



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SHRI SHIVAJI LAW COLLEGE, PARBHANI

BASMAT ROAD, PARBHANI PIN-431401

431401

www.mspmslcp.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shivaji Law College, Parbhani was established in 1983 by the Marathwada Shikshan Prasarak Mandal, Aurangabad, (MSP Mandal) trust formed in 1959 for the noble and pious cause of imparting education to the needy and poor people of backward and drought prone area of Marathwada. This area was under the reign of Nizam even after independence till 1948. The parent trust was established to impart education, primary to higher, to the students belonging to lower socio-economic strata. The Trust is very keen about accreditation and all HEIs of the Trust have undergone NAAC accreditation with 06 HEIs with 'A' grade. Shri Shivaji Law College, Parbhani is actively engaged to impart legal education to the students from Parbhani district with three years under graduate course after graduation since 1983 as an evening College on non-grant basis. The Institution is approved by UGC and covered under by 2(f) and 12 B. The Institution is permanently affiliated to Swami Ramanand Teerth Marathwada University, Nanded since 1994 and prior to that it was affiliated to the then Marathwada University, Aurangabad. The Institution is affiliated by Bar Council of India, statutory body regulating legal education in India since 1994 till date.

The Institution is dedicated to give professional education of law to the students of rural and urban area specially belonging to backward strata, socially, educationally and economically of Parbhani district.

Vision

This devotion of Institution is in tune with its vision, 'Let the darkness of indigent may be driven away' a verse from '*Pasaydaan*' composed by Saint Dnyaneshwar. The Institution in consonance with its vision is deeply concerned with educating students of all strata equally. The Institution offers education of professional course of law with meagre fee prescribed by the Fee Regulatory Authority of Government of Maharashtra. The Institution also school the students with multidimensional facets of professional capabilities through various schemes and programs such as financial assistance, scholarships, bridge course, remedial courses, special coaching for competitive examinations and ultimately raise excellent quality legal professionals having multifarious professional qualities. Not only students of the Institution, the social segments who are in need of legal aid but unable to avail due to economic constraints are extended helping hand through its duly established Legal Aid Clinic. The Institution also arranges free literacy camps for educating people about legislative provisions such as anti-dowery, consumer protection, alternate disputes resolutions, fraud, etc.

Mission

- To eliminate darkness of ignorance of the people there is need to provide quality education to socially and economically backward classes
- To provide efficient and standard facilities to the students and the society for their holistic development.
- To provide all round guidance to the students to achieve value based education and shape them as ideal members of society
- To afford equal opportunity of education to students of all classes of social strata
- To provide standard infrastructural facilities to the students such as classrooms, hostel, common room, etc.

- To take care of health of students by affording excellent quality sports facilities and keep them physically fit
- To serve the society through Legal Aid Clinic established in collaboration with DLSA, Parbhani
- To encourage and afford opportunity to the students for practical training by way of internships, hands-on training, on-the job training

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Introduction of certificate courses on versatile subjects focusing employability
- Proactive and cooperative management
- Ample opportunity for internship, hands on training in judicial forums, tax consultants, chartered accountants;
- Highly qualified and experienced faculty members
- Participation of faculty members in examination work and on statutory bodies of University
- Ambient, friendly atmosphere in the campus among students and students, staff members and students and staff members themselves
- Ragging free campus
- Plentiful use of ICT in academics and administration
- Conducive atmosphere for research, provision of financial support to teachers for research
- Active participation of students in extension activities
- Free legal aid to needy people of society through Legal Aid Clinic and regular Legal Literacy Camps for needy and indigent strata of society
- State-of-the-art infrastructural facilities for teaching and learning
- Wi-Fi enabled campus with 100 MBPS internet facility
- Independent indoor and outdoor sports facilities including well equipped gymnasium along with open gymnasium
- Bulky library with sufficient number of text books, reference books, books for various entrance and competitive examinations, plenty number of journals online as well as offline
- State-of-the-art digital database of law faculty
- Representation of students in statutory as well as non-statutory bodies of the College
- Participation of students in curricular, co-curricular and extra-curricular activities
- Registered and active engagement of alumni in the form of providing internships to students, guest lectures, chamber visits, hands on training, etc.
- Functional statutory and non-statutory committees and bodies in the campus
- Participation of teachers in faculty development programs and organization of training programs for teaching and administrative staff members regularly
- Implementation of rules for appointment and promotion of staff members such as Standard Code of Conduct, UGC rules and regulations
- Participation of staff members in social activities
- Financial support to the students in the form of tuition fee waiver for certificate courses

Institutional Weakness

- Lack of freedom in deciding curricula as curricula is provided by Bar Council of India

- Bulk of the students are first generation learners and hence lack communication skills and are weak in English
- Paucity of research funding
- Reluctance of government in sanctioning and filling up vacancies of teachers and administrative staff on regular basis
- Non-availability of qualified teachers for non-law subjects and consequent financial burden of such teachers on the College
- Being in backward area, weak financial capacity of students to pay fee for self-financed courses
- Low student computer ratio
- The institution has five acres of land but is not allotted by metes and bounds
- Lack of funding for infrastructural development
- Lack of sponsorships for organizing extension activities
- Being mono-faculty college, paucity of staff to conduct academic as well as administrative activities
- Highly irregular schedule of MHCET admission and consequent delay in holding classes and examinations
- Paucity of law firms for placement in nearby region.

Institutional Opportunity

- Commencement of certificate courses, value added courses, add on courses
- To design special courses for judicial examinations
- Organization of programs for communication skills and personality development
- Effective use of language lab to impart communication skills
- To develop professional capabilities among students
- Creating and nurturing culture of research among students

Institutional Challenge

- Being first generation learners, inculcating communication skills and traits of personality development
- To orient the curricula with changing amendments
- Placement in law firms
- Lack of focused efforts among the students towards professionalism
- Students are weak in English language which is medium of instruction and suffer from that complex too
- Offering of legal education in vernacular language by other colleges

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution runs two UG programs, one after degree; LL.B. Three years Program and other after 10+2; BALL.B. Five years Program and thus offers opportunity to students who wants to pursue legal profession immediately after 10+2 and students who complete one UG Program and aspires to attain professional education afterwards.

The Institution also offers three specialized PG programs, two degree and one diploma. Two specialized PG

programs are LL.M. in Criminal Law and other Business Law and one diploma PG program is in Taxation Law.

LL.M. in Criminal law helps to the students who prefer to practice in lower trial courts as well as students who aspire to join judicial services while LL.M. in Business Law helps students who prefer to join services in private sector as legal advisor.

Students after completion of PGDTL can practice in taxation law immediately or assist in firms of Chartered Accountants

At the beginning of new semester every year teachers and students are aware about curricular, co-curricular and extra-curricular activities for the semester. Regular meetings of teaching staff are convened to have overview of the academic calendar. The academic calendar comprises day-to-day plan of the semester having note of teaching days, internal examinations, guest lectures, visits to offices, etc. Regular formal and informal meetings of teachers are convened to see that the academic calendar is adhered to prominently. All the programs offered by the Institution are based on CBCS except One-year PGDTL, since 2015-16 having interdisciplinary approach. To enrich the students with professional competencies, the Institution offers various value added, certificate and add on courses regularly. In order to have review of curricula, the Institution often seeks feedback of stakeholders on curricular aspects. Appropriate measures and suggestions on curricular aspects are sought from these stakeholders through feedback. Feedback report is analysed by Feedback Committee and appropriate conclusions are drawn and action on these suggestions are prepared. Accordingly, Action Taken Report is prepared. Not only feedback is obtained but same is analyzed and placed before the meetings of teachers, IQAC, College Development Committee, alumni, students, etc.

Teaching-learning and Evaluation

Teaching and learning are the quality decisive factors of every educational institution. Versatile teaching methodologies assist to ignite minds and brains of students. The Institution believes that 'Law is logic' and hence the Institution adopts teaching methodologies that develop logical thinking and reasoning of students.

For this, catalyzing the minds of students is suggestive and is achieved by actively engaging and involving students by adopting teaching methodologies that are conducive to it.

Teachers of the Institution effortlessly make wide and extensive use of ICT in teaching and evaluation process.

Teaching methodologies ultimately impact learning results of students. The Institution has formulated outcomes for every Course.

Outcome-based learning supports to set goals to attain the outcomes and adopt apt teaching methodologies. The Institution also maps attainment of Course outcomes by adopting formal and non-formal methods.

Being Institution imparting professional Program of Law the Institution keeps wide approach in assessing not only learning levels but also development of professional competencies among students such as communication skills, vocabulary, client counselling, etc.

The Institution has diversity in student intake, hence steps are taken that every student feels comfortable in the academic zone. Bridge courses, remedial coaching, availing study material, special classes for judicial officer

examination, peer learning through creation of student groups are some of instances indicating how the Institution offers curricula.

Students are provided opportunity to meet professionals who guide them about professional requirements, internships provide ambience of court rooms, moot courts teach drafting and convincing skills, hands on training to students of PGDTL often provide platform for professional entry to the students.

All the regular teachers of the Institution possess doctorate degree in respective faculty and more than 12 years of teaching experience in the same Institution in average. Teachers are available to the students to mentor them 24X7 for academic, personal, professional and other issues and create a comfortable environment for the students. The Institution conducts student satisfaction survey to evaluate the process of teaching, learning and evaluation. Outcomes of the survey are analyzed and discussed in meetings of teachers, IQAC, CDC and apposite steps are taken by the Institution.

Research, Innovations and Extension

The Institution has rich heritage of research and extension activities. The Institution searches and inspires researching minds of staff and students. The Institution has well planned and documented policy for research which works precept to practice. The Institution has well nurtured research culture as it runs PG and doctoral degree programs. The Institution promotes research in various contemporary socio-legal issues of deep impact. Students of the Institution participate in research festivals such as *Avishkar* and show excellence in it by winning prizes. The Institution also emphasizes on qualitative research with special focus on intellectual property rights as the Institution has one course on the same at UG and PG level.

The Institution arranges seminars, conferences, workshops on various socio-legal issues such as intellectual property rights, research methodology, Goods and Services Tax, etc. for students and staff.

The Institution is successfully running doctoral degree Program (Ph.D.) in Law since 2006. 6 of 9 teachers of the Institution are recognized as research supervisors i.e. Ph.D. guide of law for affiliating University while 03 teachers are recognized as external examiner/expert for evaluation of Ph.D. thesis at other Universities.

At P.G. degree Program, students are required to undertake research and prepare dissertation at the end of second year. Students are encouraged and advised to research on contemporary socio-legal issues such as gender justice, environment consciousness, etc. and intellectual property rights such as copyright, trademarks, etc.

Being sprout of a trust, the Institution is extensively involved in social services heartfully. Students of the Institutions participate in various activities arranged by government, non-government agencies, organizations, etc. Major thrust of the Institution is on providing free legal aid to the needy and poor persons of the society who are unable to approach the court for justice. The Institution runs Free Legal Aid Clinic through its own premises wherein free legal aid is availed to the needy persons on every first and third Monday of every month. Students of the Institution also work as para legal volunteers and actively approach needy and indigent people so that legal aid reaches the desired tail end.

Infrastructure and Learning Resources

The Institution is situated in green lush campus of five acres which is very close to national highway having quick accessibility and hence is approachable to the students very easily. The Institution has adequate infrastructural facilities that can be categorized as

1. Facilities for teaching, learning and evaluation
2. Facilities for cultural activities and
3. Facilities for sports

Facilities for teaching, learning and evaluation-

These facilities comprise classrooms, Moot Court Hall, Language Lab, Library, etc.

Class rooms: The Institution has spacious, well ventilated traditional classrooms and well-equipped smart classrooms too. All classrooms are connected with wired and wi-fi facility with 100 MBPS internet speed. The Institution has 07 ICT enabled classrooms of which 04 are smart classrooms

All classrooms are dust free that is with white board and marker pen.

Seminar Hall: The Institution has well-furnished seminar hall-cum-auditorium of capacity of 200 having size.....The Hall has wired as well as wireless internet connectivity and is ICT enabled with portable projector.

Sports Facilities: the Institution has state-of-the-art sports facilities for students and staff. The Institution has indoor badminton court, flood light volleyball court, table tennis court, well equipped gymnasium, open gymnasium available for students and staff free of cost.

Library:

1. Infrastructure
2. Library as learning resource

Library Infrastructure: The Library is expanded into two floors, one floor independently for storage of books, language lab and top floor exclusively well-furnished for reading purpose.

Language Lab: The Institution has independent language lab with 9+1 computers exclusively for students with latest updated software.

Library Reading Room: The Institution has spacious, ventilated and state-of-the-art furnished reading room for students and staff.

The Institutional library has more than adequate number of text books for the staff and students. Besides regular text books, the library also comprises reference books, 18 journals of different title, newspapers, etc.

The Institution maintains two data base, Law Finder and Manupatra, Manupatra having remote access. The Institution has also subscription to e-resources such as e-shodhsindhu, shodhganga, etc.

IT Infrastructure: The Institution has state-of-the-art language lab with 9+1 capacity exclusively for students.

The Institution has 100MBPS leased line facility for internet services 24X7

The Institution is very meticulous and conscious for maintenance of its infrastructural and IT facilities.

Student Support and Progression

Student stand at the epicenter of any educational institution and needs consideration accordingly. The Institution has functional Placement and Career Guidance Cell actively and frequently organizing various professional development programs for students. Special classes are arranged for students for competitive examinations such as judicial officers, police prosecutors, NET, etc. Bridge course, remedial coaching, guest lectures, programs for personality development are arranged often and when for students after taking into account their needs. The Institution is very cautious about providing scholarships for students from government, both State and Central. Regular meetings of students are arranged for facilitating scholarship benefits to the students besides workshops for staff. Committee constituted for scholarship issues takes care that not a single eligible student remains deprived of scholarship benefits. The Institution also supports the students by giving financial assistance to the students through well drafted and documented policy. Guest lectures of eminent lawyers are arranged to inculcate professional competencies among students. Students are encouraged to undertake higher education and for that the Institution maintains ambience accordingly.

The Institution strongly believes in democratic principles and hence students are given representation at every appropriate and requisite places, from academic to administrative cells. Students are given representation in statutory as well as non-statutory committees, cells, etc. While giving representation to students, female students are also provided with equal opportunity as a measure of gender justice. Student councils are formed according to statutory provisions and student representatives are chosen in democratic way. Institution strongly believes in values enshrined in the Constitution of India and arrange programs to inculcate these values among the students besides regular curricular inputs.

Students are encouraged to participate in sports and cultural activities in and out of the campus.

The Institution is very vigilant about grievances of students and has functional statutory as well as non-statutory committees and Cells to hear and decide all forms of grievances of students such as examination, internal assessment, sexual harassment, scholarships, etc.

Alumni offer guest lectures, arranges special programs for judicial officers examinations, encourages internships to the students, etc. The Institution has registered alumni association, namely '*Shri Shivaji Law College Alumni Association*' under the Bombay Public Trust Act, 1961.

Governance, Leadership and Management

The Management of the Institution believes in precept to practice. Well planned and prepared policies stay at the root of every institution. Practices adopted for execution of these policies are at the second step of success pyramid of every institution. Visionary management visualizes, sets out value-based goals to be achieved after deliberations with subordinates who work towards these goals.

The Institution prepares draft Perspective Plan for every five years and prepares Annual Quality Enhancement Plan annually. Execution of Perspective Plan and AQEP is monitored regularly at Institution level.

The Internal Quality Assurance Cell at the Institution is actively engaged in creating and enriching quality culture in the Institution in both academic and administrative wings. Institutionalization of quality and setting up new benchmarks of quality is deemed as primary function of the IQAC.

MSP Mandal, Aurangabad has vision '*Duritanche Timir Jawo*' meaning '*Let the darkness of ignorant be driven away*'. The parent trust is dedicated to serve the society by providing education from primary to higher education to the students of economically and socially backward area of Marathwada region at meagre fee.

This College is established by the MSP Mandal in 1983 with the same avowed objective with 3 years UG Program and now the Institution offers two UG, two PG, one PG diploma and Doctoral degree Program in law.

The Management also promotes empowerment of faculty and encourages them to attend Faculty Development Programs at various places. The Management also organizes Human Resource Enrichment Programs for teaching and non-teaching staff regularly

The Institution prescribes transparency in all spheres of work culture and hence adopts online functioning in all areas. The MSP Mandal, parent trust has developed its own ERP software for all HEIs.

Examinations forms are filled up in online mode as per directions of affiliating University and leaving certificates (T.C.) are also issued through ERP software, ensuring transparency.

The Institution is very keen about audit, financial, academic and administrative. For financial audit, Institution conducts both internal as well as external audit.

The Institution takes care of its staff by adopting welfare policy for them.

Institutional Values and Best Practices

The Institution is founded on social value of driving away darkness of indigency from people and the Institution is committed to serve the needy and poor strata of society. The Institution strongly believes in imparting value based higher education and shaping professionals with ethics and human values. The Institution has green lush campus with increasing number of plants and has undertaken green audit, energy audit, environment audit. The Institution sensitizes its students towards gender respect, environment issues. The Institution observes '*No Vehicle Saturday*' and promotes staff and students to follow eco-friendly practices. The Institution has conducted Green Audit, Energy Audit, water Audit, Environment Audit as a part of environment consciousness by recognized agency.

The Institution is very keen for ethics and values. The Institution is bound to ethical policy for both teaching and administrative staff. For teachers, the Institution adopts policy and rules of University Grants Commission and State Government. For administrative staff, the Institution adopts Maharashtra Service Rules laid down time to time. The Institution not only lays ethical standards but also organizes workshops, seminars, lectures for creating awareness among staff.

The Institution celebrates birth anniversaries and organizes special events such as lectures, wall paper presentations and such other programs to imbibe values among the students. The Institution also observes commemorative days such as International Justice Day, Human Rights Day, Consumer Day, Vigilance Week etc.

The Institution is committed to serve to the society as persuasion of its vision. To accomplish its vision, the Institution has prescribed policy which is executed by the Legal Aid Clinic of the Institution and steps are taken to accomplish the mission. The Institution adopts practices to serve the society by arranging meetings of Free Legal Aid Clinic and arranging Legal Literacy Camps for deprived classes of society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHIVAJI LAW COLLEGE, PARBHANI
Address	Basmat Road, Parbhani Pin-431401
City	Parbhani
State	Maharashtra
Pin	431401
Website	www.mspmslcp.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajesh Balwantrao Deshmukh	02452-232595	9403699839	02452-232595	iqacslcp@gmail.com
IQAC / CIQA coordinator	Harsha Suryawanshi	02452-220109	9422111757	02452-232595	harshatoshniwal10@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-03-2003	View Document
12B of UGC	31-03-2003	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
BCI	View Document	31-03-2023	84	Affiliation was pending with BCI even after deposit of Inspection fee Renewal of affiliation is for every two years

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	Basmat Road, Parbhani Pin-431401	Urban	5	1391.04

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 LLB, Law	60	HSC or Equivalent	English	60	56
UG	LLB, Law	36	Graduate	English	240	240
PG	LLM, Law	24	Graduate in Law	English	80	11
PG	LLM, Law	24	Graduate in Law	English	80	38
PG Diploma recognised by statutory authority including university	PG Diploma, Law	12	Graduate	English	80	39
Doctoral (Ph.D)	PhD or DPhil, Law	36	PG in Law	English	13	13

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				3				12			
Recruited	0	0	0	0	2	1	0	3	3	3	0	6
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	7	4	0	11
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	3	3	0	9
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	4	4	0	8
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		Total
	Male	Female	Others	Total	
	0	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	590	1	0	0	591
	Female	253	3	0	0	256
	Others	0	0	0	0	0
PG	Male	48	0	0	0	48
	Female	27	0	0	0	27
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	23	0	0	0	23
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	0	0	1	8
	Female	5	0	0	0	5
	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	102	105	143	153
	Female	26	31	57	75
	Others	0	0	0	0
ST	Male	2	7	10	15
	Female	1	1	3	0
	Others	0	0	0	0
OBC	Male	41	44	70	90
	Female	16	6	29	40
	Others	0	0	0	0
General	Male	264	245	390	438
	Female	126	128	155	168
	Others	0	0	0	0
Others	Male	59	82	99	91
	Female	19	38	26	37
	Others	0	0	0	0
Total		656	687	982	1107

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Faculty of law is multidisciplinary and interdisciplinary in itself. Legal education is a professional Program regulated by Bar Council of India popularly known as BCI. BCI drafts courses to be taught to the budding lawyers. The BCI formulates course contents keeping in view need of the profession at UG level. In case of Three Years Law Program after graduation, all the Courses are interdisciplinary. In case of five years BALL.B. Program, already students study courses from social sciences such as History, Sociology, Economics, English, Political Science, etc. Hence, the five year Program is inter as well as transdisciplinary.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>The Institution has taken initiative in ABC with nodal officer and creation of ABC account of students. The College has nominated two teachers as nodal officers for ABC to assist the students to enroll for ABC and these are, 1. Dr. G.M. Fulzalke 2. Dr. W.I. Khan These teachers arranged workshop for the students to create awareness about ABC among students These teachers convened regular meetings with the students if they faced any problem in registration with ABC. Video showing process of registration with ABC is also shared with the students.</p>
<p>3. Skill development:</p>	<p>The Institution runs two UG and three PG Programs in professional law course. Hence, students need professional skills and competencies along with academic knowledge. The Institution plans to inculcate professional skills among students such as drafting tactics, pleading skills, argument competencies, client counselling, communication skills, etc. among students. For this, the Institution has planned to arrange short term courses, special guest lectures, visits to offices, etc.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institution runs Law Programs and preaches Constitutional values to students in classrooms while to the society in general through legal literacy camps and Legal Aid Clinic. The Institution plans to inculcate Indian culture among students and society as well. For acquainting people of society about legal knowledge, the Institution plans to impart knowledge of law in vernacular language through legal literacy camps, through Legal Aid Clinic at various festive, social and religious gatherings with the help of para legal volunteers of the College.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institution believes that every task must have fruitful gains. For teaching, the Institution has planned to focus on outcome based learning. The Institution has outcomes drafted for every Course. Teachers acquaint the students with Course outcomes at the beginning of the semester and keep on checking about attainment of expected outcomes. At the end of semester, teachers again assess about attainment of outcomes. The Institution now plans to discuss the Course outcomes with the employers, senior counsels, judicial officers, alumni so that the Institution can have expected results. This will help the students in achieving outcomes expected in the professional circle.</p>

6. Distance education/online education:	As such Law Program is regular 'day and full-time program' as prescribed by its statutory regulatory authority Bar Council of India. The Institution plans to arrange various certificate Courses, value added Courses, bridge Courses and other short term courses for students in online mode. This will help in providing flexibility to the students in attending such courses.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institution has duly established and functional Electoral Literacy Club since January 2018. At present the ELC is working efficiently with following members, 1. Dr. K.S. Neharkar- Nodal Officer 2. Mudgalkar Ajinkya Anil -Member 3. Shinde Shivani Sanjay-Member 4. Shinde Balaji- Member The ELC is constituted with following objectives- • To increase electoral literacy of new voters; • To create awareness about elections among voters; • To sensitize students on aspects of elections; • To develop smart and responsible voters
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?	The ELC has following members at present- Dr. K.S. Neharkar – Nodal Officer Mudgalkar Ajinkya Anil -Student Member-Rep. of Urban area Shinde Shivani Sanjay- Student Member-Representative of female Shinde Balaji- Student Member-Representative from rural area Institutional ELC seeks review of registration of citizens who have completed 18 years of age but have not yet registered as voter. Similarly, the Institution also takes initiative for enrolment of graduate voters. In Maharashtra special constituencies are there for graduates and their representatives are elected through graduates. The Institution seeks information of students who are enrolled with Election Commission.
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	Institutional ELC seeks review of registration of citizens who have completed 18 years of age but have not yet registered as voter. Similarly, the Institution also takes initiative for enrolment of graduate voters. In Maharashtra special constituencies are there for graduates and their representatives are elected through graduates. The Institution seeks information of students who are eligible voters for the Graduates

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Constituency but have not enrolled accordingly. Students are actively engaged in registration of eligible citizens. Students take initiative in registration of women citizens especially home makers who are generally reluctant for this.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College organized essay competition for awareness among students. Drawing competition was also arranged in the College for students in collaboration with District Election Commission Office. Awareness workshop was arranged by the College in collaboration with Art of Living organization.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Most of the students who have completed 18 years of age are informed to submit one copy of voter ID at the time of admission. Students who are eligible for registration as voter are informed to register at the time of admission and deposit receipt of Election Commission before registration. Students who did not register are assisted to register with website of Election Commission. Only students of BALL.B. I year who have completed 18 years of age recently are in pipeline of registration.</p>

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
108	108	108	100	96
File Description		Document		
Data Template		View Document		

1.2

Total Number of Courses offered by the institution in all programs (without repeat count and include courses that are dropped)

Response: 60

2 Students

2.1

Number of students year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1043	1027	982	687	656
File Description		Document		
Data Template		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
710	710	710	670	630

File Description	Document
Data Template	View Document

2.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
359	352	322	231	208

Other Upload Files	Document
1	View Document

2 Teachers

2.1

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

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

File Description	Document
Data Template	View Document

2.2

Number of sanctioned posts year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

File Description	Document
Data Template	View Document

3 Institution

3.1

Total number of classrooms and seminar halls

Response: 14

3.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
55.24	47.18	90.55	30.02	32.06

3.3

Number of Computers/ laptops

Response: 20

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

‘Well planned is half done’ policy is adopted by the College. The Institution has finely framed/planned policy for delivery of curriculum whereby teachers are given suggestions for the same. The Institution plans delivery of curriculum in two ways,

1. Policy making,
2. Execution of policy
3. Review of executed policy
4. Modification of policy

1. Policy making- The College has policy for delivery, modes and time frame for delivery of curriculum. Main features of policy are-

1. Execution of policy:

Execution of Curriculum delivery can be seen at three levels, firstly at the Institutional level, secondly at teachers’ level and lastly at students end. The Institution has Internal Academic Audit Committee’ which takes proactive initiative for effective curriculum planning & delivery. Meeting of teaching faculty is convened at the beginning of every semester for discussion on curriculum delivery, planning & effective delivery. **Master time table** is prepared in consultation with all the teachers to avoid overlapping of classes. **Teaching plan** comprises details of mode of delivery of curriculum such as lectures, ICT, project, etc. Teaching plan also comprises number of hours required to be conducted for completion of every unit of the Course and in consonance with those exact days of months that will be spent on completion of every unit. If teacher is adopting any innovative pedagogy for any unit, he/she can mention about same in the teaching plan and make arrangements for the same such as guest lecture, office visit, lecture of expert, etc.

At teachers’ level, well prepared teaching plan is thoroughly discussed in the class. Students are made acquainted with learning outcomes of every course at the commencement of semester. Along with discussion with students, hard copy of teaching plan is delivered to the students in the classroom. In online teaching, soft copy of teaching plan is shared on Google Classroom for perusal of students. Every regular teacher is required to maintain **Teacher Diary** promptly and daily comprising academic and

administrative activities.

Teachers are given liberty to adopt versatile modes & modalities to be adopted for effective delivery of curriculum. Vital topics are given importance and special efforts are made by teachers to strengthen those topics.

Since introduction of entrance examination for law, admissions of LL.B. I year (three years course) got extremely delayed and care has to be taken to deliver the requisite curriculum within shorter period. To face this problem, the teachers of the concerned class are directed to arrange extra classes and complete the given curriculum within the time span available to them. Classes of these students are arranged immediately after first round so as to complete curricula of the class. However, for students who seek admission in subsequent rounds, revision classes are specially arranged so that no student shall be deprived of his right to education. Likewise, students willing to seek admission in the Institution are granted permission liberally to attend classes even before admission with due permission of head of the Institution.

At students end, syllabus completion report is taken to have review & feedback of students on curriculum delivery and teaching process. This helps in improvising performance of teachers and making requisite changes in curriculum delivery.

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

1.1.2

The institution adheres to the academic calendar including for the conduct of CIE

Response:

Planning must be followed by effective execution of plan and for that goal setting is essential. Calendar assists in planning and effective implementation and planning assists in achieving assigned goals. Academic calendar is very vital for every educational institution as it keeps alarming the stakeholders joined together to achieve institutional goals. Through academic calendar, institution prepares day-to-day activities, curricular, co-curricular as well as extra-curricular. Academic calendar sets out teaching days, days for internal evaluation of students such as class tests, student presentations, University Examinations and such other activities. The Bar Council of India recommends that all law colleges shall commence academic year from 1st July of every year. Correspondingly, the affiliating University sets out academic calendar for all colleges including law colleges affiliated to it. It simply sets out dates of commencement of colleges, admissions & ESE i.e. End Semester Examinations & vacations. The Institution prepares its academic calendar at the beginning of every semester indicating every day activity proposed to be conducted. The Institution adheres to the academic calendar prepared by it for effective

execution. The College prepares very elaborate & detailed academic calendar setting out day-to-day planning of activities of the College. It comprises actual teaching days, days for other student centric activities as well as activities for well-being& overall development of students, teachers & administrative staff. Classes are commenced as per the academic calendar in case there is no hurdle in it such as delayed results of University, delayed admissions. Delay in examinations delays result and consequently, commencement of classes is delayed. Usually, this happens in case of winter or first semester of academic year. As regards second semester, it commences at regular timing. Internal Academic Audit Committee of the College supervises effective implementation of academic calendar. It supervises regularity of classes/lectures, visits, guest lectures, etc. Regular formal and informal meetings of teachers assist in overseeing of adherence to academic calendar.

The academic calendar also schedules internal examinations. Internal examination comprises minimum two tests and presentation of students. First test is normally scheduled in the mid of semester (mid of teaching days) while second test at the end of semester. Student presentations are arranged by teachers as per their convenience and availability of time during semester.

Internal Examination Committee of the College supervises internal examination and,

- 1.Prepare schedule of internal examination,
- 2.Supervises steering of internal examinations,
- 3.Compiles final results of internal examinations after receiving from teachers,
- 4.Submits result of internal examination to affiliating University both in online and offline mode,
- 5.Hearing of grievances of internal examinations.

The Internal Examination Committee prepares schedule in accordance with academic calendar and publishes well among staff and students. Generally, one week notice period is available for internal examination. Notices of internal examination are widely published among students in online and offline modes. The Committee conducts meetings of teachers for smooth and time-bound steering of internal examinations.

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

1.1.3

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and other colleges and/are represented on the following academic bodies during the last five years

- 1.Academic council/BoS of Affiliating university***
- 2.Setting of question papers for UG/PG programs***
- 3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses***
- 4.Assessment /evaluation process of the affiliating University***

Response: 1. All of the above	
File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented Response: 66.67	
1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented. Response: 4	
1.2.1.2 Total number of Programs offered by the institution for last five years Response: 6	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 <i>Number of Add on or value added courses /Certificate programs offered during the last five years</i> Response: 11
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File Description	Document
List of Add on /Certificate programs (Data Template)	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3

Average percentage of students enrolled in Add on or value added courses /Certificate programs as against the total number of students during the last five years

Response: 29.59

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
283	638	199	199	62

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainabilityetc. into the Curriculum

Response:

Value education has become need of the day. Inculcation of values in the young minds is a continuous process. Value education is essential for holistic development of human beings and ultimately the nation. The institution is bound to imbibe importance of values in young minds. The vision of the institution is based on value education. The vision of the institution is to drive away the darkness of indigent persons of society. The institution is determined and dedicated to his vision. The institution teaches and preaches

human values, gender sensitivity, professional ethics through its curricula. Knowledge of human rights, in general and in particular creates awareness about human values. Human rights of women children in particular sensitized the learners for the students about gender justice and Juvenile justice. The institution through a certificate course specifically enlightens the issue of gender justice. Course on professional ethics accountancy for lawyers and bar bench relations trains the students about professional ethics and responsibility of lawyers towards clients and society. Value of sympathy equality are reached along with special status and treatment to women and children through labour laws such as maternity benefit to women equal remuneration. Human values are imported through curricular of India international human rights public international law right to culture right to property right to person are fundamental to human life and to respect the rights of others is responsibility of everyone. Indian constitution is the Epic tomb of human values gender issues and environment and sustainability.

Premium educational institutions not only impart textual information to the students but also imbibe value education. The Institution being engaged in legal education, strongly assumes that gender equality and equity are not concepts but practices that must be imbibed in everyone. For sustainable development, environment consciousness is integral part of life and the Institution believes in it and practices accordingly. The Institution teaches 108 Courses across 5 Programs and Ph.D. Program in Law. All these Courses are designed in such a way that each Course comprises issues relevant to gender equity, professional ethics, environmental sustainability, constitutional and human values particularly or generally. The Institution encourages research students of LL.M. and Ph.D. to undertake research on issues relevant to ethics, gender sensitivity, environment sustainability, Constitutional and human values. Courses that directly hint professional ethics are,

1. Professional ethics, Accountancy for lawyers, Bar and Bench relationship
2. Income Tax law
3. Moot Court and Internship
4. Law of evidence

Courses that sensitize students towards gender equity are,

1. Constitutional Law
2. Labour Laws
3. Company Law
4. International Human Rights
5. Family Law
6. Law of Crimes I (Indian Penal Code)
7. Law of Crimes II (Criminal Procedure Code, Juvenile Justice Act, 2000 and Probation of Offenders Act)
8. Sociology

Courses that encompass environmental sustainability are,

1. Environmental Law
2. CPC and Limitation Act
3. International Human Rights
4. Environmental Studies
5. Labour Laws-II

Courses ensuring sensitization of Constitutional and human values,

1. Constitutional Law
2. International Human Rights
3. Company Law
4. Administrative Law
5. Sociology
6. Political science
7. Intellectual Property Law
8. Law of Torts
9. Jurisprudence
10. Criminology and Penology
11. Law of Crime I & II
12. Law and Social Transformation in India
13. Penology-Treatment of Offenders
14. Juvenile Delinquency
15. Collective violence and Criminal Justice System

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability into the Curriculum	View Document
Any additional information	View Document

1.3.2

Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 8.68

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

File Description	Document
Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting	View Document
Institutional data in Prescribed format	View Document
Any additional information	View Document

1.3.3

Percentage of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,(Data to be given for the latest completed academic year)

Response: 67.79

1.3.3.1 Number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships/ field projects etc.,(for the latest completed Academic year)

Response: 707

File Description	Document
List of Programmes and number of students undertaking Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,	View Document
Institutional data in prescribed format (Data Template)	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

- 1. Students*
- 2. Teachers*
- 3. Law-firms/Judges/Sr. Counsels and employers*
- 4. Alumni*

Response: A. All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Five filled in forms of each category opted by the institution	View Document
URL for stakeholder feedback report	View Document

1.4.2

Feedback process of the institution may be classified as follows: (Opt one)

Response: A. Feedback collected, analysed and consolidated action taken on feedback for last five years available on website

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 67.69

2.1.1.1 Number of students admitted year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1036	1114	987	687	657

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1346	1347	1340	1340	1220

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 55.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	456	422	314	267

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes/ have policies in place for different levels of learners

Response:

The Institution believes that every student is distinguished personality with distinct qualities. An excellent institution takes every step to serve the needs of every class of students so that all the students receive tailormade attention. The institution is proactive in-

1. Drafting of policy for assessment of students.
2. Effective and focused implementation or execution of policy.
3. Variation or amendment of policy.

The institution is dynamically engaged in imparting professional education of law and as such is keen to provide not only textual knowledge but also professional skills among its students. While achieving this goal the institution first examines or scrutinizes the needs of the students by observing their performance in curricular, co-curricular and extracurricular activities. Performance in curricular and co-curricular activities shows learning levels of students while performance in extra-curricular activities assists in evaluating professional competencies of students.

The institution has planned and documented policy for assessing learning levels of students. The students are assessed at the end of annual examination by mentor teacher who observes the student during this period and analyzes him or her on a scale of 10 questionnaire prepared by the Internal Quality Assurance Cell in consultation with teachers, alumni and employers.

Assessment of student is made or analysed by mentor with the help of other teachers, that is performance of students is assessed over all across all courses and all activities. Assessment of students is done on the scale of 10 marks in all-inclusive questions and assessment for each question in the terms of marks out of 10. Students scoring 60% and above are rated or graded as satisfactory i. e. advanced learners while students below 60 as in need of improvement or slow learners.

Academic assessment of students is based on his or her performance in end semester examination and class performance. Ability of student to communicate with teachers and peer, understanding reflecting in group discussion and question answer sessions are also taken into account. Students scoring 'A' and above grades (since it is CBCS) are graded as advanced learners by students with 'C' or below as slow learners.

Programs organised for advanced learners:

Advanced learners are encouraged

- To access reference books, from college library for in-depth knowledge;
- To access law journals for study of latest citations regularly for knowledge of recent trends in judiciary;
- To advise to mentor peer and junior students;
- To attend special classes for judicial and other competitive examinations;
- To attend or undergo rigorous training at advocate chamber besides compulsory internships;
- To pursue higher studies;
- To attend special guest lectures for in-depth knowledge;
- To participate in curricular co-curricular competitions.

Programs for slow learners

- Special revision lectures
- Encouraged or mentoring to improve English language
- Hoard of study material in lucid language
- Providing presentations and micro notes prepared by teachers for last minute perusal
- Encouraged to participate in group discussions
- Encourage to write or rewrite notes in own handwriting so as to improve drafting skills in legal language
- Encouraged to give presentations in classrooms
- Participate in a group discussions so as to diminish inferiority complex

Evaluation of outcome of assessment of learning levels is also found in University merit and UG to PG progression

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2

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

Response: 115.89

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning peer learning, team teaching, case law method and problem solving methodologies are used for enhancing learning experiences

Response:

Eminent educational institutions focus on excellent teaching methodologies. Every student has his own learning or understanding capability and hence his learning needs too vary. In higher education students have developed their own learning levels by this time and the institution adopts different teaching methodologies for expected results.

Objective of educational institution is to convey knowledge of Program to the students. This is the ultimate end while teaching methodologies are the means to achieve the aims. Reaching the goal or end is equal for all but the journey varies. In law it is that 'justice should not only be done but it shall manifestly seem to be done'. Analogically, this institution believes and is devoted to the principle that 'knowledge is not only transferred to the recipient student but is also received by him in the same way and in the same sense'. Hence teaching methodologies have a remarkable role to play for effective and efficient learning. Thus, role of teachers is of equal importance as that of students in education. A good teacher not merely teaches his pupil but encourages the pupils to learn and for that the teacher has to engage the pupil in learning by adopting such teaching methodologies that create interest and responsibility in the students about learning.

Teachers of the institution adopts following methodologies for teaching-

- Classroom teachings or traditional teaching
- Use of ICT
- Group discussions
- Peer learning
- Case study (Precedents)
- Problem solving methods

The institution believes that learning is not merely listening but is metabolism of knowledge that is the student shall hear, then process what he heard and apply wherever there is need of the knowledge that is transferred to him. The first function of hearing is role of teacher and classroom teaching is suited for that. As regards processing, the students have to assimilate what is taught and have to churn the assimilated knowledge. This can be achieved by use of ICT, in presentations, group discussions, peer learning and team discussions. What was assimilated by the student needs to be applied in appropriate situations as students have to experience and test beforehand. For experiential learning following methodologies are adopted by the institution-

a. Case study-

Students are given decided cases of concerned course and discussions are conducted on the facts, arguments of both sides and consequent judgement. Students are encouraged to refer law journals, legal database for the reading.

b. Problem solving method

The Legal Aid Clinic of the Institution also gives real life experiences to the students where they get opportunity to see the litigants, know their legal problems and consequent legal remedies. Similarly, teachers in the class rooms also present questions or moot problems to the students and hypothetical formulations/questions.

c. Peer learning

The institution encourages advanced learners to mentor slow learners academically. For this institution encourages senior students and advanced learners to respond to applications as a leader of a group of students who need peer mentoring. Students feel comfortable in asking questions or doubts to peer. Where the group or peer team is unable to resolve the query, it is placed in the classroom where it is resolved by the teachers. This helps in learning simple concepts out of the class and also helps advanced learners in seeking in-depth clarifications.

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

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Present era of education mandates use of ICT in teaching, learning and evaluation. Use of ICT has many advantages. Traditional mode of classroom teaching with chalk and board has its own advantages as well as disadvantages. Use of ICT enables to minimise disadvantages of traditional classroom teaching. In view of this teachers of the institution make extensive use of ICT tools. ICT tools can be categorised as hardware and software

1. Hardware ICT tools

All regular teachers of the institution use following ICT tools-

- Personal computers
- Laptop
- Android phone
- Pendrive
- Printers
- Scanner
- Internet leased line
- ICT enabled classrooms

1. Software

- Screen recorder
- MS office
- Platform for online classes
- Google classroom
- Film editor
- Google quiz
- Communication media such as Telegram, WhatsApp
- Google tools
- Adobe scan

Use of ICT has to be strengthened during pandemic lockdown since March 2020. Before that, teachers used YouTube, Google classroom and shared notes, power point presentations with students in soft copy. Post covid there was complete switch over from offline to online mode and during academic year 2020-21 whole process of teaching, learning and evaluation became or shifted on online mode where ICT was extensively used. Teachers used online platforms as per availability and convenience for delivering online live lectures such as Zoom, Google meet, Skype.

Time table of online or offline classes is prepared accordingly at the beginning of semester and online lectures were arranged by the teachers. Link to attend the lecture was shared on Telegram group of concerned class beforehand and students joined or attended the lecture by using the link. In case of hybrid mode, distant students attend online classes and students in offline mode attend the classes in the classroom with the teacher.

Teachers record educational videos and share on YouTube. Link of video is shared on Google classroom as well as telegram group.

Video editor

After recording of educational videos these videos may require editing and teachers use different software to edit videos.

MS office

In online teaching study material or reference material is essential and for this Teachers make extensive use of MS office that is MS word for notes, MS PowerPoint presentations for micro notes and presentation in live classes. During internal evaluation teachers use Google form for quiz and obtain results in MS Excel sheet.

Google classroom

Google classrooms are created for every class for every Course. Students are instructed to install Google classroom app on their Android phone. Teachers share code to join the Google classroom. Teaching plan, notes, point presentations, links for quiz are shared with the students on Google classroom. Students share their presentations on Google classroom and with the mail ID of teachers

Communication media

Parent teachers create group of mentor class on telegram app and share link with students of a class along with teachers of other courses of the class. All links of online classes, educational videos are shared with the students on the telephone telegram group. Notes in soft copy are also shared on the with students along with link for educational videos.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3

Ratio of faculty mentor to students for academic and other related issues (Data for the latest completed academic year)

Response: 86.92

2.3.3.1 *Number of faculty mentors assigned to students for academic and other related issues:*

Response: 12

File Description	Document
Mentor diary and progress made	View Document
Institutional data in prescribed format (Data Template)	View Document
Circulars pertaining to assigning the mentors to mentees	View Document

2.3.4

Percentage of Students identified as mentors for mentoring other students for academic and other related issues (Data to be provided only for the latest completed academic year)

Response: 37.87

2.3.4.1 **Number of Student mentors/teaching assistant identified for student to student mentoring (Latest completed academic year)**

Response: 395

File Description	Document
Official Proceeding of Student Council selecting the student mentors or Minutes of the relevant Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting identifying the student mentors or teaching assistants for mentoring students	View Document
Institutional data in prescribed format (Data Template)	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 70

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2

Average percentage of full time teachers with Ph. D. / LL.D during the last five years (consider only highest degree for count)

Response: 100

2.4.2.1 *Number of full time teachers with Ph.D./LL.D year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	10	10

File Description	Document
Phd/LLD Degree certificates of the faculty	View Document
List of full time teachers with Ph.D./LL.D. and number of full time teachers for 5 years (Data Template)	View Document

2.4.3

Average teaching experience of full time teachers (Data for the latest completed academic year in number of years)

Response: 1.56

2.4.3.1 Total experience of full-time teachers

Response: 14

File Description	Document
Teaching experience as certified by the head of the institution	View Document
Institutional data in prescribed format (Data Template)	View Document

2.4.4

Measures taken by the institution for faculty retention

Response:

Full time and regular faculty teachers are valuable assets for every institution. Long-term services of teachers create a sense of belongingness among the teachers and also students. The institution believes that teaching, learning is not merely transfer of file from one device to other but it is a metabolic process. By metabolism, institution believes that there must be a sense of responsibility and belongingness along with affinity in the teachers towards institution and students. The institution strongly believes that teachers share quasi-parental relationship with students and bond of affection is created between teachers and students. In view of this background, it is essential that the teachers last long in the institution. The institution takes following measures for retention of faculty members,

1. Payment of faculty members according to the rules of UGC and state government
2. Flexibility of working hours
3. Indiscriminate treatment
4. Cozy ambience or atmosphere on and off the campus
5. Advance payment in case of emergency
6. Making of welfare policy and its execution

7. Financial assistance for intellectual activities.

- Payment of teachers

All regular employees are given payment according to UGC regulations and State Government regulations. Payments are transferred directly to the account of faculty members.

As regards faculty on contract hour basis or contractual basis their payments are also governed by UGC and State Government. Qualified faculty members are paid as per State Government regulations and payment is transferred through cheque to their individual account.

- Flexibility of working hours

Teachers face some casualty sometimes and in such situation flexibility of working hours is granted to the teachers. Early leaving, late coming are permitted taking into account necessity of situation with prior permission of head of the Institution.

Flexibility of working hours create comfort zone for teachers.

- Discrimination free treatment

The institution believes in constitutional values and hence not only equality but also equity. All teachers are given same opportunity in appointment or promotion research related activities or participation of FDPs etc. Women faculty members are given due respect and their womanhood is protected at all spheres of employment. Women employees are treated with same respect and similar responsibility.

- Cozy ambience or atmosphere on and off the campus-

Head of the Institution in quasi-parental relationship, takes into account needs of employees. During COVID period, the State Government delayed payments of CHB teachers and the same was paid by the Institution to the teachers in need. On outside visits, tours contribution of teachers is borne by the Institution. Women faculty members accompany study tours and male teachers take every care of female staff and students. Women are prohibited late workings after sunset and their duties are adjusted accordingly by other teachers. Maternity leave, nursing breaks are liberally given to female students.

- Advance payment in case of emergency-

Teachers are paid advance salary in case of emergency. It is like interest free loan to the teachers.

- Making of welfare policy and its execution-

The Institution has well prepared policy for welfare of its staff both teaching and non-teaching. Every effort is made to adopt the policy meticulously and transparently.

- Financial assistance for intellectual activities-

The Institution organizes workshops, seminars, conferences to enrich the teachers with new trends in education, teaching, learning, etc. The Institution also financially assists teachers to participate in

workshops, conferences, etc. and publication of research papers.

File Description	Document
Policy measure taken by the institution to combat faculty attrition and to retain experienced and quality faculty.	View Document
Any Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation introduced in the internal evaluation

Response:

Evaluation not only assess the learners but also the teaching methodologies adopted by teachers. In outcome-based education evaluation or assessment plays a role in gauging the extent of outcomes achieved. Evaluation may be internal and external. Internal evaluation is an integral part of CBCS (Choice Based Credit System) as per the regulations of affiliating University. Internal assessment can be deliberated effectively when it is

- Transparent
- Robust
- Innovative and
- Frequently arranged

Internal assessment is helpful in introducing improvements in the students. In executing internal examination efficiently, the institution has Internal Examination Committee which looks after,

- 1.Schedule of internal examination
- 2.Mode of conducting internal examination
- 3.Grievances of internal examination

As regards frequency and innovation teachers are given freedom so that different brains work differently and consequently students become multifarious.

Transparency in internal examination:

Transparency minimises grievances and prevents possibility of prejudice. For transparency the institution preplans internal examination at the beginning of semester in the academic calendar which is published on College website. Secondly, the Internal Examination Committee arranges meetings of teachers for finalising schedule of internal examination and accordingly schedule is prepared and notified on the

campus as well as on College website. Adequate and reasonable time is given to the students for appearing for internal examination.

Robust internal examination

Internal examination since integral part of evaluation of students for final examination, it has to be arranged in same way. The institution adopts planned and documented procedure for conducting internal examination. The institution strictly adheres to the schedule prepared by the Committee. Notices specifically indicating dates of internal examination are widely published beforehand. Students are assessed for 25 marks of which 15 marks are for two tests while 10 marks are for general performance of students as per affiliating University norms. The criterion is strictly followed by all the teachers and minimum two tests are arranged. In case of general performance, teachers adopt innovative methods.

Innovation in internal examination

The teachers are given freedom to adopt innovative methods for internal examinations. Teachers are following below mentioned methods for internal examination,

- Preparation and presentation of PowerPoint presentations
- Making videos of presentations
- Survey of issues relevant to the course
- Collection of newspaper/ news of relevant to the Course,
- Surprise tests
- Seminar presentations
- Participation in group discussions
- Making of wallpaper on contemporary issues relevant to the Course

Frequency of arrangement of internal examination

‘Practice makes man perfect.’ In consonance with this, the Institution works forward. Minimum two tests and one presentation by student are requirements to succeed in internal examination as prescribed by affiliating University. The first test is arranged at the mid of the semester and second test at the end of the semester. Seminar presentations by students are arranged throughout the semester. Besides, two tests, teachers arrange surprise tests, tests after conclusion of topic/unit. The institution adopts online as well as offline modes for conducting internal examination. Online multiple choice questions examination benefits students for preparing for various competitive examinations, judicial officers’ examinations. Offline examinations in the form of subjective assessment aid in developing writing and drafting skills among the students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The institution has planned and documented policy for internal examination wherein provision is also made for hearing and settlement of grievances of internal examination.

An independent committee Internal Examination Committee is constituted at the beginning of every academic year. The Committee studies all the rules, regulations and guidelines for conducting internal examination given by the affiliating University. Any changes in the internal examination are intimated to the teachers as and soon reported by the affiliating University. Regular meetings of teachers with Internal Examination Committee clarify doubts about internal examination and create transparent atmosphere.

Similarly internal examination occurs as per the schedule and notices are issued by the internal examination committee beforehand and widely published on College website, college premises, on Google classroom, on telegram groups of college and all other possible media. Grievances of not having notices of internal examination and consequent missing of internal examination by students are addressed this way.

All the teachers are provided with roll number wise list of students to fill up marks of internal examination at least a week before final internal examination submission.

All the filled in lists of individual scores are amalgamated and consolidated list comprising all courses of the class is prepared by concerned teachers. At this stage again there is comparing of performance of students against all courses the student appears. This again rules out possibility of missing out, overvaluation or undervaluation of students

Consolidated lists are meticulously scrutinized by the Internal Examination Committee which rules out every possibility of missing out internal examination of students.

Grievances of internal examinations may be categorized as,

- Missing out of internal examination
- Absentee even after attempting internal examination
- Undervaluation or overvaluation

Settlement of internal examination grievances

Missing of internal examination-

When student misses his/her internal examination before end semester examination opportunity is given to the student to attend the internal examination in the same semester. If students miss internal examination in winter semester opportunity is given to attend in the second semester or subsequent semester as per the rules, notices and directions of affiliating University.

Absentee even after attending internal examination

Students may have grievance of being showed absent in the internal examination even after attending the internal evaluation. To avoid this grievance online instructions are given to the students by course teacher about students who did not appear for internal examination. Even after taking precautions, if such grievance occurs, then it is raised before the principal and consequently to the University. Decision of University is binding to the student as well as the Institution.

Under evaluation or over valuation

In subjective assessments students may complain of evaluation that is they may complain of receiving less marks. Teachers not only teach topics in the classroom but also discuss on probable questions along with model answers on the concern topic that may be asked in the end semester examination or internal examination. Teachers provide model answers, micro notes to the students to show pathway of answering subjective questions. Responses of students are discussed in the class after internal examination and answers of the students are compared with model answers or synopsis or abstract.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Every teaching-learning must be outcome based that is it must have some goals and objectives to be achieved at the end of completion. Unless these outcomes are specified, the Institution would not be able to relook its progress. Outcomes are ends to achieve while teaching, learning are means to attain these ends. Outcomes in education process can be broadly categorized as,

A. Program outcomes,

B. Course outcomes.

Outcome is combination of three types of competencies,

Firstly, **knowing** what is taught,

Secondly, **understanding** what is learnt,

Thirdly, **applying** acquired knowledge to circumstances confronted

In case of legal education, one can say that outcome is knowing the law, secondly, understanding the laws and thirdly applying the studied laws to practical situations.

As regards Program outcomes, the affiliating University has not prescribed outcomes of Program of Law but the Institution has framed certain Program outcomes after due deliberations with teachers. Feedback is taken from alumni and employers about attainment of Program outcomes and these are further discussed with teachers.

Program outcomes are discussed with students too and feedback is taken at the end of Program on the basis of final results. Program of law is professional one and hence it is apt to know the Program outcomes even during professional life of students after completion of Program. This is sought by obtaining feedback from alumni and employers with whom students work, undertake internship, hands on training, etc.

In case of Course outcomes, the Institution has framed and prescribed outcomes for every Course. These outcomes are communicated with teachers and students in two ways,

- 1.Documentary
- 2.Discussion
- 3.Publishing on website

In case of documentary communication, outcomes are incorporated in the syllabus of every Course. Teachers are provided with syllabus of every Course in the form of Teaching/Lesson Plan at the commencement of every semester. Teachers fill up these Teaching plans in the classroom with students along with Course outcomes and copy of the same is shared with students on Google Classroom.

At the beginning of every semester, meeting of teachers is convened and there also the Academic Audit Committee communicates the Course outcomes with teachers. Correspondingly, teachers discuss teaching plan as well as Course outcomes with students in live classes (online/offline) at the beginning of semester. Preliminary lectures are specially reserved for discussion of teaching plan i.e. syllabus of Course and Course outcomes.

Outcomes of all Courses are published on the website of the Institution so that all stakeholders can have access to the same and give feedback regarding it.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Framing of outcomes, both Program and Course is not adequate but its attainment also requires to be gauged. This assists in reviewing the progress of the Institution and an eminent Institution must review its journey for sustaining quality. This also assists in deciding its direction, route, pace and destination towards excellence. In tune with this, the Institution also evaluates outcomes of Program and every Course regularly.

Methods of measuring POs-

Program outcomes are evaluated at the end of final results on the basis of results. Students who actually appeared for examination and students who passed examination are considered for evaluating Program outcome. In case of professional Programs, mere University result-oriented evaluation of students is not adequate and professional competency of students needs to be taken into account. For complete assessment of Program outcome, it is necessary to assess academic and professional attainment of students. Academic assessment is assessed by results of students in final examinations while professional assessment is obtained by feedback from employers with whom students work and alumni who actually practice what they learnt during Program. Program outcomes are discussed in the meetings of IQAC, CDC. These are also forwarded to the parent trust of the Institution, Marathwada Shikshan Prasarak Mandal, Aurangabad, Bar Council of India, affiliating University.

Methods of measuring COs-

Course outcomes are measured at the end of topic/unit and at the end of semester examination by concerned Course teacher and reassessed by the Academic Audit Committee. Course outcomes are measured on the basis of performance of students in internal assessment/examination and end semester examination. Similarly, by asking questions to the students in live classes also aid in measuring Course outcomes. Participation in curricular and co-curricular activities such as debate, elocutions, moot court presentation are some other ways of measuring Course outcomes.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3

Average pass percentage of Students during last five years

Response: 58.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	142	276	172	95

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

2022-23	2021-22	2020-21	2019-20	2018-19
334	325	311	216	173

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.72

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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: 0

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

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

File Description	Document
List of endowments / projects with details of grants	View Document

3.1.2

Total Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 13

3.1.2.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	3	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years (Data Template)	View Document

3.1.3

Funded Seminars/ Conferences /workshops

Response: 0.75

3.1.3.1 Amount received through funding from Government and Non-Government agencies for Seminars/Conferences and workshops during the last five years(Amount in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.75	0

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Fund sanction letter from the granting agency towards Seminars/ Conferences /workshops organised by the institution	View Document
Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

HEIs are well recognized for research and innovations. Research inspires for innovations and innovations lead to development and generation of wealth. Hence HEIs must have well nurtured research culture. The Institution runs professional course of law and runs UG, PG and doctoral degree programs. The Institution has well planned research policy which emphasizes on qualitative research.

Research in the Institution can be highlighted on following facets,

1. Research publications
2. Research funding
3. Emphasis on IPRs
4. Seminars, Conferences, etc.

1. Research Publications: The Institution has developed clean culture of ethical publications. The Institution promotes its faculty members to write research papers and also present in various seminars, conferences, etc. All the faculty members have research papers published in peer reviewed journals and in UGC CARE listed journals. Teachers also publish papers in seminars,

conference proceedings with ISBN and ISSN numbers.

2. **Research funding:** The Institution promotes teachers for research financially too. The Institution offers registration fee, publication fee to the teachers. This encourages teachers for qualitative research. Research funding is also available for arranging guest lectures on research methodology for PG and Ph.D. Students. Similarly, Institution also encourages research by students. As a result of this, students have shown bright output in Avishkar Research Festival. Teachers are offered seed money for securing membership of well recognized institutions.
3. **Emphasis on IPRs:** IPRs are presumed as 21st century crude oil. Hence the Institution has accepted Course group of Intellectual Property Rights from list of BCI as optional subject. The Institution also arranged NAAC sponsored national seminar on IPRs while RPIIM sponsored webinar on IPRs. Students of LL.M. are suggested to prefer research on IPRs for dissertation. All teachers while publishing papers arrange for plagiarism test of their research publications.
4. **Seminars, Conferences:** To have multi-dimensional and interdisciplinary approach and point of view, it is necessary that there must be churning of thoughts of great and versatile minds. For innovative research, it is necessary to arrange intellectual gatherings and hence the Institution organizes seminars, conferences, workshops on socio-legal issues for staff and students. Five Day lecture series on Research Methodology, IPRs, GST are few examples of it. Institution arranges intellectual gatherings for students and staff. The Institution arranged various online workshops, webinars, guest lectures for students and staff so as to focus on recent trends in law.

The Institution offers PG in law in two specialized subjects, Criminal Law and Business Law. Students of LL.M. are required to undertake qualitative research and are supervised meticulously during research. Students are stimulated to research on various sociolegal issues of vital importance to the society. Research students are encouraged to accentuate on issues relating to intellectual property rights. Faculty members are encouraged to publish research papers in UGC approved journals as well as peer reviewed journals and they are aided financially for the same.

Research is not restricted to PG students only but even students of UG are also encouraged to learn research methods. UG students are encouraged to conduct research on contemporary socio-legal issues such as strike, copyright, etc. Students conduct doctrinal and non-doctrinal research.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.2.2

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

Response: 9

3.2.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development Frontier/ contemporary areas researches in law and judicial trends year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	2	1

File Description	Document
Report of the event	View Document
Institutional data in prescribed format (Data Template)	View Document

3.3 Research Publications and Awards

3.3.1

Percentage of teachers recognized as research guides

Response: 88.89

3.3.1.1 Number of teachers recognized as research guides

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2

Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.53

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	2	5	5

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3

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: 2.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	2	4

File Description	Document
Institutional data in prescribed format	View Document
Content page and first page of the article/research paper	View Document

3.4 Extension Activities

3.4.1

Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

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File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2

Total Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by the institution/teachers/research scholars/students during the last five years

Response: 7

3.4.2.1 Number of awards / recognitions /letters of appreciations/commendation for research, legal aid and legal extension activities by institution/teachers/research scholars/students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	3

File Description	Document
List of innovation and award details (Data Template)	View Document
e- copies of award letters	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 27

3.4.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	00	14	5

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)	View Document

3.4.4

Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 31.18

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
425	367	00	157	371

File Description	Document
Report of the event	View Document
Institutional data in prescribed format (Data Template)	View Document

3.5 Collaboration

3.5.1

The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 28

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

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

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2

Total Number of functional MoUs with national and international institutions, universities, industries, corporate houses law-firms etc. during the last five years

Response: 22

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	2	2	2	1

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institution has well-built and well -equipped facilities sufficient in number and efficiently used for teaching, learning of students. The Institution has independent academic wing/building used for curricular and co-curricular activities. The two storied building has 11 ventilated and spacious classrooms. Classrooms are well furnished with comfortable benches for students and podium. All classrooms are availed with dust-free boards.

Of the 11 class rooms, 4 class rooms are smart classrooms while 03 are ICT enabled class rooms with high-speed internet facility.

All the classrooms are covered by high-speed internet connectivity where teachers can use their electronic gadgets for online teaching.

Spacious Moot Court Hall and furniture creating ambience of actual court room is available exclusively for arranging moot court presentations of students. The Moot court hall has capacity of 50 students besides space for judges and mooters with necessary sound system.

Besides these facilities, there is ventilated and spacious seminar hall/auditorium. The seminar hall is also ICT enabled and can be used for large intellectual gatherings for students and staff. one seminar hall and one moot court hall.

The Institution runs two UG and three PG Programs of which one is PG Diploma Program. For Three Years UG Program, it has four sanctioned divisions of 60 students each and for Five Years BALL.B. Program one division of 60 students. While all PG Programs have sanctioned strength of 80 students each. In view of this strength, the Institution has sufficient number of classrooms. The Institution arranges classes/lectures in relay so that all classes are given equitable justice. Since students of LL.M. need to attend court for professional practice, classes/lectures of the students are scheduled in early hours so that these students become free to attend the Court. Similarly, students of PGDTL also join offices of tax consultants, chartered accountants for practice and internship. Hence their classes are also scheduled early in the morning.

The College has one state-of-the-art Moot Court Hall exclusively used for Moot Court presentation by students. Similarly, the Institution has independent Legal Aid Clinic for practical paper of Alternate Dispute Resolution.

The Institution has sufficient number of desks and benches for comfortable sitting arrangement.

Computing Equipment:

The Institution has state-of-the-art language lab with 9+1 computers. Besides this, students can also use these computers for internet browsing. Out of 11 classrooms, 07 classrooms have computing systems exclusively used for classroom teaching. There are three laptops that can be used for seminars, conferences of students for traditional classes. The students are provided with reprographic facility in the library on 'No profit no loss' basis.

Seminar Hall:

The College has spacious seminar hall used for large level academic, curricular and co-curricular activities such as seminars, workshops, debates, elocution, etc.

Library:

The College has spacious library with more than 20,000 books and facility of reading hall with sufficient number of chairs and tables.

Two floors of administrative building are exclusively built for library. First floor is reserved for storing books, periodicals and journals. Second floor comprises spacious and well-furnished two reading halls, one for staff and one for students. Separate space is reserved for state-of-the-art language lab and sizable portion is furnished for organizing intellectual gatherings on small scale.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The Institution believes that 'Health is wealth' and 'healthy mind lives in healthy body'. Hence the Institution is very keen about health of students and believes that sports, games-outdoor and indoor are essential for health of students. Cultural activities and sports relieves from mental stress and for healthy mind. The Institution also positive in keeping the atmosphere pleasant, free from pollution. The Institution has 5 acres of lush green campus enriched with facilities for curricular and extra-curricular activities of students.

Sports Facilities:

The College has state-of-the-art sports facilities which comprises indoor and outdoor grounds and

facilities.

The College has well-built indoor badminton court with wooden flooring. The sports department has sufficient number of badminton rackets and shuttle cocks.

The Indoor stadium also comprises table tennis facility along with rackets and balls.

The Institution has well equipped gymnasium for exclusive use of students. Besides enclosed gymnasium, the Institution has open gymnasium for students and staff.

The auditorium-cum-seminar hall of the College is used for yoga practice in the morning session.

The College has flood light volleyball court as an outdoor sports facility.

The College shares running track, kho-kho, gymnastics and large play ground with its sister Institution Shri Shivaji College in the campus.

Cultural Activities: The Institution has auditorium that is frequently used for conducting cultural activities of students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3

Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 57.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Geotagged photos of classrooms clearly displaying the ICT Facilities	View Document
Paste link for additional information	View Document

4.1.4

Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 50.17

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
50.52	10.49	12.13	29.36	8.32

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited statements of accounts highlighting spending towards infrastructure augmentation	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Software for University Libraries (SOUL) is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic format records, NCIP 2.0 & SIP 2 based protocols for electronic surveillance and control, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software has been designed to automate all house-keeping operations in library. The software is suitable not only for the academic libraries, but also for all types and sizes of libraries, even school libraries. The first version of software i.e., SOUL 1.0 was released during CALIBER 2000. The second version of the software i.e. SOUL 2.0 was released in January 2009 and thereafter it was continuously upgraded

LOGIN:

A small login window, as shown below, will appear on monitor. Give the user name assigned to you and

password. First type user name & press key and then type your password and again press key.

Modules of SOUL 3.0 & work through ILSM

1. Acquisition
2. Cataloguing
3. Circulation
4. Serial Control
5. OPAC
6. Administratio

1. ACQUISITION:

Suggestions Management; Order Processing, Cancellation and Reminders; Receipt, Payment and Budgetary Control; master files such as Currency, Vendors, Publishers etc.; and Reports

2. CATALOGUE:

Cataloguing; Different templates for leaders and fixed fields of MARC21; Customized reports; subject headings and series name; supports copy cataloguing in MARC21; Master database of Publishers.

3. CIRCULATION:

Membership; Transaction; Inter-Library Loan; overdue charges; Reminder; search status; Maintenance of the items such as binding, lost, replace, missing, withdraw, etc.; and report generation.

4. SERIALS CONTROL:

Suggestions; Master databases; subscriptions; check-in of individual issues of journals; payment, reminder, binding and title history; export/import by using ISO 2709 bibliographic exchange format; article indexing of journal/book articles; cataloguing of electronics journals.

5. OPAC:

Simple search; Boolean search; advanced Boolean search; displaying and downloading of records in MS Excel, PDF or MARCXML; and Search support for the items that are in the acquisition process.

6. Administration:

Grouping of users based on the policy; transactional rights over the systems, transaction level security to users; various configuration settings such as labels, e-mail and other parameters related to the software use; and common master database being used in modules.

File Description	Document
Upload any additional information	View Document

4.2.2

The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3

Average annual expenditure for purchase of books/e-books and subscription to journals/e- journals and legal databases during the last five years (INR in Lakhs)

Response: 2.74

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4.16	3.18	3.68	1.82	0.86

File Description	Document
• Details of annual expenditure for purchase of books and journals during the last five years (Data Template)	View Document
Audited statements of income expenditure highlighting the expenditure towards purchase of books, journals and databases	View Document
Any additional information	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 14.26

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 150

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

In the era of pandemic, use of ICT has helped in keeping the education continuously going on. Hence, basically website of Institution is updated with 10GB capacity and is updated regularly as per requirement. For this, the Institution has AMC with Servottam Solutions, Pune. During lockdown students were prohibited physical access to the College and hence all the instructions to the students were communicated through its website.

IT facilities has become need of the day and the status of IT is such that it frequently need update. As

part of IT facilities, the Institution has 04 smart class rooms, 03 ICT enabled class rooms. Besides this, whole academic and administrative set up of the College is enabled with high speed internet Wi-Fi. All the class rooms are covered by high-speed internet all the time so that online live classes are arranged and conducted in uninterrupted way. For this, the College has 100 MBPS leased line internet facility available uninterrupted 24X7. The facility is provided by GioNet Internet Services, Parbhani.

The Institution has 9+1 language lab facility for students and same is upgraded as and when required. The Institution has AMC with Orell Computers, Pune for that.

The Institution has two online databases, Law-Finder and Manupatra and these are updated by the service providers under AMC.

All the administrative functions of the Institution such as admission, examination, finances are done through ICT and in the lockdown period academic activities too were arranged in online mode with the aid of IT facilities. The Institution is very conscious about updating the IT facilities. The Institution has installed anti-virus to protect its systems against corruption.

The Institution has AMC with Sunny Computers, Parbhani for provision of IT facilities and also updating of the same. The Institution also has AMC with Pandharkar and Associates and Dombe Computers for updating IT facilities.

The Institution has three years anti-virus warranty to prevent interruptions.

Examination section, admission section, IQAC, library department are provided with latest configuration computer system.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 52.15

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document
Institutional data in prescribed format (Data Template)	View Document

4.3.3

Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 12.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.63	4.84	9.57	4.92	4.28

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2

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

Response:

The Institution has well planned and defined policy for Infrastructure Development, Augmentation and Maintenance. The Institution has 05 acres of land with two independent buildings, one for academic activities and other for administrative work and library besides sports facilities.

Development and maintenance of infrastructural facilities is very meticulous job since these long lasting,

unchangeable and has major effect on budget of Institution. The Institution is a trust and has fiduciary relationship with its beneficiaries. Hence, the Institution takes every care that each penny spent or planned to be spent on physical, academic and support facilities must go fully and positively utilized. The Institution has defined policy that confines development, maintenance and augmentation of physical and other facilities.

The Institution has internalized policy for the same and has accordingly developed systematic mechanism for it. The Central Executive Council of the parent Trust, MSP Mandal, Aurangabad keeps watch on maintenance and utilization of physical facilities.

Maintenance of Physical, academic and support facilities:

The Institution has sufficient physical facilities for academic activities. It has 11 classrooms, 01 Moot Court Hall, 01 Seminar Hall, two storied library, staff room for teachers and an independent language lab.

The Institution has AMC with two contractors for maintenance of buildings. At the end of every academic year i.e. during April and May, building audit is completed by a Committee with Principal as its head. Necessary repairs and renovations are suggested by teachers, students and other administrative staff members. Purchase Committee of the Institution discusses about necessity and urgency of suggestions. The Purchase Committee then plans for execution of suggested and approved repairs and renovations. Appropriate repairs and renovations suggested by stakeholders are completed before Monsoon and before beginning of academic year.

Budget for Maintenance of physical facilities:

In the first meeting of College Development Committee, budget is placed for maintenance of physical facilities. After deliberations, budget is sanctioned. After receiving suggestions of repairs and renovations these are completed out of allocated budget. Audit of expenditure is conducted internally as well as externally. Again utilized budget is placed before the CDC for approval.

Maintenance of Equipment:

The Institution has two generators, 03 invertors, 02 AC, 02 RO water filters and other electronic equipment. The Institution has AMC with the suppliers of these equipment for maintenance of these equipment. Annually, these equipment's are examined and repaired in case of need.

All computing equipment are examined for upgradation and other repairs. Of these equipment, toners of printers need frequent refilling of ink. AMC with suppliers of these computing equipment assist in maintenance of these equipment.

Utilization of physical facilities:

The Institution attempts for complete exploitation of all of its resources. The Institution has sufficient number of classrooms. All classrooms are utilized to fullest extent. Besides regular classes/lectures, these classrooms are allowed to be used for,

1. Examination of Maharashtra Public Service Commission's Examinations,
2. General Elections by Election Commission,
3. Social Gatherings
4. Cultural activities of sister institution, a CBSE pattern school.
5. Hostel facilities are lent for accommodation of players participating in IUT and other sports events.

Sports facilities are also lent to professional and amateur players, specially badminton, volleyball court

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average 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: 66.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
764	1024	465	506	241

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2

Capacity building and skills enhancement initiatives taken by the institution include the following

1. *Soft skills*
2. *Language, communication and advocacy skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *Awareness about use of technology in legal process*

Response: A. All of the above

File Description

Document

Details of capability building and skills enhancement initiatives (Data Template)

[View Document](#)

Link to Institutional website

[View Document](#)

5.1.3

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 61.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
915	561	696	220	402

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.4

The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Institutional data in prescribed format (Data Template)	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1

Average percentage of placement of outgoing students during the last five years

Response: 6.7

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
15	32	15	16	18

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2

Percentage of Students enrolled with State Bar council

Response: 13.65

5.2.2.1 Number of Students enrolled with State Bar council (data for last completed academic year)

Response: 49

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

5.2.3

Average percentage of students progressing to higher education during the last five years

Response: 19.34

5.2.3.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
32	74	78	55	39

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.4

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations)

Response: 100

5.2.4.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	72	41	21	10

5.2.4.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/ State government examinations) year wise during last five

years

2022-23	2021-22	2020-21	2019-20	2018-19
34	72	41	21	10

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1

Total Number of awards/medals won by students for outstanding performance in sports/literary/cultural activities/Moot court/arbitration competition/ Client counseling competition/Trial advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition

Response: 22

5.3.1.1 Number of awards/medals for outstanding performance in sports/ literary/cultural activities/Moot court/arbitration competition/Trial advocacy Client counseling competition/Mediation and negotiation competition/ Judgment writing competitions/ Legislative drafting Competition at university/state/ national / international level (award for a team event should be counted as one) year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
18	3	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level during the last five year (Data Template)	View Document
e-copies of award letters and certificates	View Document

5.3.2

Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Student is backbone of every education institution. Since the Institution is a Trust, students are its first rank beneficiaries. Hence, they must be given passionate and careful hearing at all appropriate places. The Institution strongly believes in becoming voice of the students and also providing platform to the students to hear their suggestions, demands, grievances, etc. Students are also ambassadors of the Institution and represent the Institution in the society. This is possible by giving representation of worthy students at statutory and non-statutory committees, cells. Student Council is constituted as per provisions of Maharashtra Public University Act, 2016 and is a vital body that works for benefit of students. Since student is at the centre of epitome educational institute, it is necessary to look after the interests of students. Similarly, student is the main stakeholder of the College, it is equally important to take into account the needs of the students for qualitative development of the Institute. To this end, student's representation in every sphere of institution related to students is condition precedent. The College hence, necessarily gives opportunity to the students to express them on all vital aspects of their concern by nominating their representatives on various statutory and other bodies & committees of the College.

Student Representation on Statutory Committees:

The students represent on following statutory bodies,

- 1.College Development Committee constituted under Maharashtra Public University Act, 2016- College Development Committee i.e. CDC is a statutory body constituted as per provisions of Maharashtra Public University Act, 2016 for comprehensive development of college regarding academic, administrative and infrastructural growth. President and secretary of student council are ex officio members of CDC.
- 2.Anti-Ragging Committee- Anti-ragging Committee aims to prohibit ragging of fresh students at the hands of senior students. Meetings of the anti-ragging committee create awareness amongst about ragging and its legal, social and individual consequences. This also helps in creating sporty atmosphere amongst senior and fresh students.
- 3.Internal Complaints Committee (Vishakha Committee)- Internal Complaints Committee is constituted for prevention of sexual harassment of students in and out of college campus. Periodic meetings are convened as well as special programs meant for that purpose help in keeping the atmosphere healthy in that way.
- 4.Student Council-Student Council is constituted as per rules of MPU Act, 2016. In 2017-18 elections were held as per the directions issued by the affiliating University. Later on elections were stayed. During this period, student Council was constituted as per previous rules.
- 5.Prevention of Discrimination on Caste Basis Committee: This Committee is constituted as per direction of UGC and works for prevention of discrimination of students on the basis of caste.
- 6.Internal Quality Assurance Cell: This Cell is responsible for internalization of quality culture in the Institution in all aspects. Student being one of the stakeholder of the Institution, are given representation in the IQAC.

Students' Representation on Non-statutory Committees:

1. Library Committee:
2. Sports and Cultural Committee: Besides regular/annual Committee, students are given representation at various committees constituted at the time of actual sports and law festival.
3. Legal Aid Clinic: Since students of the Institution work as para legal volunteers for DLSA and during Legal Literacy Camp, they are given appropriate representation at these Committees too.

File Description	Document
Upload any additional information	View Document

5.3.3

Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during last five years

Response: 15.2

5.3.3.1 Number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	00	19	19

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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, teaching, mentoring and/or other support services

Response:

Alumni are role models for the students and they are ambassadors of the college from where they graduate. Alumni inspire the students through their achievements and they make the Institution feel pride of them as well. Alumni are fruits of the efforts an Institution takes during college days of the students.

Standing of alumni is very vital for the Institution as they remind past of the Institution and steps taken for bright future. Hence, their participation in the Institution catalyzes student centric and professional atmosphere. Institution is bridge between present students and the alumni.

A strong, positive and proactive relationship with alumni can be gainful socially, academically and professionally to the institution. Similarly, the alumni in association with their alma mater recollect their college days and create a sense of belongingness in them.

Alumni of the institution have achieved judicial positions in number of judicial offices all over the State. Similarly, alumni of the institute are working as academicians, public prosecutors, legal advisers and other remarkable positions.

Representation of alumni-Alumni represent in the management of institution through vital statutory institutions such as College Development Committee and Internal Quality Assurance Cell, registered Alumni Association

The Alumni Association of the Institution is registered under the Bombay Public Trust Act and is supervised by the statute.

Alumni of the institution are part of teaching faculty.

Financial assistance

Alumni contribute towards various development of the college by

- Giving donations-The alumni donate in the form of books and other material things for use of students.
- Providing services at reasonable rate-Alumni provide legal services and give legal aid to the College whenever required either free of cost or co that comprises only expenses of the legal matter without charging their professional fee.
- Curricular activities-Alumni assist mainly in curricular activities. Students can attend chamber of alumni for visits, to consult on moot problems, to search citations and understand practical aspects of it. Alumni of students who also serve as public prosecutors, police prosecutors make the students understand unseen aspects of prosecution. This makes the students understand court practices practically. Alumni help the students in acquainting with court process and procedures of court such as issue process, drafting applications of exemption, adjournment, giving pursis, etc.
- Guest lectures-
- Resource persons for seminars conferences workshops
- Designing and conducting diploma and certificate courses
- Engaging students in internships hands on training
- Legal aid

Alumni of college are associated with Legal Aid Clinic of the institution and they help by

- Being active members of Legal Aid Clinic
- Provide free legal aid from local level to the court
- Organise legal literacy camps
- Co-curricular activities
- Developing advocacy skills among students during internship
- Guiding students for preparing moot arguments
- Judging the competitions
- Provide guidance to the students

Leveraging the alumni community is situation for the college and the alumni where they stand at equal footing. Many of them want to give back to their alma mater as a sign of their gratitude and affinity towards the institution.

An effective alumni network assists students to gain internships, hands on training, placements, etc.

File Description	Document
Paste link for additional information	View Document

Other Upload Files	
1	View Document

5.4.2

Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The Institution is offshoot of parent trust 'Marathwada Shikshan Prasarak Mandal, Aurangabad' which is committed and dedicated for imparting education to the students from backward area of Marathwada region and is actively engaged in imparting primary to higher education in traditional as well as professional courses. The College in tune with the vision of the parent Trust also works in precepts to practices. The College has its vision '*Duritanche Timir Jawo*' that means to drive away darkness of ignorance. In tune with the vision as well as Constitutional provision of right to free legal aid, the College is dedicated to provide legal aid to the society in the form of legal education, legal knowledge as well as legal aid. This is achieved by,

1. Providing professional education of law to the students;
2. Legal Aid Clinic
3. Legal Literacy Camps

The College imparts quality legal education to the students, bulk of whom belong to economically and socially backward strata of society. The Institution offers these Programs at very meagre fees which is affordable to economically backward students. Again, in accepting fees, the Institution also allows the students to pay in instalments so that students do not face financial burden at once.

The College runs professional courses which ultimately help the students in obtaining gainful employments as well as attaining self-employment. The College runs two UG courses after completion of which students can join practice of advocacy at judicial courts as well as quasi-judicial forums. Students can also join civil services as well as services in private sector.

The College runs One Year PGDTL course, after completion of which student can work as tax practitioner. The College has linkage with the Tax Practitioners' Association of Parbhani district to provide hands on training to the students during taking education.

The Institution runs two PG Courses to give specialized knowledge to the students in law. Fees for PG Programs is intentionally kept low to make PG accessible to students from lower income group.

Besides these approved Programs, the Institution runs Placement and Career Guidance Cell to make the students professionally competent. The Institution runs various Certificate Courses, Bridge Course for students without charging fees to them. These Certificate Courses are designed to enhance employability of students.

The College arranges legal literacy camps regularly to spread legal knowledge to the society. These camps are arranged in rural or backward area where people do not have easy access to legal aid and thus,

the Institution endeavours to remove the darkness of indigency from society. In these Camps, the participants are given knowledge and information of various laws which benefit them such as Consumer Protection Act, Dowry Prohibition Act, ADR methods of settlement of disputes, etc. Participants are also enlightened with social evils such as alcoholism, child marriage, save girl child, domestic violence, etc.

The College runs Free Legal Aid Clinic in collaboration with District Legal Services Authority, (DLSA) Parbhani. The Clinic delivers free legal aid to the needy and indigent persons of the society. Every first and third Monday of the month the Clinic arranges meetings for such needy and indigent persons. Students of the College also work as para legal volunteers and serve the society through various activities planned and arranged by the DLSA.

File Description	Document
Paste link for additional information	View Document

6.1.2

The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Decentralization facilitates effective and efficient implementation of goals and its ultimate achievement. Hence for effective and desirable implementation of tasks, there must be equitable distribution of work and engagement of all the staff of the Institution. Decentralization brings all the institutional stakeholders into working and thus, creates sense of belongingness, partnership and responsibility among them. Keeping this perspective, the Institution believes in decentralization of work and participation of not only staff members but also various stakeholders such as alumni, students, employers, etc.

As a part of decentralization, the Institution has various committees and sub-committees for effective accomplishment of goals.

At the top, there is Central Executive Committee of the parent trust Marathwada Shikshan Prasarak Mandal, Aurangabad.

For regular and smooth functioning of Institution, there is College Development Committee comprising representatives of Central Executive Committee, representatives of society, teaching, non-teaching staff, co-ordinator of IQAC and head of the Institution as exofficio secretary of the CDC. This Committee approves the policy decisions, budget of the College, issues relating to staff members of the College placed before it by the College.

There is Internal Quality Assurance Cell that internalizes quality culture in the Institution and prepares various policies of the Institution relating to curriculum development, teaching, learning, evaluation, research, infrastructural requirements, student development, etc.

The College has statutory as well as non-statutory committees to meet quality needs of the Institution. Statutory and non-statutory committees work for issues pertinent to quality enhancement.

Statutory Committees comprise

- 1.College Development Committee
- 2.Anti-ragging Committee
- 3.Internal Complaints Committee
- 4.Right to Information Committee

Non-statutory committees comprise various academic & administrative committees. Academic committees comprise

- 1.Academic Audit Committee,
- 2.Examination Committee (University Examination Committee, Internal Evaluation/Continuous Assessment Committee, Practical Examination),
- 3.Student Grievance Redressal Cell,
- 4.Student Council Committee,
- 5.Alumni Association Committee,
- 6.BCI Committee,
- 7.Women Empowerment Committee,
- 8.Administrative Audit Committee,
- 9.Infrastructure Audit Committee,
- 10.Purchase Committee, etc.

All these Committees have members who represent teaching, non-teaching staff members, representatives of students, alumni, employers, etc.

While constituting Committees, care is taken that every requisite stakeholder is given due representation. Similarly, care is also taken that all the teachers, administrative staff members, students and other members of Committee are not overburdened as the Institution is mono-faculty and hence faces paucity of staff.

All Committees are given freedom to convene meetings and take decisions democratically. Meetings are convened in open and free atmosphere so that all members shall have equal voice. Decisions are taken unanimously in general while dissenting opinions are respected equally.

After step of formation and functioning of Committees, next and most vital step is execution of decisions/resolutions of these Committees. All valid and reasonable resolutions of the Committees that can be executed at the Institutional level are implemented without hue and cry. While decisions that statutorily require permission of CDC are placed before meeting of CDC wherein its feasibility and viability is looked into. After approval by CDC, these decisions/resolutions are executed. One example of such decision is filling of posts of CHB teachers who do not possess qualification as per UGC and State Government norms. Dire need of teachers made the Institution to appoint such teachers who have ample experience but do not possess qualification. Payment of such teachers need approval from CDC and same issue is raised before CDC and get approval.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

‘Rome is not built in a day’.

Quality is not matter of a day and is continuous and upward practice.

The College prepares short term and long term plans for quality enhancement. For short term run, the Institution prepares Annual Quality Enhancement Plan (AQEP) at the beginning of academic year and is placed before the IQAC in its first meeting for discussion and approval. AQEP lays down academic and administrative activities to be executed for the academic year. Academic activities comprise curriculum planning and delivery, certificate courses to be arranged during the year, discussion on innovative teaching methodologies, intellectual programs to be organized, infrastructural requirements and its fulfilment, legal literacy camp, etc. Administrative activities comprise, training programs for administrative staff, welfare activities for staff, workshops for administrative staff, etc. In every meeting of IQAC takes follow up of the AQEP is taken by the IQAC and necessary and valuable inputs are given.

The Institution also draft Perspective Plan for every five years setting out long term goals to be achieved during five years. Every year at the end of academic year, while preparing Annual Quality Assurance Report AQAR, follow up of perspective plan is taken and necessary and valuable inputs are taken into account.

In addition to AQEP and Perspective Plan, the Institution has also drafted Institutional Development Plan in consonance with New Education Policy 2020 in 2023. Institutional IDP focuses on outcome-based education with extensive use of ICT. The Institution has already framed Course Outcomes, Program Outcomes and Program Specific Outcomes and has policy to map achievement of outcomes.

All short and long term plans are prepared by Committees constituted for that purpose and approved in the IQAC and CDC. For implementation of the planned goals, the Institution constitutes committees and sub-committees. While constituting committees, inclusive approach is adopted so that all concerned stakeholders shall have opportunity to express their views and also suggest ways to execute the future plans along with probable hassles. These committees lay down modes and modalities for bringing the goals into existence and in doing so the Committees arrange meetings, training programs, etc. After thorough discussions, decisions are taken unanimously for hurdle-free execution.

The Institution had planned infrastructural augmentation in previous Perspective Plan such as women’s hostel, badminton court and has successfully accomplished the same.

The Institution has planned to strengthen research activities and has successfully moving towards the goal. The Institution presently has 06 research supervisors and 13 research students.

The Institution has planned to strengthen use of ICT in teaching, learning, evaluation, organizing workshops, seminars, training programs for teaching and non-teaching staff, commencement of new programs and courses. Of these the Institution has also successfully achieved expected goals.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2

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

Response:

Institution steadily functions on planned pathways for augmentation and consistency of quality. For efficient planning and effective execution of plans, human resource is essential. Human resource is not just employees of the Institution but comprises all stakeholders. In the Institution, human resource are engaged from conception of ideas, plans for quality augmentation. This planning body is primarily responsible for perceiving notions for creating and maintaining quality culture in the Institution. ‘Well begin is half done’ and in consonance with this, conceiving of quality thoughts is first step or beginning towards quality culture. The management of the Institution is a registered trust, Marathwada Shikshan Prasarak Mandal at Aurangabad formed by the founders with pious objective to impart education to the poverty driven people of Marathwada region and in achieving its vision, the parent trust has educational institutions engaged in imparting primary to higher education to the students of the region at very meagre fee. The management has policy to impart quality education to all especially students from lower socio-economic strata. The Trust through Central Executive Committee plans policies for imparting education through all educational institutions affiliated to it.

For every higher education institute, there is College Development Committee, commonly known as CDC established under the Maharashtra Public University Act, 2016. The CDC has representatives from CEC, local management personnels, representatives from local society, teaching staff, administrative staff, and students. The CDC prepares a comprehensive development plan regarding academic, administrative and infrastructural development of the College. It can make recommendations to the management to encourage and strengthen research culture in the Institution.

Internal Quality Assurance Cell is the next vital body that is committed to create, nurture, develop, augment and maintain quality culture in the institution, academic as well as administrative.

The Institution strictly adheres to rules and regulations of UGC and government for appointment and promotion of staff. Regular teachers are appointed as per directions of UGC while administrative staff is appointed as per rules and regulation of government of Maharashtra. Promotions are also governed by rules and regulations of respective authorities.

Administrative set up comprises principal at the head of the Institution while three regular and two contract basis administrative staff members attend and accomplish the work assigned to them. Accountant supervises the administrative staff being the seniormost of them and primarily responsible for financial affairs of the College. Other staff is assigned work of admission, examination, scholarship, etc. Support staff is responsible for maintenance of physical facilities in the campus.

The Institution has policies for-

1. Curriculum delivery
2. Teaching, Learning and evaluation process
3. Internal examination
4. Infrastructure augmentation and maintenance
5. Research and innovation
6. Student empowerment

All activities, academic and administrative are governed by the policies and the policies are also variable according to changed circumstances.

The Institution has statutory and non-statutory bodies, duly constituted for performing functions assigned to it. Statutory committees comprise-

1. College Development Committee
2. Right to Information Committee
3. Anti-ragging Committee
4. Internal Complaints Committee
5. Student Grievance Redressal Cell

Non statutory committees are constituted to ease the day-to-day academic and administrative activities of the College and these committees comprise-

1. Curriculum development Committee
2. Examination committee
3. Admission committee
4. Purchase committee
5. Library committee
6. Women empowerment cell
7. BCI committee
8. Research Committee
9. Alumni Committee

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

Staff Welfare Scheme

Objectives of the Scheme:

To create sense of belongingness among the staff members;

To financially aid the staff members as per policy;

To provide financial assistance to wards of staff members in the form of concession in fee;

To enhance overall development of staff;

To provide medical assistance to staff members;

To encourage staff members for participation in training programs;

To arrange training programs for staff members;

To encourage staff members to acquire special skills i.e. skill enhancement;

To introduce and execute welfare measures for staff members.

Schemes for Staff Welfare

1. GPF

2. DCPS

3. Group insurance

4. Advance salary in certain circumstances

5. Washing allowance

6. Uniform to group D staff members

7. Extra remuneration for special tasks

1. GPF Scheme: All permanent staff members appointed before December 2005 are eligible for this Scheme.

2. DCPS (Defined Contribution Pension Scheme) Scheme: This scheme is availed by all the permanent staff members recruited after December 2005.

3. Group Insurance: All permanent staff members are entitled to receive benefit of this insurance scheme.

4. Advance against salary: Staff members who are in urgent need are entitled to receive advance salary. This scheme is available to all staff members such as permanent, regular, contractual employees. Under this scheme, staff members are required to make application to the Principal stating reasons for advance. Immediately, monetary relief is granted to the applicant.

5. Washing allowance: Washing allowance is given to employees of group D

6. Uniform to permanent group D staff members-Uniform to group D staff members is provided free of cost.

7. Extra remuneration for special tasks: Remuneration is paid to non-teaching staff members for special services or special tasks done by them besides their regular wages.

Other Welfare facilities for staff members:

1. Facility to carry out research: Faculty members are encouraged to undertake research.

Registration and publication fee is waived in case of publication by the College.

2. Training Programs for Faculty
3. Organization of seminars, workshops, conferences: Seminars, workshops, conferences are organized for teaching and non-teaching staff members and registration, participation fee is not charged for the same.
4. Leave Facility: 1. Casual leave 2. Medical leave 3. Earned leave 4. Special leave: For COVID-19 disease 5. Study leave 6. Duty leave 7. Maternity leave 8. Special leave for women staff members during menstruation
5. Permission/Movements: Staff members are permitted to leave the campus either early or join duties late with prior permission of Principal. Time of permission/movement is restricted to 30 minutes.
6. Internal Complaints Committee, Women Empowerment Cell: The Cell takes care of complaints and grievances of women employees.
7. Refreshment for staff members free of cost: Whenever staff members are required to work for more than regular working hours, free of cost refreshment or meal is provided.
8. Free use of gymnasium and badminton court: The College generates revenue by lending services of gymnasium and badminton court. For staff members, these facilities are available free of cost.
9. Vending machine and incinerator
10. RO drinking water facility
11. Medical Assistance: Medical assistance is provided by the College to its staff members.
12. Educational loan: To provide loan for education of staff members and their wards Fee concession: Concession in fee is provided to the wards of staff members admitted in the College.

File Description	Document
Upload any additional information	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies publication and other academic incentives during the last five years

Response: 64.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	0	9	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format (Data Template)	View Document
Details of the teachers provided with financial support to attend conferences, workshops etc., during the last five years (Data Template)	View Document

6.3.3

Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	0	0

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 75.78

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	9	9	4

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5

Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Every institution is made successful by its staff members. Staff members are one of the decisive factors of quality. Hence, the Institution is very keen in gauging performance of its teaching and non-teaching staff.

The Institution strictly adheres to the rules and regulations for maintaining and augmenting performance of staff members.

Performance Appraisal for Teachers:

Teachers are at the core of teaching, learning and evaluation process. Performance of teachers needs appraisal throughout the year and it is from point of view of head of the Institution as well as students. Head of the Institution, principal of the College regularly tests performance of teachers. Principal of the Institution by giving surprise visits tests performance of teachers. In testing performance of teachers, innovative teaching methodologies used by teachers, use of ICT are also specifically seen. Similarly, regular interface meetings of Principal and students are arranged in absence of teachers so as to give free atmosphere to the students to express their views about teachings and teachers.

Besides teaching, performance of teachers is evaluated for internal evaluation, end semester evaluation, examination duties.

Research and participation in faculty development programs are important factors for gauging quality of teachers. Participation of teachers in seminars, conferences, workshops, presentation and publication of research papers in reputed journals, books are taken into account for research performance.

At the end of every academic year, teachers are required to furnish Performance Based Appraisal Scheme format along with necessary documentary evidences. The proforma is provided by the affiliating University wherein the teachers performance is evaluated. Performance is evaluated on the basis of teaching, work load, accomplishment of curricula, methodologies adopted, participation in administrative functioning, extension activities is also examined. Teachers' contribution in research activities is evaluated through this proforma.

As regards non-teaching staff, their appointment and promotion are governed by the Maharashtra Civil Services Conduct Rules, 1979. Their performance is evaluated on the basis of general ability and character and following are some of the factors-

- 1.Capacity to get work done from subordinates
- 2.Relations with colleagues and public
- 3.General intelligence
- 4.Administrative ability
- 5.Technical ability
- 6.Integrity and character
- 7.Willingness to work on computers

All administrative staff members are delegated duties and are given time frame for completion of designated work. Their performance is intermittently tested by principal in formal and informal meetings.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The Institution is run as a trust and it functions for its beneficiaries who are the students and staff. Hence the Institution is very conscious for financial affairs and expenditure of money. Being public Institution, it has to spend every penny as per regulations and only approval of authority and expenditure of every penny must be scrutinized internally and externally.

Before spending money, at the beginning of academic year, requirements of teachers and administrative staff are taken into account through meetings and tentative budget is prepared for these requirements. The budget is placed before the College Development Committee for its approval where after due deliberations, it is sanctioned.

There is a Purchase Committee comprising representative of teachers, accountant, representative of management and head of the Institution at the College level. The Purchase Committee approves purchase of stationary after following due procedure. Principal is responsible to make payments as per directions of CDC of human resources.

Duly established and transparent procedure is undertaken by the College for purchase of stationary. Tenders are invited for large scale stationary. Tender with lowest bid is generally accepted after deliberate scrutiny. These expenditures are further approved by the CDC in its meeting after thorough discussion.

All income and expenditures are further scrutinized at the Central Executive Council of the Marathwada Shikshan Prasarak Mandal, Aurangabad and approved there.

Besides this, monthly back up of income and expenditure is forwarded to the Marathwada Shikshan Prasarak Mandal, Aurangabad for scrutiny.

Internal audit is scrutinized by Committee constituted at institutional level whenever required.

External audit of the Institution is conducted by Sherkar and Associates, Aurangabad. All necessary vouchers, receipts, bills, etc. are submitted with the Chartered Accountant for audit purpose. After completion of audit, audited statement is placed again before the Central executive Council of the parent trust and scrutinized for queries.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Readiness of funds and mobility of the same are both essential for the success of an organisation. Shri

Shivaji Law College, Parbhani adopts a strategic plan for mobilizing resources which ensures transparency in its financial management. Marathwada Shikshan Prasarak Mandal, Aurangabad, parent trust and Principal of the college monitor the approach for the optimal utilisation of funds and resources. They supervise that the funds are spent on quality enhancement initiatives and that competent faculty with requisite/necessary qualification, state-of-the-art infrastructure facilities are enabled for quality education in the institute. Strategies adopted by the institution for mobilization of funds.

The Institution is grant-in-aid type of Institution and receives salary grants of regular teachers and regular administrative staff. The salary grants are immediately credited to the accounts of concerned staff members after receiving from government. Similarly, dearness allowance, house rent allowance, conveyance allowances, arrears of salary are also credited to the respective accounts of staff members.

The major share of revenue of the College is generated in the form of tuition fees from the students. The appropriate fee is fixed as per the norms by the Fee Regulatory Authority of the Government of Maharashtra.

Funds and sponsorships received from various organisations including professional bodies are spent on conducting seminars, workshops, conferences. Institution appropriately utilizes the resources on Student welfare activities Institution supports the green campus initiatives from time to time.

Optimal utilisation of resources

The resources are utilised for the objectives proposed in the budget forwarded by the College and approved by the management in College Development Committee. Salary of employees and other benefits of employees are a major component of expenditure and spent as per norms, rules and regulations. All payments are made in online mode.

Following are general heads of expenditures,

- Furniture
- Library and consumables
- Skill development and innovation
- Training and placement
- Software procurement upgradation and maintenance
- Wi-Fi Internet and networking
- Student services such as cultural activities sports
- Power and fuel
- Printing and stationery
- Postage and telephones
- Affiliation and renewals
- Travel and conveyance
- Repair, replacements and maintenance
- Taxes and licensors
- Scholarships to meritorious students
- Campus maintenance
- Co-curricular, curricular and extracurricular activities
- Miscellaneous expenses-For the smooth functioning of the institution there are various committees which work under the chairmanship of principal.

Every committee lists out the requirements and forwards them to the head of the Institution. Accounts department of the MSP Mandal reviews the utilisation of resources and audits the income and expenditure and makes recommendations for better handling of resources and effective mobilization of funds to the college development committee.

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

Response:

Quality needs consistent efforts and needs to be imbibed in the minds of all stakeholders of the Institution thoroughly. Internal Quality Assurance Cell exclusively and continuously works towards setting new benchmarks of quality and consistent efforts to achieve these goals. In case of the Institution the IQAC is persistently determined to set quality benchmarks in,

1. Teaching, learning and evaluation,
2. Optimum participation of teachers in academic activities,
3. Quality research that comprises participation in intellectual gatherings and research papers,
4. Computers, use of ICT;
5. Student progression,
6. Value education to students

IQAC has determined to strengthen use of ICT in teaching, learning and evaluation. Accordingly, teachers have developed study material for every Course. During lockdown period, the IQAC shouldered this responsibility satisfactorily with the same zeal and efforts. The IQAC has planned to reach to the students in online mode with same passion and planned to,

1. Arrange on certificate courses for students,
 2. Strengthen use of ICT in teaching, learning,
 3. Arrange seminars, webinars, workshops for students and staff,
 4. Arrange online workshops, webinars for students to impart experiential learning,
 5. Encourage teachers to participate in online FDPs
 6. Organize programs, both online and offline to inculcate values among students and staff, Accordingly, the IQAC successfully,
1. Arranged 07 certificate/value added courses for students on versatile issues such as 'Personality Development & Communication Skills'; 'Juvenile Justice System in India'; Criminal Law: Practice and

Procedure, etc.

2. Due to the impact of lockdown due to COVID-19 all classes were arranged in online mode by using 'Zoom' Google Meet platforms by the teachers. Teachers prepared educational videos and availed to the students.

3. Workshop for staff were arranged on 'Moodle', NAAC sponsored seminar on IPRs, Workshop on GST, Women Empowerment. Program was arranged for teachers on academic integrity. Faculty members published papers on socio-legal issues.

4. Online workshops for students were arranged on versatile subjects such as 'Art of Cross-Examination, Law of Bails, Law of Writs, Freedom of Speech and Expression and Role of Social Media, etc.

5. Teachers participated in offline as well as online FDPs arranged by UGC-HRDC

6. For inculcating values among staff and students, celebrated Vigilance Awareness Week, Women's Day, Constitutional Law Day, Human Rights Day, Birth anniversaries of great leaders of India, along with taking pledge of integrity, online workshop on 'Animal Rights' 'Gandhian Thoughts in Contemporary Era'

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The Institution has established functional Internal Quality Assurance Cell at the Institution. It has following objectives:

- To introduce structure for conscious, persistent, and proactive planning
- To improve the academic and administrative performance of the institution.
- To institutionalize quality culture and to that end develop and adopt measures of quality

enhancement and

- Internalization of best practices.

The IQAC has following functions:

1. To evolve and deploy quality benchmarks/parameters for academic & administrative activities of the institution
2. To promote learner-centric environment in and off campus that aims quality education.
3. To encourage faculty to acquire & adopt requisite knowledge & strengthen use of ICT for participatory teaching & experiential learning process.
4. To elevate of research culture among faculty members & students and encourage integrity in research
5. To enhance quality in the Institution by seeking feedback from all stakeholders and implementing positive responses from various stakeholders such as students, alumni, teachers, etc.
6. To promote spread of knowledge of law amongst weaker sections of society by engaging para legal volunteers and dissemination of information on legal aspects through Legal Aid Clinic To organize of workshops, seminars, webinars & special lectures on quality-related contemporary socio-legal issues.
7. To act as a central agency of the institution for coordinating quality-related curricular, co-curricular activities
8. To take review of academic and administrative activities through preparation of the Annual Quality Report (AQR) as per guidelines & parameters of NAAC and submit the same to NAAC within prescribed time framework.
9. To inculcate social and human values amongst students and staff and adopt practices to that end.

The IQAC since its inception has been reviewing and moving forward to improve the quality of teaching learning process. The IQAC is a major policy making body in the Institution and it takes review of its policy by convening meetings regularly directly and through committees set up. The IQAC has proposed formation of **Internal Academic Audit Committee** at Institution level and the Committee has following functions,

- To have review of teaching, learning process frequently
- To suggest structures and methodologies of operations and take review of it
- To map learning outcomes of the courses and program.

The institution acts through the committees and executes the recommendations for effective teaching learning process.

Placement & Career Guidance Cell: This Cell of the institution takes into account professional needs of the students and suggests activities conducive for professional development.

Student satisfaction Survey: The Institute conducts Student satisfaction Survey on teaching, learning and evaluation process every year so as to understand the needs of the students in that regard with one open ended question regarding suggestions. This survey is collected and analysed. After analysis, results are placed in the meetings of teachers, IQAC and ultimately in the College Development Committee wherein suggestions are resolved on problems posed by students. As regards suggestions by students, these are analysed and proper action is suggested by teachers, IQAC and the College Development Committee. The Student Satisfaction Survey is displayed on College website.

File Description	Document
Paste link for additional information	View Document

6.5.3

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Academic and Administrative Audit**
- 5.Disability/gender/diversity audit**
- 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. Any 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution(Data Template)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of constitutional values and gender equity during the last five years.

Response:

The institution is dedicated to inculcate values of gender equity among students as the institutions has its mission to eradicate the darkness from lives of socially and economically backward people. Women represent socially backward class specially from backward region. Hence it becomes responsibility of all social institutions to work towards creating atmosphere conducive to upliftment of this deprived stratum of society. The Institution undertakes every measure to achieve this objective. The Institution has,

A. Women Empowerment Cell-Dedicated for overall development of female student and staff.

B. Internal Complaints Committee-Designed to combat problem of harassment of women at workplaces and zero tolerance to harassment and abuse.

The Institution has initiated following measures for promotion of gender equity-

- Installation of vending machine and incinerator for female students and staff-Menstrual cycle is the most neglected part of womanhood. It creates sense of humiliation even today. To avoid this humiliation and keeping in view health of female staff and students, the Institution has installed vending machine in Ladies Common Room. Sanitary napkins are made available to them at meagre price of Rs. 5/- only.
- Wall paper making by students and its presentation on issues relating to gender equity-While making wall papers, male students are also encouraged to participate and present their ideas about gender sensitization. The Institution believes that 'It is not me or you but it is we' and it is responsibility of everyone from the campus and society to be aware of gender equality.
- Separate meetings of female students-Separate and in-camera meetings of female students help in hearing of personal grievances of female students. They can express their problems of personal health, hygiene, teasing, etc. with teachers.
- Offline and online programs on 'Women empowerment'- To imbibe values of gender equality and equity, it is necessary to keep on showering the students with such programs and activities. Hence, the Institution continuously keeps on arranging programs. Special medical camp was arranged for female students. Special lecture was arranged on problems of PCOD among females which is current and burning issue due to changed life style. Even male students attended the program so that they can be sensitized about this burning issue for their female family members.
- Gender Audit by external agency- The Institution has conducted gender audit of the College through external agency.
- Special Awareness Programs at Legal Literacy Camps- The Institution arranges Legal Literacy Camp for needy and indigent people residing in rural and slum areas where problem of gender discrimination is acute. The Institution raises issues under special programs towards gender sensitization such as dowry issues, female feticide, educating female children, etc.

- Karate Training Camp- The Institution arranges special program of karate training to teach self defence techniques to female students for at least two days. Female students are specially trained by experts specially female trainers.
- Yoga Day-Female students are given Yoga training separately excluding male staff and students.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Sanitary Napkin dispenser and incinerator e. Day care center for young children f. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3

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

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**

Response:

‘Healthy mind in healthy body’ and for healthy body healthy environment is equally essential. Clean, pollution free, aerated atmosphere energizes the body with healthy air and pleasant vibes. Students and staff spent very productive and major part in the campus continuously. Hence, the Institution is committed to provide healthy atmosphere in terms of environment. In doing so the Institution is bound to take care of ventilation, light, etc. Hence the College has adopted Clean Campus Policy. The Institution imbibes in the minds of students’ importance of cleanliness and engages them in keeping the campus clean. Students come forward to clean the campus voluntarily.

The Institution is engaged in imparting legal education hence biomedical, hazardous chemicals and radioactive waste is not generated. However, the Institution takes care of minimum use of chemicals only when required such as sanitation of washrooms, pest control for library books.

The Institution has vending machine that runs manually and does not create pollution. For used sanitary napkins, the Institution has incinerator that burns these used napkins. The incinerator is ISO certified.

The Institution has five acres of green campus and hence waste from greenery is major source of waste. The Institution wisely uses this solid waste and manufactures excellent quality manure from this waste through Solid Waste Management Pit. Next source of solid waste is papers. The Institution uses online platforms for notices and very important notices are circulated through printed paper minimizing use of paper and ultimately solid waste. Paper scrap is sold to its purchasers as per policy.

The Institution adopts plastic free policy and prohibits use of plastic that is banned by appropriate government. The College encourages its students not to use plastic. The Institution prohibits ‘Use and Through’ plastics in its daily routine.

The Institution has RO drinking water facility that separates soft and hard water. Soft water is used for drinking while hard water is used for watering plants.

Similarly, the Institution does not create e-waste to a large extent. The Institution has only refrigerator and AC as major appliances while vacuum cleaner as minor appliance. These appliances are used optimally to prevent any damage to it and require replacement. Computers are also used to its maximum capacity. Computers when replaced with better capacity are used at appropriate places and older versions are used where systems of less capacity are required. Computers that have absolutely become defunct are sold through scrap. The Institution sells such waste to agencies that are engaged in proper e-waste management.

As a part and parcel of Green Campus Policy, the Institution has undertaken ‘Green Audit, Energy Audit, Environment Audit’ through external agency. The Institution also implemented its suggestions and started replacing older electronic material with newer one creating less pollution. Staff and students are aware about segregation of solid and liquid waste. Separate dust bins for solid and liquid waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5

Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Institutional data in prescribed format (Data Template)	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Institutional data in prescribed format (Data Template)	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7

The Institution has friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Any other relevant information	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8

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

Response:

The Institution is bound to values enshrined in the Constitution of India. The Institution believes in thinking of great jurists, political thinkers and spiritual teachers. The vision of Institution '*Duritanche Timir Jawo*' is a verse taken from spiritual creation of Saint Gnyaneshwar meaning drive away the darkness of under-privileged people. Consequent to its vision, the Institution fosterages an inclusive environment for all the stakeholders with tolerance towards cultural, religious, regional, linguistic, communal and other diversities.

The Institution not only teaches but preaches equality and equity to the students reflected in Indian Constitution. The Institution strongly believes that real beauty of this nation lies in diversity and this diversity is of culture, religion, sects, region, language, etc. To preserve this beauty, it is essential to preserve this diversity and while doing so it is equally important to keep all together because beauty lies in diversity while strength lies in unity.

The Institution follows reservation policy strictly so that students from lower socio-economic strata receive opportunity to receive professional education. The Institution takes all steps promptly to avail all financial benefits to all eligible and deserving students.

The Institution celebrates various occasions to inculcate values of unity, harmony, and tolerance among its students. Together the students celebrate various days and participate in cultural and sports events which inculcate team spirit and positive vibes in them.

Grievances of the students and faculty are siphoned off through the grievance redressal cells of the institution.

Code of conduct for teaching faculty and non-teaching members and students is formulated keeping in view these values. Code of Conduct prohibits discrimination on flimsy grounds but supports reasonable classification. It also bans activities that are derogatory to any students or staff. The rules contained in the Code of Conduct are implemented on fair and just basis.

Every year the Institution celebrates Communal Harmony Week and arranges programs for staff and

students. Common drinking water facility, washrooms, library, sports facilities imbibe values of sharing and uniting together.

Welfare measures for staff members of the college and financial assistance for students are provided equality for all Independence Day, Republic Day, Marathwada Mukti Sangram Day, Marathi bhasha Sanvardhan day and other commemorative days enable students to learn about the fundamental rights and duties and to abide by the constitution of India.

Regular employees of the college actively donate for the Chief Minister Relief Fund regularly and understand its responsibility towards society.

Essay writing, elocution, debate and such competitions on the topics of contemporary social legal levels orient all the students towards imbibing integrity of character

Discussion on social legal issues relating to women has become an integral part of legal literacy camps

Free legal aid to the needy and indigent person through the free legal aid clinic enlightens about right to free legal aid.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Being law College, the Institution is sternly committed to constitutional obligations and has every respect for constitutional values, protection of rights of all and strict observance of fundamental duties. The institution's National spirit is reflected in its celebration of national days and birth anniversaries of significant Indian personalities.

The Institution is committed to seek justice to all under-privileged components of the Institution and promote fraternity among students of all strata.

The Institution ensures liberty of thoughts and expressions and arranges debates, moot court presentations and elocution competitions giving justice to this liberty. At the same time, the Institution also promotes healthy relations of students and religious and communal harmony. The Institution runs

Free Legal Aid Clinic for needy and indigent assemblage of society and assists them to seek justice. The Institution also arranges Legal Literacy Camp in rural area where people do not have easy access to justice. Through such camps, the Institution endeavors to create awareness about legal provisions for these people.

Independence Day, Republic Day, Mahatma Gandhi Birth Anniversary, Teachers' Day, Ekta Day, Sadbhavna Day, Vigilance Awareness Week are observed on the campus with all spirit. These activities inform the students about the fundamental rights and duties enshrined in the constitution of India and make them aware of their responsibilities as Indian citizens.

Republic day it is celebrated on 26th of January to honour the day of coming into force of constitution of India. The flag hoisting followed by poster presentation on contemporary social legal issues enlightens the aura of republic day. On this day preamble of the constitution is read before flag hoisting.

Independence Day is observed in the honour of eminent freedom fighters of India and aims at imparting the values practiced by them during freedom struggle. Poster presentation on this occasion on national issues inculcate the value of the freedom struggle.

Marathwada Mukti Sangram Day is celebrated as a remembrance for freedom of Marathwada region from the clutches of Nizam on 17th September of every year.

Teachers' day is observed on 5th of September on the occasion of birth anniversary of Dr Sarvepalli Radhakrishnan. Students on this occasion express their experiences and gratitude towards teachers.

Ekta Day is celebrated on the occasion of birth anniversary of Sardar Vallabhbhai Patel on 31st October as National Unity Day and the students take pledge of integrity on this occasion. Vigilance Awareness Week the institution celebrates vigilance awareness week and on this occasion arrange guest lecture by ACP and investigating officer of Anti-corruption Bureau, Parbhani. The students took pledge on this occasion.

The Constitutional Law Day it is celebrated on 26th of November every year. On this occasion Preamble of the Constitution is read over by the staff and students.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institution is engaged in imparting legal education not only to the students but also to the needy and indigent stratum of society. The Institution celebrates following days

1. Sawitribai Phule Birth Anniversary- It is celebrated as Balika Day in Maharashtra, pioneer of women education in India. This day is celebrated in recognition and in remembrance of Sawitribai Phule who suffered social atrocities but completed the herculean task of starting education women through formal education.
2. Swami Vivekanand Birth Anniversary-National Youth Day celebrated on 12th January every year to give inspiration to the youths of the nation.
3. Jijau Birth Anniversary- Mother of great Maratha warrior King Chatrapati Shivaji Maharaj is celebrated on 12th January every year to indoctrinate importance of parenting in people.
4. Republic Day-celebrated on 26th January every and Preamble of the Constitution is read at the time of flag hoisting.
5. Birth Anniversary of Chatrapati Shivaji Maharaj-Celebrated on 19th February every year in the fond memory of warrior king of Maratha. This birth anniversary is celebrated in remembrance of his wise guerilla war techniques, his political wisdom, his vision towards welfare system, respect towards

womanhood and fighting spirit.

6. World Women's Day- To recognize contribution in shaping, developing role of women in the World. This day is celebrated in the Institution to show dignity to women for playing their role given by nature in its finest way.
7. Birth Anniversary Dr. Ambedkar-celebrated on 14th April every year as a mark of highest degree of respect for his intellectual contribution in all disciplines of knowledge.
8. Maharashtra Foundation Day-Celebrated on 1st May every year
9. International Labour Day-celebrated on 1st May every year
10. Anti-terrorism and anti-violence Day-celebrated on 21st May as remembrance of Rajeev Gandhi to teach the students about ill-effects of violence and terrorism.
11. International Yoga Day-celebrated on 21st June every year for healthy life style.
12. International Justice Day-17th July with the aid of District Legal Aid Service Authority.
13. Independence Day-15th August- To acquaint the students with the sacrifice of freedom fighters who devoted their lives for independence of the Country. Posters are presented by students on this occasion.
14. Communal Harmony Day-celebrated on 20th August and pledge is taken
15. Marathwada Mukti Sangram Day-celebrated on 17th September every year
16. Sadbhavana Day-20th August to encourage national integration, peace, affection, and communal harmony among the Indian people of all religions
17. National Unity Day-celebrated in remembrance of Sardar Vallabh Bhai Patel on 31st October every year
18. Vigilance Awareness Week- Taking pledge to fight against corruption for healthy economy.
19. Communal Harmony Week- This year celebrated during 19th -25th November 2022 to sensitize students about unity.
20. Constitutional Law Day-26th November every year, Preamble of Constitution is read by staff and students.
21. Human Rights Day-10th December every year to percolate value of human rights and its need for civilized society across the world.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant 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:

Title of Practice: Legal Literacy Camp

Objectives of the Practice

Illiteracy especially legal, is very pertinent in Indian society. However, for redressal of violation of rights and grievances, one must know the law and its procedure. The Institution as a measure to serve the society and in tune with its vision, arranges Legal Literacy Camps for people. Besides this, there are other objectives of the Camp and these are,

- To acquaint people about legal provisions with which the people regularly come across,
- To create awareness about civil rights of people, constitutional as well as legislative,
- To sensitize people about socio-legal issues such as female feticide, dowry, atrocities against lower social strata, consumerism.
- To create awareness about various governmental schemes beneficial for the people and how to seek these benefits.
- To acquaint and imbibe the importance of alternate dispute resolution systems in dispute redressal mechanism.

The Context

‘Mistake of fact is excusable but mistake of law is not.’

It is well known jurisprudential doctrine that mistake of law is not excusable and hence every person must know law of the land. However, in a country like India where poverty and consequent illiteracy is quite common, it is hard to expect literacy of law from such people. Therefore, it is social responsibility of public institutions to adopt measures to impart legal literacy among people who are needy and indigent. It is stepping stone towards social justice, vital constitutional goal. Law is for society and society must

have knowledge of it but due to poverty and lack of resources, it is difficult to seek legal literacy by all. Shri Shivaji Law College, Parbhani is situated in backward region of Marathwada. Hence problem of illiteracy especially legal illiteracy is pertinent. Hence, the Institution arranges Legal Literacy Camp every year to create awareness about laws and legal provisions among these people.

The Practice

‘Let the darkness of ignorance be driven away’ is the vision of the Institution. The Institution in tune with its vision, is committed to drive away the ignorance (legal illiteracy) of people. The Institution does not limit itself in imparting professional education of law to the students but assumes itself bound by this avowed vision. One of the missions that are planned for achievement of the vision of the Institution is to create awareness of legal provisions among people who do not have easy access to justice. To attain justice, it is essential that person must know the law. Knowledge of law assists in two ways, firstly to seek justice and secondly, to be in time to obtain justice. Knowledge of law can be obtained by appearing for Law Programs, but it is not possible for everyone. Hence, the Institution arranges Free Legal Literacy Camp every year. While selecting venue or place of Program, the Institution focuses on such groups that are away from flow of justice. The Institution selects rural area to reach persons who do not have easy access to justice. While selecting time, generally morning session is preferred as the rural public is free from daily routine. The Camp is arranged in collaboration with various government offices, District Legal Services Authority, Parbhani, concerned village panchayats, etc.

The Legal Aid Clinic of the Institution plays pivotal role in such Camps.

- Panel advocates of the Clinic guide the participants about various legal provisions that is various rights of the persons and procedure. They also explain how to collect, maintain and submit documents in various civil suits such as consumer suits, labour forum, etc.
- They also encourage the litigants to participate in alternate disputes redress forums so that their disputes can be resolved hassle free without wasting time and money of the litigants as well as it saves public exchequer too.
- Students arrange a rally and pronounce various slogans on burning socio-legal issues and also awakens the residents of the village about Camp.
- Students arrange street plays on social issues such as Save Girl Child and Educate Girl Child’, ‘Ban Tobacco’, ‘Addictions and its Ill-effects’, ‘Dowry Prohibition’, etc.
- Students also circulate pamphlets comprising information of laws in lucid and vernacular language.
- Judges of the Court inform about importance of disposal of cases through ADR systems such as Lok adalats, mediation, arbitration, etc.
- They also awaken people about customs that are unhealthy for society such as child marriage, superstitious practices followed by such people.
- Students also create awareness about health issues such as vaccination, medical aid, etc.

During the last five years, (2018-2023) the Institution arranged four such Camps of which three were arranged in offline mode while one in online mode. One Camp could not be arranged due to lock down of pandemic of COVID-19. The second phase of COVID-19 was massive and the College could not

arrange in online mode too.

Sr. No.	Year	Place	In collaboration With	Issues Dealt With	Number of participants
1.	2018	Offline Village Aherwadi	@Gram Panchayat, Aaherwadi	Consumer protection, Dowry Prohibition, Addictions and its ill effects	250
2.	2019	Online on-- ZOOM platform		Insurance facilities and claims, alternate disputes resolutions,	134
3.	2022	Offline @ village Ithalapur	District Services Authority, Parbhani	Legal Schemes for farmers, COVID-19 vaccination awareness, child marriage	254
4.	2023	Offline @ village Wangi	District Services Authority, Parbhani and Gram Panchayat, Wangi	Legal Save Girl Child, Insurance facilities and claims for farmers, child marriage,	267

Legal Aid Clinic

Title of the Practice: Legal Aid Clinic

Objectives of the Practice:

Free legal aid, though is one of the Directive Principle of State Policy, it is also fundamental right guaranteed by the Constitution under Article 21, right to life and liberty. However, knowledge of free legal aid and modes for obtaining legal aid was quite ignorant for a longer period. As an initiative and part of mission to achieve its vision of driving away darkness of ignorance, the Institution determined to take appropriate steps for this. The Institution planned to establish Legal Aid Clinic in collaboration with the District Legal Service Authority, Parbhani with following objectives:

- To develop machinery for rendering free legal aid to the needy and indigent strata of society.
- To provide legal services to the poor, marginalised and weaker sections of the society especially to the people living in far away places including the places with geographical barriers, away from the seats of justice and the offices of the legal services institutions
- To provide an inexpensive local machinery for rendering legal services of basic nature like legal advice, drafting of petitions, notices, replies, applications and other documents of legal importance and also for resolving the disputes of the local people by making the parties to see reason and thereby preventing the disputes reaching courts.
- To arrange extensive activities through para-legal volunteers of the College in nearby society.
- To arrange legal literacy camps for socially and economically backward area and people.
- To give free legal aid through Legal Aid Clinic panel.
- To encourage people to settle their disputes through ADR system

The Context

Article 39 A as amended by 42nd Amendment in 1976 of the Constitution of India legitimately expects that the State shall secure that the operation of the legal system promotes justice, on the basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. To achieve this constitutional goal, the National Legal Services Authority Act, 1987 was framed to constitute legal services authorities to provide free and competent legal services to the weaker sections of the society to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities, and to organize Lok Adalats to secure that the operation of the legal system promotes justice on the basis of equal opportunity.

The Practice

Establishment of Legal Aid Clinic:

Legal Aid Clinics are established in Law Colleges or University under the National Legal Services (Legal Aid Clinic) Scheme, 2010 under the NLSA Act, 1987 intended to provide legal relief to the needy, indigent and backward section of society.

Beneficiaries of free legal aid scheme:

The NLSA Act, 1987 enlists following persons as eligible to receive free legal aid through the Legal Aid Clinic-

1. a member of a Scheduled Caste or Scheduled Tribe;
2. a victim of trafficking in human beings or *begar* as referred to in article 23 of the Constitution;
3. a woman or a child;
4. a person with disability as defined in clause (i) of section 2 of the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996);]
5. a person under circumstances of underserved want such as being a victim of a mass disaster, ethnic, violence, caste atrocity, flood, drought, earthquake or industrial disaster; or
6. an industrial workman; or
7. in custody, including custody in a protective home, or in a juvenile home, or in a psychiatric hospital or psychiatric nursing home; or
8. in receipt of annual income less than rupees nine thousand or such other higher amount as

may be prescribed by the State Government.

Legal Services in the Legal Aid Clinic:

Legal Services expected to be rendered at the legal aid clinic shall be of wide ranging in nature. Services through Legal Aid Clinic-

- Legal advice,
- Preparing applications for job card under the MGNREGA Scheme,
- Liaison with the government offices and public authorities and
- Helping the common people who come to the clinic for solving their problems with the

officials, authorities and other institutions

Legal aid clinic work like a single-window facility for helping the disadvantaged people to solve their problems where the operation of law comes into picture.

Functioning of Legal Aid Clinics:

- These Clinic are like Primary Health Centers in medical field where doctors and other auxiliary staff render basic health care to people situated in rural areas affected by poverty and social squalor.
- In same line, through Legal Aid Clinic a lawyer provides legal aid, advice and assist in drafting of notices, replies, applications, petitions, etc.
- The lawyers in the Clinic also attempts to resolve disputes of the people in the locality and prevent ripening of disputes into suits.
- The Clinic also provides opportunity to the lawyer to understand difficulties faced by people residing under the patronship of the Clinic for access to justice.
- The LAC are supported by Para-Legal Volunteers selected by the District Legal Service Authority having a sense of commitment, sensibility and sensitiveness to the problems of common people.

Para-Legal Volunteers in the Legal Aid Clinics:

- Para-Legal Volunteers commonly known as PLVs are selected and trained by the Legal Services Authorities.
- These PLVs are deputed to work in the legal Aid Clinics to assist the lawyers and persons in need of legal aid.
- Through these practices, these PLVs train in communication skills and they also receive experience.
- These skills and experience assist them in future professional life in drafting simple petitions, applications.
- These PLVs also accompany the beneficiaries of legal aid in accompanying these people to the government officers for interacting with the officials for solving the problems of these people.
- In such clinics the PLVs studying in the final year classes preferably, render legal services and the junior students may assist them.
- The PLVs legal aid clinic function under the supervision of a faculty member who remain present in such clinics for immediate consultation.
- The PLVs of law colleges and law universities also may make use of the other legal aid clinics and legal institutions such as Juvenile Justice Board, Child Welfare Committee, etc.
- PLVs adopt a village in remote areas and organize legal aid camps and create awareness about rights and privileges of people through various activities
- PLVs also conduct surveys to identify problems that call for legal assistance and prepare report on the basis of such survey.
- PLVs of legal aid clinics send prepared reports to the State Legal Services Authorities with copies to the legal services institutions having territorial jurisdiction and also to the District Legal Services Authorities concerned.

Activities of Legal Aid Clinic during last five Years:

Name of the	Organising unit	Name of the	Year of the activity	Number of students
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activity	agency/ collaborating agency	scheme	participated in such activities
Summer Internship	Central Government	Summer Internship	2018 25
Legal Literacy camp	District Legal Services Authority, Parbhani	Free Legal Aid	2018 5
33 Crore Plantation Program	Government of Maharashtra	33 Crore Plantation Programme	2019 36
PAN India Legal Awareness and Outreach Program Rally	District Legal Services Authority, Parbhani	Legal Literacy Camp	2019 82
Yuva Mahiti Doot	Government of Maharashtra	Yuva Mahiti Doot	2019 14
One Student one Tree	Government of Maharashtra	One Student one Tree	2019 21
The Right of Education	District Legal Services Authority, Parbhani	General Programme Circular 2019	2019 82
Exhibition cum sale	Government of Maharashtra	Swami Vivekanand Annivarsary	2019 75
Victim of acid Attack	District Legal Services Authority, Parbhani	General Programme	2019 82
Legal Aid to juveniles	District Legal Services Authority, Parbhani	Juvenile justice, Borad Parbhani	2020 2
Legal Awareness at Parbhani (Islamic Religious Gathering)	District Legal Services Authority, Parbhani	Urs (Islamic Religious Gathering)	2020 2
Legal Awareness at Parbhani (Islamic Religious Gathering)	District Legal Services Authority, Parbhani	Urs (Islamic Religious Gathering)	2020 2
Legal Awareness at Parbhani (Islamic Religious Gathering)	District Legal Services Authority, Parbhani	Urs (Islamic Religious Gathering)	2020 2
Legal Awareness at Parbhani (Islamic Religious Gathering)	District Legal Services Authority, Parbhani	Urs (Islamic Religious Gathering)	2020 2
Legal Awareness at Parbhani (Islamic Religious Gathering)	District Legal Services Authority, Parbhani	Urs (Islamic Religious Gathering)	2020 2

Outreach	Services Authority, Parbhani	Volunteers Scheme	2021	
Legal Awareness & Outreach	District Services Authority, Parbhani	Legal Para Volunteers Scheme	2021	6
Legal Awareness & Outreach	District Services Authority, Parbhani	Legal Para Volunteers Scheme	2021	12
Legal Awareness & Outreach	District Services Authority, Parbhani	Legal Para Volunteers Scheme	2021	4
Legal Awareness & Outreach	District Services Authority, Parbhani	Legal Para Volunteers Scheme	2021	35
PAN India Legal Awareness and Outreach Rally	District Services Authority, Parbhani	Legal PAN India Legal Awareness and Outreach Program	2021	51
Blood Donation	Blood Donation	Civil Hospital, Parbhani	2022	26
Cleaning of historical places	Government of Maharashtra	of Azadi Ka Mahotsav	2022	60
International Social justice Day	District Services Authority, Parbhani	Legal Awareness Programme	2023	25

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

Education is key to success while professional education is key to substance of life. Educational institutions play key role in nurturing students and ultimately shaping a strong nation. Marathwada Shikshan Prasarak Mandal, Aurangabad established as public trust is committed to impart education to needy and indigent people of the Marathwada region. It is actively engaged in imparting Shri Shivaji Law College Parbhani has played a pivotal role in imparting professional education in the faculty of law to the students from rural and drought prone area of Marathwada region since four decades. The college has gained goodwill and reputation due to hard work with consistency since from its inception and has reached a status of premier institute in legal education in the region. The college commenced in June 1983 with pious objective to provide qualitative legal education to needy students in backward district of Parbhani situated in Marathwada region. This college is an offshoot of parent trust Marathwada Shikshan Prasarak Mandal Aurangabad. The college has successfully completed three cycles of accreditation by NAAC and is the only law college under the University with a grade with CGPA of 3.17 in its third cycle in 2017. Thus, it is evident that the college is determined to undergo its assessment and accreditation by external agencies showing its quest for quality. The college is affiliated to Swami Ramanand Teerth Marathwada University Nanded. The college is also affiliated by Bar Council of India a statutory body working for regulation of legal practitioners. Vision of the college is 'Let us drive away the darkness from lives of ignorant'. It is committed to eliminate the darkness of ignorance from the lives of people living in age long poverty and enable them quality education by upgrading their knowledge to achieve all round development. The mission to eliminate darkness of ignorance of people there is need to provide quality education to socially and economically backward classes. In its mission to achieve its vision, it passes through following mission showing its distinctiveness-

- Devoted for overall development of the people and the institution and to that end efficiently provides standard facilities in the form of legal literacy camp and legal aid clinic.
- Bring about social transformation through professional education.
- Generating resources and utilising them for educational upliftment of common people and promote intellectual, ethical and cultural development of society through higher education.
- Introduce technical and professional education for increasing opportunities in employment and economic development through professional education.
- Impart legal education to the students belonging to all strata of the society
- To stream the quality professionals in the legal field
- To arrange for the expansion of legal knowledge so as to make it available the law up to the Grass root level of the society
- To provide free legal aid to the needy of the society as per constitutional provision under article 39A.
- Extensive use of ICT for professional legal education as well as competitive examination.
- Introduce tailor-made certificate courses, value added courses to bridge the gap of classroom teachings and court room practices.
- To seek feedback from stakeholders about curricula and facilities provided by college.
- To promote teachers to participate in various statutory and non-statutory bodies in University.
- Highly qualified teaching staff, 100% staff hold doctoral degree

- Regular faculty development programs for staff-teaching as well as administrative staff.
- Policy, procedure and practice for retention of faculty members
- Strong research center with 6 research guides with 16 research students registered presently with more than 15 students completing Ph.D. One foreign student for PH.D.
- Publication of research papers by staff in UGC notified journals, seminars and conference proceedings, peer reviewed journals, participation in national and international seminars, conferences, etc.
- Welfare policy, procedure and practices for staff members-both teaching and administrative
- Students centric learning methodologies with emphasis on experiential learning through study tours, visits, guest lectures, etc.
- Special classes for competitive examinations, NET, SET, examinations, regular activities for such competitive examinations.
- Emphasis on moot court, case study presentations to impart professional competencies among students.
- Registered alumni association with proactive alumni actively engaged in overall development of students
- Encouragement to students to undertake internship, hands-on-training, on-the-job training to introduce them to professional world.
- Well equipped gymnasium and other facilities for indoor sports such as badminton court, volleyball court, table tennis, etc.
- Spacious, ventilated library spread over on two independent floors, one for storing of books and one for study purpose.
- State-of-the-art language lab to impart communication skills among students specially who come from backward strata and first-generation learners
- Large number of books-reference books, text books, commentaries for exclusive use of students with wide range of journals both legal and other.
- Two data bases as depository of citations, Law Finder and ManuPatra, later having remote access.
- Subscribed to e-resources such as Shodhsindhu, Shodhganga, etc. for staff and students.
- ICT enabled classrooms for students with Wi Fi campus with 100MBPS internet facility.
- Institutional environment conducive to growth of students not only as professionals but also human beings with values filled in the heart.
- Lush green campus with regular plantation and its maintenance.
- Inculcating values among students such as gender equity, human rights, communal harmony, constitutional duties, obligations, etc.
- Daily national anthem in the morning
- Institutional social responsibility through legal literacy camps, legal aid clinic, donations by staff members to CM fund during hard days such as drought, COVID-19 pandemic, etc.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The College is recognized under 2(f) 12 B

Only Law College in the region to undergo fourth cycle of reaccreditation

Teachers are members of statutory body of University that is members of Board of Studies

All teachers are actively engaged in paper setting, paper assessment and moderation

Teachers serve the society acting as resource persons on legal topics at seminars, conferences, local gatherings

Teachers also serve as expert members to other government departments such as District Police, One Stop Center, a Central Govt. Scheme for destitute women, members of Internal Complaints Committee at All India Radio.

All teachers extensively use ICT

Strong mentoring process between staff and students

Variety of certificate courses for students according to need of profession

All teachers are recognised PG teachers while 06 are research guides.

Teachers also work as referee for Ph.D for other Universities

Alumni prefer to seek admission to their students in the same college

Every year students stand merit ranking in the University results

Notable alumnus is presently working as Chief Justice of High Court, Tripura and some are as judicial officers of District Court, many as judicial magistrates all over the State.

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Concluding Remarks :

Established in 1983, forty splendid years of successful professional Institution

The Institution started with evening law College and now has grown like banyan tree with two UG Programs, Three PG Programs and strong research center

Increasing strength of female students evidences safe and secure atmosphere of Institution

Every year students of the Institution succeed in judicial examinations

Institution is committed to serve society through Legal Aid Clinic and legal literacy camps.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on or value added courses /Certificate programs offered during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :11</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have bene downgraded due to repetitive count.</p>																				
1.2.3	<p>Average percentage of students enrolled in Add on or value added courses /Certificate programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>283</td> <td>638</td> <td>199</td> <td>186</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>283</td> <td>638</td> <td>199</td> <td>199</td> <td>62</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed formats hared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	283	638	199	186	64	2022-23	2021-22	2020-21	2019-20	2018-19	283	638	199	199	62
2022-23	2021-22	2020-21	2019-20	2018-19																	
283	638	199	186	64																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
283	638	199	199	62																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>11</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	11	10	2022-23	2021-22	2020-21	2019-20	2018-19	9	9	9	9	9
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	12	12	11	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	9	9	9	9																	
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p>																				

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1036	1114	982	687	657

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1036	1114	987	687	657

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1420	1420	1340	1340	1260

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1346	1347	1340	1340	1220

Remark : DVV has made changes as per prescribed format shared by HEI.

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
505	512	437	314	267

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
456	456	422	314	267

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category.

2.4.2 Average percentage of full time teachers with Ph. D. / LL.D during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with Ph.D./LL.D year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	11	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	10	10

Remark : DVV has made necessary changes as per documents shared by HEI and values have been downgraded as we have downgraded Director, Physical Education.

3.1.3 **Funded Seminars/ Conferences /workshops**

3.1.3.1. Amount received through funding from Government and Non-Government agencies for Seminars/Conferences and workshops during the last five years(Amount in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	75000	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.75	0

Remark : DVV has made changes as per supporting documents shared by HEI.

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

3.2.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),Entrepreneurship, Skill development Frontier/ contemporary areas researches in law and judicial trends year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	5	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	2	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been

downgraded as we have considered Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development Frontier/ contemporary areas researches in law and judicial trends

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	2	5	5

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based as it was not under UGC care

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	6	14	5	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	7	2	4

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based on calendar year (JAN-DEC)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
505282	1049790	1213615	293699	832400

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50.52	10.49	12.13	29.36	8.32

Remark : DVV has made changes as per documents shared by HEI.

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals and legal databases during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
416339	318763	368291	182049	86741

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.16	3.18	3.68	1.82	0.86

Remark : DVV has made changes as per supporting documents shared by HEI.

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
663210	484160	957384	492169	428312

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.63	4.84	9.57	4.92	4.28

Remark : DVV has made changes as per supporting documents shared by HEI .

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Total Number of Courses offered by the institution in all programs (without repeat count and include courses that are dropped)</p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification : 60</p>																				
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>10</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	09	10	11	11	11	2022-23	2021-22	2020-21	2019-20	2018-19	09	10	10	10	10
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09	10	11	11	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
09	10	10	10	10																	
2.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	14	14	14	14	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	12	12	12	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	14	14	14	14																	
3.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5524282.34</td> <td>4718157</td> <td>9055391.75</td> <td>3002294</td> <td>3206952.46</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>55.24</td> <td>47.18</td> <td>90.55</td> <td>30.02</td> <td>32.06</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	5524282.34	4718157	9055391.75	3002294	3206952.46	2022-23	2021-22	2020-21	2019-20	2018-19	55.24	47.18	90.55	30.02	32.06
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