups, gender, social groups, and regional groups is held in high esteem. Bodies such as the SC-ST Cell, OBC Cell, Minority Cell, ICC Cell, Women's Cell help in achieving socio-economic equities. Each Cell is headed by a faculty member who provides guidance and deals with student grievances.
4. The institute reinforces Fundamental rights and duties, and the Code of Conduct.
5. The College celebrates various commemorative days of national importance like Republic Day, Independence Day, National Constitution Day, Voters' Day, Youth Day, Swachhta Pakhwada etc.
6. The institute conducts several cleanliness drives, donation drives, plantation drives etc.
7. Facilities for differently abled staff and students: provisions for ramps, wheelchair, tactile pathways, Divyangjan -friendly washrooms and teaching-learning aids and software in the library.
8. The institute provides concession in fees, aids, and scholarship for economically underprivileged class.
9. NSS, NCC, and Scout and Guide Wings of the institute endeavours to ooze in discipline, unity, national integration, camaraderie, and will to serve the nation.
10. Institute's department of Environment Science, organizes various programs to create awareness about nature, eco -system and, environment so as to help human reach peaceful co-habitation.
11. Department of Political Science avail the students facility to attend the mock parliament and real assembly session making students more aware towards parliamentary procedures and set up.
12. Equal Opportunity Cell of the College ensures that there is no discrimination in the college.
13. Reading culture among the students, teachers and other employees is motivated through the conduction of Readers Inspiration Day, Granth Dindi etc.
14. The institute celebrates Jayanti's of various national and regional leaders, heroes to inspire students and faculty to be human first irrespective of their affiliations and credentials.

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

1. Title of the Practice: The Induction Programme

Goal:

The Induction Programme is designed to help new students transition into the institution smoothly, become acquainted with its values, and foster relationships with peers and faculty. It also bridges knowledge gaps, especially for students from non-humanities backgrounds, while introducing them to the institute's legacy and ethos. This program further educates students on campus ethics, including discipline, dress code, gender equity, patriotism, environmental awareness, and basic human values.

Context:

With the implementation of the New Education Policy (NEP), students are encouraged to explore interdisciplinary studies. Thus, it is crucial to orient them to institutional culture, practices, policies, and values. Introducing them to both academic and campus life lays a foundation for NEP's interdisciplinary goals and fosters a collaborative learning environment.

Practice:

The Induction Programme is initiated with an address by the Director, providing an overview of the institute's mission, vision, history, and the roles of various academic and extracurricular departments like NSS, NCC, and Scouts and Guides. Over the past three years, the IQAC has coordinated these induction sessions. Department representatives give briefings on institutional policies and procedures, and an array of activities is organized, including team-building games and lectures on communication skills, compassion, and camaraderie. The institute's guiding principle, "One Heart, One Mind," is emphasized.

Evidence of Success:

The program has had positive outcomes across students, faculty, and institutional levels:

- **For Students:** It eases their transition, promotes social integration, prepares them academically, and encourages participation in campus activities.
- **For Teachers:** It fosters strong student-teacher relationships, enhances curriculum design through a better understanding of student backgrounds, and supports professional growth in mentoring.
- **For the Institution:** The program improves reputation, increases retention rates, cultivates an

inclusive campus culture, and provides feedback to improve institutional policies.

Challenges:

Issues include students from rural areas facing communication barriers, science and commerce students struggling with humanities integration, and difficulty accommodating large numbers in the venue.

2. Title of the Practice: Scientific Temper Activity**Goal:**

The Scientific Temper Activity emphasizes the importance of scientific thought in social sciences, which involves rigorous methods of observation, analysis, and evidence-based interpretation. This activity aims to instill scientific curiosity and critical thinking among students, which, in turn, impacts other stakeholders in the community.

Context:

Scientific temperament involves questioning, theorizing, analyzing, and drawing conclusions based on evidence, which supports democratic and egalitarian values. To promote this, the Department of Psychology launched “Psychofest,” an annual event showcasing scientific principles in social sciences.

Practice:

Students are grouped to prepare and present posters, flow charts, and demonstrations on topics related to psychology. They showcase research equipment and conduct live studies on topics like biases and social dynamics. Experiments use interactive games and scientific tools to explain group dynamics and psychological concepts like IQ, memory span, and reaction time. The festival draws around 250 students and faculty, including participants from IGNOU and nearby colleges.

Evidence of Success:

The activity has a positive impact on various areas:

- **Critical Thinking:** Encourages questioning assumptions, leading to informed decision-making.
- **Problem-Solving:** Nurtures a solution-oriented approach.
- **Innovation:** Fosters creativity and curiosity.
- **Public Awareness:** Educates on relevant issues like health and climate change, supporting better public policy.
- **Education:** Prepares students for STEM careers.
- **Community Engagement:** Promotes collaborative problem-solving and collective engagement in scientific issues.

Challenges:

Challenges include varying student academic backgrounds, limited time and resources, and maintaining engagement. Further, addressing skepticism about scientific concepts and managing logistical arrangements are complex but essential for the program's success.

The Induction Programme and Scientific Temper Activity are instrumental in creating a well-rounded educational experience, fostering a supportive community, and preparing students for a dynamic and interconnected academic journey.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Distinctiveness

One of the primary goals of higher education institutions is to metamorphosize students into culturally aware individuals with intercultural thinking and the ability to engage in cultural debate in terms of humanization. With a mission of "One Heart, One Mind," our institute prioritizes accessibility, accountability, and affordability that stands out for its all-encompassing approach to education and community involvement. The institute fosters an environment that promotes not just academic excellence but also emotional and social development. Various programs and activities that focus on mental health, empathy, and community service, camaraderie, compassion, self-esteem etc. are organized throughout the year.

The institution is committed to address its thrust areas like accessibility, accountability, and affordability. In the view of its vision and mission, the institute thrives upon creating accountable citizen for today and tomorrow which in return shapes the collective common tendency and ensures peaceful co-habitation and aims at establishing beauty and peace in the society at large. The institute's department of Political Science, organizes a study tour every winter assembly session.

As the name suggests, the Vasantryao Naik Government Institute of Arts and Social Sciences in Nagpur is only concerned with the humanities. This bestows us with an additional responsibility to cultivate citizens with socially and culturally conscious minds in addition to theoretical knowledge. Therefore, our objective is to create a cultural centre of excellence and to use affordable education to transform our students into socially conscious citizens for the advancement of the country. Teaching students to deal with cultural norms and ethics is our aim. With the help of many cultural elements, an individual can favourably adapt to their natural and social circumstances. In addition to their academics, students are encouraged to participate in extracurricular activities including theatre, dance, debate, music, elocution, quizzes etc.

Institute's department of Music by uplifting the soul and guiding it toward transcendence. It is

recognized as one of the oldest departments in Central India to offer teaching and research at the undergraduate and graduate levels. The department is unique since it has made a substantial contribution to the music industry by producing musical sensations. It has also nearly become a byword for excellence and quality, and it is the source of many Hindi Marathi singing stars who have won awards and recognition across the country. Along with the previously mentioned, the department is home to some of the rarest musical instruments, including the once-celebrated Karnatak-style Tambura, Ektara, Surbahar, Mayur Wadya, Jal Tarang, and Swarpeti attracting enormous number of music enthusiasts who frequently visit the department.

As one of the top institutions in Central India, it has the honor of providing courses in four classical languages—Pali and Prakrit, Sanskrit, Persian, and Arabic—as well as four modern languages: English, Hindi, Marathi, and Urdu. It is also unquestionably the only university in Maharashtra to offer both of these languages. A significant number of students are motivated to learn the language of their choice and relevance due to the wide variety of linguistic options available. Students' cultural upbringing is infused with this language spirit and consciousness, as demonstrated by the Institute's cultural prowess and long-standing domination in state-organized events of significance throughout the years. The language departments go out of their way to promote student involvement in language-focused contests such as mime, elocution, debate, and skit.

As a result, every effort is made to find and cultivate artistic, creative, intellectual, and athletic abilities at the Vasanttrao Naik Government Institute of Arts and Social Sciences in Nagpur. This helps them become more conscious of their own cultural heritage. The Institute's instruction, which places a strong focus on communication competency and cultural conscience, helps students think positively, build confidence, behave better, and cultivate a healthy body and mind. Their performances at intra- and inter-collegiate cultural events, as well as in the classroom, accurately reflect this.

The students of the institute participated in various cultural programs conducted at Departmental, Institutional and Inter-collegiate level throughout the year which are a source of motivation. However, it is 'YUVA RANG' which is a regular cultural event organized by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur in which more than 250 colleges participate. The institute has been performing exceedingly well and has the honor of winner it at the stretch for many years.

Geographically located in the central India, the institute is accessible for the surrounding rural and tribal region, for the education purpose. Being a government institute, it possesses distinctiveness in serving both the tribal, rural as well as the students of urban regions that in a way provide affordable education to socially less privileged groups. Being a government institute, it provides affordable quality education to education and avails scholarship to the various social categories. Recently after the implementation of NEP 2020, institute is committed to bring marginalized, tribal, minorities students in the flow. The institute is metaphorical melting pot where multitudinous class, creed, category, and culture finds harmonious eclecticism and compendious enrichment.

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

5. CONCLUSION

Additional Information :

The Institute operates with a sanctioned academic staff strength of 80 positions, including 77 assistant professors, 1 librarian, and 2 physical education directors. Faculty appointments are managed by the Maharashtra Public Service Commission in Mumbai. Financially, the Institute relies on multiple sources, including the District Planning Committee, the University Grants Commission (UGC), and the Rashtriya Uchchattar Shiksha Abhiyan, to ensure funds for academic, administrative, and developmental needs.

The admission process is transparent, with detailed guidelines outlined in the prospectus covering admission requirements, fee structures, refund policies, and available student support services. This ensures clarity and accessibility for all prospective students. The Institute strictly follows State Government directives and Nagpur University regulations, with all updates and resolutions promptly available, contributing to smooth operational flow.

Essential equipment such as photocopiers, printers, and other technological tools supports operational efficiency. Faculty are expected to understand the structure and functions of government systems, enabling better institutional alignment with public policies. Key institutional matters are discussed in Staff Council meetings, fostering an inclusive approach to governance.

Though adjacent to the main campus, the library functions independently, providing an environment conducive to focused study for students and faculty. The Institute also fosters a creative, supportive atmosphere, encouraging students to participate in various artistic disciplines, including drama, music, arts, and debate. The Institute's students participate in competitions each year, and their achievements are notable.

In addition, the National Service Scheme (NSS) and other departments actively promote social awareness through the performing arts, addressing issues like AIDS awareness, adult literacy, and environmental concerns. This contributes to developing a value-oriented education among students, reflecting societal needs.

The campus, equipped with Wi-Fi and internet labs, provides access to the latest information, supporting students in academic and personal growth. This digital infrastructure enhances student engagement and encourages independent learning.

Concluding Remarks :

Vasantrao Naik Government Institute of Arts and Social Sciences in Nagpur is a distinct institution focused solely on Arts and Social Sciences, with a mission to provide education that addresses pressing social contexts. The Institute offers a variety of programs that prepare students for further studies and careers across multiple fields, including performing arts, mass communication, administrative services, armed forces, education, management, journalism, creative writing, translation, clerical roles, advertising, and hospitality. The programs aim to develop well-rounded graduates committed to humanitarian values who can contribute meaningfully to their respective fields.

Faculty at the Institute are encouraged to stay updated with contemporary teaching techniques, often employing collaborative learning strategies. The administration evaluates teaching effectiveness through objective and

subjective self-assessment and ephemeral checks. Assignments given to students, as part of the internal assessment prescribed by Rashtrasant Tukadoji Maharaj Nagpur University, are designed to foster a scientific temper and intellectual curiosity, helping the Institute remain responsive to evolving educational demands. Additionally, the syllabus is contextualized to reflect current social, economic, and political trends, ensuring relevance in today's world.

The Institute boasts a legacy of notable alumni, which includes national and international figures in various fields. Among these are former Vice President of India Justice Hidayatullah, former Prime Minister P.V. Narasimha Rao, and film personalities such as Prem Nath, Kishor Sahu, and Abrar Alvi. In the socio-political realm, the Institute has produced leaders like Dr. M.S. Anney, V.P. Naik, Sudhakar Naik, and Vidyacharan Shukla. This esteemed alumni list highlights the Institute's longstanding impact on Indian society.

The Institute's Internal Quality Assurance Cell (IQAC) acts as a driving force for maintaining and enhancing educational quality. It implements recommendations from the NAAC peer team with a strong commitment to continuous improvement. This approach ensures that the Institute upholds high standards and remains a key contributor to educational excellence in the Arts and Social Sciences.