



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK  
SAMAJ'S NEW LAW COLLEGE**

NEW LAW COLLEGE, DELHI GATE LALTAKI ROAD AHMEDNAGAR 414001  
414001

[www.newLawcollege.org](http://www.newlawcollege.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Institute was established on 22nd June, 1970 and affiliated to Savitribai Phule Pune University, Pune. The word 'New' in the name of college indicates that the intention of the parent society to produce law graduates who will be able to meet the challenges of modern era and made them budding social engineers equipped with legal knowledge. The college seeks to impart legal education more meaningful and effective in the contemporary circumstances.

The Government of Maharashtra given permanent recognition and affiliation to the Institute on 02nd April, 1975 for three year law course. The college in the year 1984-85 started five year under graduate integrated law course which is given permanent affiliation by the S. P. Pune Univeristy 30th June, 2014. The college also gave approval of affiliation by the Bar Council of India on 21st November, 1995. The college is receiving grant-in-aid from Government of Maharashtra since 1995-96. The college used to organizes curricular, co-curricular, extra-curricular activities like seminars, workshops, conferences, symposia and also run Legal Aid Clinic, National Service Scheme, Earn & Learn Scheme and different schemes of University Grant Commission. Through these activities Institute facilitate overall development of the students. Apart from under graduate law courses, the college also run Diploma in Taxation Law and Diploma in Labour Law and Labour Welfare since 1975-76 considering the need of vocational training to the needy students. The Institute started post graduate course in law (LL.M.) in the year 2010-11.

### Vision

The Vision Statement of the Institution is:

Tejo Si Tejo Mein Dehi i.e. "I will burn my life to enlighten the life of others"

### Mission

1. To provide opportunities in legal education especially to the socially underprivileged and economically weaker sections of the society.
2. To empower the masses through quality legal education.
3. To impart basic knowledge and develop skills, aptitudes and competencies to meet the future challenges.
4. To instill research culture and positive attitude for the progress and development of the nation.
5. To bridge the gap between theoretical knowledge and professionally practice in law.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- In pursuance of mission statement imparting legal education and skill based knowledge among the students from rural and semi urban area.
- Harmonious balance among the Management, Staff and Students.
- Proactive Legal Aid Clinic, National Service Scheme and Independent Gymkhana.
- Wide range of curricular, co-curricular, extra-curricular and other extension activities.
- ICT enabled teaching including Language Lab and Audio Centre for physically challenged students.
- The Earn and Learn Scheme with financial assistance by the University and self funds supported with scholarship from NGO for the poor and needy students.

### **Institutional Weakness**

- The majority of students who either pass H.S.C. exam or graduation through vernacular medium are poor in language competence in English which leads to an unsatisfactory level of comprehension and communication, particularly at the entry year.
- Limitations on introducing and implementing value added courses due to the financial in capacity of students and paucity of time available to them.
- Limitations to invite renowned resource persons due to semi urban location of the college.

### **Institutional Opportunity**

- Institute has a scope to enhance the research culture in college.
- Institute has more avenues for the memorandum of understanding with the renowned Law Institutes.
- To introduce promotional programmes for encouraging the students to enter in Judicial, Banking, private and public sector services.

### **Institutional Challenge**

- Institution being affiliated to University and curriculum determined by University, makes it difficult to update the curriculum in sync with the global standard.
- Inordinate delay in admission for UG courses at entry level due to Common Entrance Test by Government makes it difficult to plan curricular, co-curricular and extra-curricular activities in the Institute.
- Introduction of semester system for examination poses problems to deliver the curriculum in effective manner.
- Institute being the Government aided, causes delay in recruitment of teaching and non teaching positions for want of permission and approval by the State Government.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute implements the curriculum designed by Bar Council of India through the Savitribai Phule Pune

University, Pune. Academic planning is done in a staff meeting considering the number of working days available in hand the thereafter time-table is prepared distribution of subjects is done under the supervision and guidance of Head of timetable and then the teaching schedule starts on time. For effective implementation of the curriculum, the teachers individually prepare in advance teaching plan as per the distribution of the subject in the time table .Teaching plan is submitted to the Principal by faculty once the distribution of the subjects has been done. Teaching plan discloses the contents and resource material that will be used by the faculty while dealing with the subject. The teaching plan is observed by the Principal and is reviewed in the monthly staff meeting through personal interaction with staff members. Being the affiliated Institute we face certain difficulties in order to maintain academic flexibility. Therefore the Institute had not started any new course during last five years. The Institute was successfully implementing the Choice based credit System as introduced by the University for the LL.M. since Academic Year 2014-15.

### **Teaching-learning and Evaluation**

The Institute while dealing with Teaching learning and evaluation pays requisite attention to both the slow and advanced learners. We use to identify the slow learner students from the feedback given by the concerned class teacher. The slow learners are facilitated with study material, special guidance, remedial coaching, audio lectures, and language lab. As the law course is opted by the students who are from different streams therefore teaching methods of the law course are always learner-focused and learning-oriented depending upon the nature and contents of the law subject. Therefore all the teachers in the Institute employ different types of Student centric teaching-learning methods such as experiential learning, participative learning and problem solving methodologies. The faculty, being experienced in teaching, prefers to use various methods and a critical approach. Generally the teachers prefer the lecture method but it is not solely used in the class. It involves interaction and group discussion. As per the curriculum of university internal assessment by the Institute has a limited scope in some of the subjects only it is possible. The Institute use to give opportunity to students to raise their grievances if any

### **Research, Innovations and Extension**

The involvement of faculty in research activities is promoted through Research Committee. A Librarian and Two Faculties were awarded Ph.D during the last five years and presently four faculty members are availing it for research in their Ph.D. the faculties also publishes research articles in the law journals as well as they use to participate and present research papers in National and International seminars

The Legal Aid Center of the Institute is continuously involved in consultancy work. Legal aid camps were organized for getting the information about the legal problems in vicinity. The information of free legal aid centre was given to residents facing various legal problems while conducting the Camps. They were invited to legal aid centre located in Institute premises.

The Institute implements programmes of National Service Scheme in collaboration with the Savitribai phule Pune University It has one unit consisting of fifty students carrying out activities with the help of programme officer. The participation of students and faculty in extension activities like NSS, Legal Services Camp, etc. is always promoted by the college. The Institute every year organizes blood donation camp in the campus which receives good response from the students.

## **Infrastructure and Learning Resources**

The adequate infrastructure and learning resources in respect of classrooms, library, playground, hostels, canteen (sharing with the sister institution), and other amenities have been consistently developed, extended, maintained and enriched from time to time. The library has rich collection of text books, reference books, journals, e-books, e-journals. Library services are computerized. Internet access to students is provided through Information Center of the Institute New Law College is first Law Institute within Savitribai phule Pune University to establish a computerized Information Center exclusively for the students. Use of ICT tools is ensured by the college. Separate Language lab is established in the Institute. A set of audio cassettes is purchased to facilitate Spoken English. A separate provision has been made for the maintenance of all library infrastructures. The college has a separate well-equipped Seminar hall with a high quality public address system and with a capacity of 250 seats for its academic, co-curricular and extra-curricular activities. An LCD projector in five Classrooms was installed along with laptop, Digital Camera and tape recorder is available for presentations of resource persons, teachers and students.

## **Student Support and Progression**

In order to provide support to the students and to achieve their progression the Institute implements Governments Scholarship and freeships programme through which average sixty percent student were benefited. The Institute also implements several capability and enhancement schemes for the development of students it includes Competitive examinations, Carrier Counseling, Soft skill development, Remedial Coaching, Language Lab etc. several students of the Institute were benefitted by these schemes during last five years. The institution also has effective and transparent mechanism for timely redressal for student grievances including sexual harassment and ragging cases. The students of the Institute were placed in the private companies as a law officer; some are working in the Legal process Outsourcing firms through the placement cell of the Institute. Several students of the Institute opt for the Higher education in the Institute itself as well as in the University Department for Post Graduate course. After completing the post graduate course they use to apply for the NET, SELT examination and join the academics. Number of students was qualified in such examinations during last five years. The Institute also has an active Student Council to represent the issues of student at institute as well as University level.

## **Governance, Leadership and Management**

The Institute has well defined vision, mission and objectives and our sincere efforts are directed to achieve the goals. Management is visionary and highly democratic. The meeting of LMC is held once in an academic year and if necessary, a meeting with all staff members is also conducted. Teacher representatives are given full participation in decision-making process and planning in the meetings of LMC wherein more emphasis is given to transparency and proper governance of the Institute. The faculty and the staff are made aware of the vision and mission of the Institute through the meetings. The annual budget is prepared and passed in LMC meetings. The accounts of receipts and expenses are maintained and audited regularly at the end of the financial year. There are two types of audits being conducted viz. internal audit by the auditors appointed by the Management

and the audit by the Government appointed auditors. Institute administration is decentralized by establishing various committees consisting of teachers for the curricular, co-curricular and extra-curricular activities. The meetings of these committees are held at the beginning of the academic year. The duties regarding the various activities are assigned to the committees of teachers.

### **Institutional Values and Best Practices**

The institutional values and Best practices are implemented in the Institute through organizing different gender equity promotion programmes. The gender sensitivity of the institution is evident from the facilities like safety, security and common rooms to the girl students. The Institute also utilize alternate energy initiatives through renewable energy sources, incorporating waste management strategies, creating rain water harvesting structure in campus etc. the institution also observes certain green practices such as students and some of the staff are using bicycles and public transport. The premises of the college are trees and plants as a part of green landscaping. The Institute incurs major expenditure on green initiatives and waste management. The Institute has physical facilities, ramps, rest rooms, it also make available scribes to the needy persons during examinations. The Institute use to take the benefit of its locational advantages by organizing the NSS and Legal Aid Camps in the adjoining rural areas. At the same time Institute also face some locational disadvantages such as organization of International Conferences, as the Airport is not available in the adjoining area of the Institute.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AHMEDNAGAR JILHA MARATHA VIDYA PRASARAK SAMAJ'S NEW LAW COLLEGE
Address	New Law College, Delhi Gate Laltaki Road Ahmednagar 414001
City	Ahmednagar
State	Maharashtra
Pin	414001
Website	<a href="http://www.newlawcollege.org">www.newlawcollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	M.M. Tambe	0241-2324074	9970914588	0241-2325019	nlc70.ahmednagar@gmail.com
IQAC / CIQA coordinator	B.D. Pandhare	02428-221825	9423713012	-	balasaheb_pandhare143@yahoo.co.in

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	
Date of establishment of the college	01-01-1970

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	30-10-2013	<a href="#">View Document</a>
12B of UGC	30-10-2013	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	10-06-2011	36	Applied for extension of approval from this academic Year also

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**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	New Law College, Delhi Gate Laltaki Road Ahmednagar 414001	Semi-urban	2.2	2907.78

## 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	English	360	359
UG	LLB, Law	36	Graduation	English	540	370
PG	LLM, Law	24	Law graduate	English	120	87

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				22			
Recruited	1	0	0	1	1	0	0	1	12	1	0	13
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	6	0	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				1
Recruited	1	0	0	1
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	1	0	0	1	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		9	4	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	467	3	0	0	470
	Female	264	0	0	0	264
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	49	0	0	0	49
	Others	0	0	0	0	0
Diploma	Male	87	0	0	0	87
	Female	74	0	0	0	74
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	0	0	0	6
	Female	4	0	0	0	4
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	101	88	99	106
	Female	38	52	62	54
	Others	0	0	0	0
ST	Male	7	5	5	1
	Female	0	1	4	0
	Others	0	0	0	0
OBC	Male	243	276	224	88
	Female	119	108	124	63
	Others	0	0	0	0
General	Male	411	436	410	417
	Female	199	261	232	253
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1118</b>	<b>1227</b>	<b>1160</b>	<b>982</b>

## Extended Profile

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### 1 Program

#### 1.1

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

Response: 07

#### 1.2

Number of self-financed Programs offered by college

Response: 05

#### 1.3

Number of new programmes introduced in the college during the last five years

Response: 00

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
960	1123	1190	1049	1087

#### 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
241	240	240	240	240

#### 2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
148	144	122	109	144

**2.4****Total number of outgoing / final year students****Response: 667****3 Teachers****3.1****Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
30	30	30	30	30

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	13	13	13

**3.3****Number of sanctioned posts year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
22	22	22	22	22

**3.4****Total experience of full-time teachers****Response: 22****3.5****Number of teachers recognized as guides during the last five years**



**Response: 2**

**3.6**

**Number of full time teachers worked in the institution during the last 5 years**

**Response: 13**

## **4 Institution**

**4.1**

**Total number of classrooms and seminar halls**

**Response: 16**

**4.2**

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

2016-17	2015-16	2014-15	2013-14	2012-13
99.44880	100.000	81.50676	64.28228	76.66621

**4.3**

**Number of computers**

**Response: 42**

**4.4**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response: 0.24963**

**4.5**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response: 0.10413**

## 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:

The curriculum framed by Bar Council of India is implemented through Savitribai Phule Pune University, Pune at the Institutional level. The Institution does not have autonomy to design the curriculum. The Institution while implementing the said curriculum, class wise subjects are allotted to the concerned teachers in the staff meeting at the beginning of each semester. As per the said allotment, professor in-charge of Time-table prepares detailed Time table in consultation with the Head of Institution. The concerned teachers prepare the plan for teaching of the subjects allotted to them and submit with Head of Institution. As per the teaching plan every teacher begins with teaching of concerned subjects. The teaching plan i.e. Lesson Plan contains the topics to be taught, required time for the same. It is also mentioned therein reference books and other study material referred by concerned teacher. The Head observes scrupulously the teaching of the concerned teacher as planned by the teacher and monthly review of the same is taken in monthly staff meeting. Thereby all the precautions are taken to ensure effective curriculum delivery to the students by sticking up to scheduled teaching plan accordingly.

The institute being affiliated to the University has to stick up with the academic programmes time to time introduced by the University. The institute does not have autonomy to interfere in the said academic programmes. Therefore, it becomes difficult to maintain academic flexibility and also to introduce the new courses at institutional level.

The University to which the institute is affiliated introduced choice based credit system for the post graduate course i.e. LL.M. in the academic year 2014-15. In the said system the PG students continuously evaluated and monitored through class room seminars and presentation, long term papers, dissertation, tutorials and internal tests for effective delivery of curriculum.

##### 1.1.2 Number of certificate/diploma program introduced during the last five years

###### Response: 0

##### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 13.85

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	3	3	3

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 33.33

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
960	1123	1190	1049	1087

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The institution integrates at its level cross cutting issues relevant to gender, Environment and sustainability, Human values and professional ethics through the following subjects prescribed by the University as a part of its curriculum

## 1. The Law of Constitution in India :( LL.B.-I and BSL.LL.B.-III)

In this subject the student is aware about the various constitutional provisions and issues relating to gender. The student gains knowledge about the fundamental rights, Directive Principles of State Policy, Role of various organs of the Government, functions of Judiciary and Executive. The students are also made aware about the recent issues under the constitution of India and Judicial Law Making in the same area.

## 2. Human Rights and International Law (LL.B. - II and BSL.LL.B.-IV)

The aim of the course to enable the students to have the knowledge about gender related issues and protection of human rights of such group of persons. The student also understands regarding major areas of international human right law as well as application of human rights to the practical problems. The study of human rights also enables the student to appreciate the protection of human rights at domestic, regional as well as international level.

## 3. Environmental Law: (LL.B. -II and BSL.LL.B.-IV)

The student is supposed to understand environmental issues in general and issues relating to wild life protection and legal provisions relating to it. The student also made aware about environmental issues and ill effects of the environment pollution on human as well as wild life.

The student also understands the environmental law by taking into consideration various constitutional provisions.

#### 4. Public Interest Lawyering, Legal Aid and Para-Legal Service (LL.B.- II and BSL.LL.B.- IV):

In this subject student teach about the sensitizing people about Public Interest Litigation and awareness about rights of women, children, rights of prisoners. The students also are acquainted with their responsibility to provide of legal aid and bring legal literacy among the vulnerable sections of the society.

#### 5. Practical Training: Moot Court, Pre-Trial Preparation and Participation in Trial Proceeding (LL.B.-III and BSL.LL.B.-V)

For the subject of practical training the moot court groups of the students are formed in the beginning of the academic year. For the LLB V Years programme and LLB III years Programme the separate co-coordinator conducts the activity of the moot court. The moot court problems based on recent issues are distributed among the students. Thereafter the memorials are collected from each student. Every student has to participate compulsorily in each moot court conducted by college. As a part of curriculum of practical Training, the visits are organized for the students like court visit in which each student participates through observation of case in the court and they acquire the knowledge from filing of the case till disposal of the case.

The college also organizes workshops, seminar on the topics relating to gender, Environment and sustainability, Human values and professional ethics in order to deal with the cross cutting issues.

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response: 5**

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

**Response: 5**

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response: 20.73**

## 1.3.3.1 Number of students undertaking field projects or internships

Response: 199

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

## 1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

Response: E. None of the above

## 1.4.2 Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.26

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	7	5

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 60.5

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
956	1123	1190	1049	1086

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1200	11560	1560	1560	1560

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 97.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
230	235	240	230	238

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

The Institute pays special attention to slow and advanced learners. Slow and advanced learners are identified through the feedback given by the concerned class teacher during the interactive sessions in the class rooms and also through the surprise tests. Slow learners are facilitated with special guidance, remedial coaching and audio lectures for better understanding and comprehension of the concerned subjects. In remedial coaching, eminent resource persons are invited to deliver special lectures for slow learners. Through this coaching slow learners' grasping skills are enhanced to improve them.

Slow learners are instructed to download audio lectures of the concern subjects either in the Cell Phone memory card or Pen drive. The downloaded lectures can be listened by the slow learners in their free hours and thereby they are acquainted with the concerned subject more effectively to improve themselves.

Slow learners, who find weak in the English language, are divided in the groups and in turn taken to the Digital English Language Lab to inculcate the soft skills such as communication skills, to enrich vocabulary, accentuation, pauses, intonation, fluency and accuracy etc. of the English language.

The institute runs one year diploma courses in Taxation Law and Labour Laws. Advanced learners identified in above manner. They are encouraged to pursue these diploma courses for in-depth knowledge of taxation and labour laws simultaneously with their UG or PG courses.

Advanced learners given an opportunity to present research papers in the seminars and conferences organized by the Institute and other institutes elsewhere. Advanced learners also encouraged to participate in moot court competition organized by different Law Institutes at National or State level and thereby they are given exposure.



**2.2.2 Student - Full time teacher ratio****Response:** 73.85

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.1**2.2.3.1 Number of differently abled students on rolls****Response:** 1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

H.S.C. passed and students graduated in different disciplines are eligible for admission at Five Year Integrated Law Course and Three Year Law Course respectively. The teaching method for both the UG courses is required to be learner focused and learning-oriented depending upon the nature and contents of the subjects. Therefore, the teachers use different student centric teaching-learning methods such as experimental learning, participative learning and problem solving methodologies. Simultaneously the faculty involves the students in group discussion on some of the topics taught in the class room in interactive manner.

In experimental learning the students are taken to visit to the Courts, Police Stations, Prisons, Industries, District Legal Services Authority wherein the students confront with the practice and procedure followed by these authorities while implementing the laws.

The students through the moot court activity as a part of the practical training are given hypothetical problem on current legal issues. The students prepare the pleadings, find out the applicable laws in support of their hypothetical case. After preparing the same, they actually advance their respective arguments before the moot judge in moot court hall specially made for it. This gives in depth knowledge and skill of the practice and procedure followed by the court in administration of justice. The students are well prepared to start their practice in law at court immediately after completing law education.

In participative learning, the teachers of a concerned subject through the group discussion attempt to involve the students in learning process. At the same time the students pursuing PG Course are assigned

the topics for presentation on it in the classroom and every PG Student involve in the presentation in class room.

In problem solving learning, the concerned teacher while delivering the lecture use to refer the cases decided by Apex Courts by narrating the facts and issues involved in the case. Thereafter the teachers ask the solutions to solve the legal issue put before them. Moreover, during the course of interpreting the provisions of different sections, the illustrations given there under put before them for interpreting the said provisions.

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 80

#### 2.3.2.1 Number of teachers using ICT

Response: 20

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 80

#### 2.3.3.1 Number of mentors

Response: 12

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

The faculty, being experienced in teaching, prefers to use various innovative and creative methods for teaching and learning. Apart from the lecture method, group discussion, case study method, practical oriented method, moot court method similar to role play, open book test and use of the ICT in teaching and learning etc. are used for teaching and learning by the teachers.

In group discussion method the hypothetical problems are put up before students. In turn the students are encouraged to participate in a discussion and thereby the concerned topic easily understood by them. The students particularly the PG Students assigned the topic well in time and asked to put forth their views and

ideas in the class room on given issues in the topic. This presentation is compulsory for the PG Students.

In case study method while teaching the topics based on provisions of law, the concerned teacher uses to refer the cases decided by the Apex Court with the facts and issues. The students in turn ask the probable solution for legal problems involved in the said cases. This method found to be useful to explain the provisions of the sections of different laws.

The final year students are confront with the practice and procedure followed in court, police station and prison by organizing the periodical visits to these establishments. During the course of the visit the concerned heads explain the practice and procedure followed by them with demo of the same. This gives practical experience to students and acquaints them with the practice and procedure followed by these establishments.

The moot court method is similar to that of role play method. In this method the students are assigned hypothetical problem on current legal issues. The students prepare the pleadings; find out the applicable laws in support of their hypothetical case. After preparing the same, they actually advance their respective arguments before the moot judge in moot court hall specially made for it. This gives in depth knowledge and skill of the practice and procedure followed by the court in administration of justice. The students are well prepared to start their practice in law at court immediately after completing law education.

The open book test method used at PG Course where in the PG Students is given a question. The students allowed to refer the books to write answer the question in a stipulated period.

The teachers compulsorily use ICT tools for teaching and learning. It includes the power point presentation, flash point presentations and audio videos through LCD projectors installed in the class rooms. The students are also encouraged to use the law software installed on the computers in Information Centre to find out decided cases by the Apex Courts in turn to refer it as and when needed. .

## 2.4 Teacher Profile and Quality

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

**Response:** 59.09

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 16.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	2	1

<b>File Description</b>	<b>Document</b>
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 0.88

<b>File Description</b>	<b>Document</b>
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 9.23

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	2	3

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 0.91

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	01

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

The Institute is affiliated to the Savitribai Phule Pune University, Pune. The Institute being a affiliated Institute has limited scope to create an independent internal assessment system to assess the students. Moreover since 2003 the University as per the directions of the Bar Council of India introduced semester system to five year and three year Law course. Therefore it find difficult to create exhaustive internal assessment system for the students. The Institution at its level uses the class room tutorial and surprised tests for internal assessment of the students. At the same time the Institute appointed the class teachers for every class and the concerned class teacher interacting on personal level with the students in his/her class and evaluates the weaknesses and strengths of the students and report the same in the monthly staff meeting.

But for the PG students the Institute created continuous internal evaluation system to evaluate overall progress and performance of the students. In this system through class room seminars, presentations in a class room, long term papers and periodical internal tests students are being evaluated and record of the same is maintained and put forth before them with suggestions for improvement.

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

The Institute is affiliated to the Savitribai Phule Pune University, Pune. The Institute being a affiliated Institute has limited scope to create an independent internal assessment system to assess the students. The internal assessment system created by the Institution at its own level is transparent and robust in terms of frequency and variety

The class room tutorials assessed by the concerned teacher and the lacunas and pit falls in the answers are explained with suggestions in class rooms for the improvement. The marks of the surprised tests also disclosed in the class room next day after the test.

The class room seminars, presentations in a class room, long term papers and periodical internal tests conducted in the class room for the PG students and record of the same is maintained. The assessment

and evaluation of the same put forth before the students with suggestions for improvement.

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

The Institute being affiliated institute to the State University, the University fixes a schedule of the examination and conducts it as per the schedule. The answer books are assessed in a Central Assessment Programme in the University or designated institute by the University. The University has its own mechanism to deal with the exam related grievances of the students.

The University has examination department headed by the Controller of Examination. The University has made the provisions to deal with examination related grievances in the University Statute. The students in case of examination related grievances in consultation with College Examination Officer appointed by the University can approach to the examination department. The University Statute in terms of its provision made available three options in case of grievances related to assessment and marking . The students may apply for verification of marks, photocopy of answer book and also for revaluation of answer books. The University after declaration of the result declared the schedule for the same and student may apply online for verification of marks, photocopy of answer book and also for revaluation of answer books. The University through online system declared the results of verification of marks and marks after the revaluation of answer books in time bound manner.

The Institute through the College Examination Officer use to forward the other complaints of the students related to grievances such as not receiving the hall tickets, mistakes in hall tickets, mistakes in question papers etc. The separately appointed College Examination Officer in communication with examination department get solves these types of the complaint. The College Examination Officer also deals with the complaints in respect of internal marks given to the students for class work and internal examination.

The Institute though have a little scope to deal with examination related grievances, the students after receiving the photocopy of the answer sheet get it assessed from the concerned teacher who in turn verify whether the assessment is properly done or not. Accordingly the concerned teacher guide the student whether to opt for the revaluation or not.

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

#### **Response:**

The academic calendar prepared in consultation with teaching and administrative staff of the Institute in the beginning of semester. The tentative schedule of internal examination, class work etc. decided before hand and every care has been taken to conduct the internal examination, class work like presentation, class room seminars as per the pre decided schedule. The College Examination Officer separately appointed for the same use to solve the grievances of the student in respect of internal examination related issues in

consultation with the Head of the Institute.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

**Response:**

The program outcome, program specific out comes and course outcomes for all programs are communicated and discussed with the teachers in the staff meeting and also in the Local Managing Committee constituted to supervise the functioning of the Institute. The suggestions made in the staff meeting and Local Managing Committee meeting considered and implemented for further improvements.

The program outcome, program specific out comes and course outcomes for all programs are not displayed on the website of the college but the same are communicated to the students in the class room only.

The details of program outcome, program specific out comes and course outcomes for all programs are given on a separate sheet attached herewith.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

**Response:**

The evaluation of the attainment of program outcome, program specific outcome and course outcomes are evaluated at the institutional level in the Staff and Local Managing Committee meetings. The results of each programme and courses are placed before the Staff and Local Managing Committee meeting. These results extensively discussed in the said meetings and the suggestions made by the meeting are taken in to consideration for the further improvement and accordingly actions are taken at institutional level.

The knowledge and the skill of the substantive and procedural law acquired by the students are evaluated by the Institution through feedback from the alumni of the Institute. The Institute in Alumni meet invite the students pass out from the Institute wherein Institute interact with the alumni and collect the information regarding their attainment based on programme and course outcome. In this way the Institute ensures the evaluation of attainment of programme outcomes, programme specific outcomes and course outcomes.



**2.6.3 Average pass percentage of Students****Response:** 48.52

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 148

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 305

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.27

<b>File Description</b>	<b>Document</b>
Database of all currently enrolled students	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response: 0**

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response: 8**

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response: 0**

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

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

The Institute being a law institute, it does not have incubation centre. The Institute proposed research centre and applied for the same with the University and awaiting the permission. Therefore at present there is no provision for creation and transfer of knowledge to the society. But the Institute runs Legal Aid Clinic wherein the poor and needy people use to visit for advice for their legal problems and solution for the same. The faculty members use to advice them in response to their legal problems. The Institute periodically organizes free legal aid camps in remote villages wherein along with the students the faculty members create awareness on different legal issues among villagers. This is one of the exercises to create and transfer the knowledge to the society by the Institute.

The faculty members of the Institute use to publish research articles in renowned research journals and also present the papers in seminar and conferences. The Institute provides funds for attending the seminar and conferences with duty leave. Some of the faculty members also wrote books which are published by the well known publishers. Simultaneously the Institute use to publish Annual Magazine in which the students and faculty publish their articles. This is another exercise to create and transfer the knowledge.

The Institute publishes the proceedings of the seminars and conferences organized in the Institute on current legal issues. These proceedings contain the research papers presented by the faculty delegates of different institute including our Institute.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

#### 3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

<b>File Description</b>	<b>Document</b>
List of Awardees and Award details	<a href="#">View Document</a>

#### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.5

##### 3.3.3.1 How many Ph.Ds awarded within last five years

Response: 3

<b>File Description</b>	<b>Document</b>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

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

Response: 0.14

##### 3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	1	2	2

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 10.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	30	39	19	20

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

The overall aim of N.S.S. as envisaged is to give extensive dimensions to the higher education system and orient the student youth to community service while they are studying in educational institution. The educated youth who are, expected to take the rein of administration in future are found to be unaware of the problems of the villages, slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the social conscience of the students and to provide them an opportunity to work with the people in the rural area and down trodden community. It is felt that their interaction with the village community, slum dwellers and rural women expose them to realities of life and bring about change in their social perception and made them well conversant with rural culture and problems. College has been sanctioned N.S.S. Scheme by the university and college organizes various programs under the scheme which include special winter camps and regular programs. Special winter camps are organized with the aid of village panchayat and students participate in cleanliness drive. Tree plantation programs, creating legal awareness among rural people through the lectures of eminent Advocates. Also create awareness among rural people about environmental protection and soil and water conservation program there by increasing the productivity of soil and efficient effective utilization of natural resources and directing rural people towards sustainable development. Under regular scheme various activities like blood donation camp, College cleanliness and survey of children who are deprived from primary education and effort to bring them in the stream of education. Also birth and death anniversaries of various national leaders/dignitaries are observed in the college to inspire students for national integration.

Under the financial assistance of Govt. of Maharashtra with intent to fulfill the object of legal services

authorities Act and rules framed there under it is necessary to constitute legal services authorities to provide competent legal aid to poor and needy people of society We have set up a separate Legal Aid Clinic to provide free legal aid and assistance to the poor, women and needy people and more particularly spreading legal literacy among illiterate group of people who have denied access to justice because of poverty and unawareness. Legal aid clinic is organized with the aid of District Legal Services Authority, Ahmednagar with the participation of village panchayat and NGOS. Our legal aid clinics identify the person in need of legal aid and send it to District Legal Services Authority, Ahmednagar which provide legal aid to them as per Maharashtra State Legal Services Authorities Rules 1992. We organize seminar and symposia on current and burning issues for which eminent scholars, leading lawyers, judges and social workers are invited for the guidance. Participation in legal aid camp is compulsory for the students; also in association with District Legal Services Authority fifty students are trained as Para-legal volunteers to redress the grievances of local poor people as well as nearby local rural area.

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 7**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	2	3

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 8**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	2	2

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 71.46

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
855	790	655	770	755

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 5

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	2	2

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 1**

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 (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	00

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The Institute has a separate three storey building of 7360 Sq. ft. with 17 spacious classrooms with blackboards, podium and assembly hall with platform along with other teaching aids. The first two floors and premises of the college are under CCTV Surveillance. The building is used to conduct regular University examinations. The Library has adequate text books and reference books, journals and periodicals, audio-video cassettes, current and back volumes of Law Reports, databases of Supreme Court and High Court cases and Central and State legislations. It is fully equipped to cater to the needs of the students, staff and legal practitioners in Ahmednagar.

- 1.The Institute has an Information Center with seventeen computers and with broadband internet connectivity with 100mbps speed to meet various academic needs of the students and staff.
- 2.A photo copying facility is available in the library for the students and staff to get photocopies of various references and other materials.
- 3.A generator and inverter backup is provided to ensure continuous electricity supply to computers, classrooms and other equipments.
- 4.The Institute has separate well-equipped Assembly Hall with a capacity of 350 students for its academic, co-curricular and extra-curricular activities. LCD projector and laptop can be set up in the Hall for presentations of resource persons.
- 5.Five class rooms in the college are equipped with Power point projector and screen to deliver ICT enabled lecture along with five laptops to facilitate power point presentations.
- 6.The Institute has a Digital English Language Lab to improve the soft skills such as communication skills, pronunciations etc of the students.
- 7.The Institute has independent Moot Court Hall for the Moot Court presentation and practical training activity.
- 8.The Institute has separate NSS office with computer facility and storage of different articles which are useful during the field work.
- 9.An Independant covered parking for the parking of vehicles .

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities**

**Response:**

The Institute made available the Assembly Hall for cultural and social functions like moot court competition, seminars, workshops, cultural activities and discourses of well-known public figures. The institution has its own public address system of high quality. The independent office for Sports and



separate gymkhana is provided with adequate provision for storing sports equipments. The Institute shares playgrounds for sports like cricket, football, volleyball, kabaddi, basketball and amenities for indoor games like wrestling, boxing, chess and so on with the sister institution. The state of art sports equipments are made available to the students. The Institute shares with the Ahmednagar Municipal Corporation a swimming pool situated apposite college main gate. The pool is equipped with water purification plant. The college has set up a state of the art gymnasium equipped with a big mirror, gymnasium with the facility of treadmill, weight lifting set and a music system

### Sports and Games: (Indoor and Outdoor) facilities.

#### Facilities for Indoor Games

Sr.No.	Description	No.
1	Badminton Court	1
2	Table Tennis Tables	3
3	Weight Lifting Set	1
4	Power Lifting Set	1
5	Wrestling Mat	32
6	Judo Hall	01

#### Facilities for Outdoor Games

Sr.No.	Description	No.
1	400 meter track	1
2	Football Court	1
3	Baseball Ground	1
4	Soft Ball Ground	1
5	Cricket Ground	1
6	Kabaddi Ground	2
7	Kho-kho Ground	1
8	Volleyball Ground	2
9	Basket Ball Ground	1
10	Archery Target	1

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 37.5

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 55.56

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
47.44612	45.93154	47.57212	44.48377	43.37858

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Library is automated, using integrated library management system. The New Law College Library is using **SOUL-2.0** software. The OPAC facility is available to the client (Faculty Members, students, administrative staff, daily visiting scholars, researchers, advocates, judges). Retrospective conversion is in progress. Data entries of total 25748 titles have been made. Remaining 4000 titles will be entered in the data base. From the next academic year circulation will be carried out with the help of soul software. Library is automated, using integrated library management system. The New Law College Library is using **SOUL-2.0** software. The OPAC facility is available to the client (Faculty Members, students, administrative staff, daily visiting scholars, researchers, advocates, judges). Retrospective conversion is in progress. Data entries of total 25748 titles have been made. Remaining 4000 titles will be entered in the data base. From the next academic year circulation will be carried out with the help of soul software.

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

The Institute through its Library made available all the Law Reports with Back Volumes, Rare Books, News Paper clipping, Educational CD's for user.

LIST -:

- A) Digitalisation of rare documents
- B) List of news paper clipping files
- C) Update - Mothe wise news paper clipping files
- D) Educational CD's
- E) Educational CD's - Class wise
- F) Law reports back volumes.

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.86

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.9793	2.5014	3.4043	6.0606	4.3320

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

4.2.5 Availability of remote access to e-resources of the library	
<b>Response:</b> Yes	
File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>

4.2.6 Percentage per day usage of library by teachers and students	
<b>Response:</b> 8.74	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 85	
File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
<b>Response:</b>
For better and quicker access to books and references a Library software is made available to staff and students. Further for reference and other works, high speed broadband internet is provided. For making copies of required references and other materials reprographic facility is supplied. The Supreme Court and High Court cases (from 1950 onwards), State and Central legislations are available on the computers to the students and staff. The software regarding Supreme Court and High Court case viz. – Law Super and Manupatra is also available in the library and Information Center respectively.
A separate hall with adequate illumination and ventilation furnished with adequate sitting facility is provided for reading.
On the whole following are the support facilities available in the Institute library –
a)Computers
b)Database

- c)Internet
- d)Reprographic facilities
- e)News Paper Clippings
- f)Networking and services from other libraries.

#### 4.3.2 Student - Computer ratio

**Response:** 22.86

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**Response:** 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 8.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
7.20337	5.30858	7.65486	8.76429	6.66017

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

#### **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:**

All the infrastructural development and maintenance activities are monitored by the Building and Maintenance Committee. The parent society has appointed full time engineers, architects, technician etc. to look after the construction and developmental work at the central level. Necessary assistance is provided to the college whenever required.

The Office Superintendent of the Institute use to supervises and maintain the premises and infrastructure of Institute. In addition, a team of gardeners, sweepers, electricians, plumbers and carpenters are employed by parent society. The Security arrangement of the infrastructure is entrusted with professional security agency by parent society. The Building Advisory Committee periodically reviews the maintenance of infrastructure. The Institute provides for budgetary allocation for the periodic cleaning, repairs, painting and renovation. Experts from the sports department maintain the play ground and sports facilities in association with the sister institution. A computer technician has been appointed by the parent institution to maintain the computers and information center by making annual maintenance contracts.

## 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 Government during the last five years

**Response:** 22.31

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
203	190	306	250	260

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0.18

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	1	3	0

#### File Description

#### Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**Response:** B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 12.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
148	187	51	135	127

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0



File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 0.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	1

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 10.81

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 16

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 37.5**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	7	2	5

**5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
12	16	15	10	12

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.****Response:** 15**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	2	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

#### Response:

The Institute has a separate Students' Council which works as a bridge between the students and administration. The said Council helps in promoting a healthy atmosphere in the Institute. Every class is represented by a class representative, selected on merit basis. The Class Representative, Cultural Representative, Girls Representative, Sports & Cultural Representative elect the General Secretary democratically. All the members and office bearer of the Students' Council are elected as per norms laid down by the State Government and University under respective regulation.

The representative of the students on Students Council monitor and co-ordinate various activities of the council in consultation with the Institute. The Representatives of Student Councils actively helps the Institute to organize various academic and cultural activities in the Institute. The councils organizes various socio-cultural activities for the students such as teachers' day, sports activities. The Institute has made available funds for the programs to be organized by the Council.

The Institute make available opportunities to the students to participate in various academic and administrative bodies at Institute. The students avail the opportunities for involvement and contribution to the academic life of the Institute. The students are given representation in the committees/cells/units like Students Welfare Committee, Internal Quality Assurance Cell, Students' Redressal Committee, Anti-Raging Committee, Library Committee, Sports Committee, Annual Social Gathering etc.

The representation of students is reflected in the National Service Scheme Advisory Committee constituted as per the guidelines of the University. The said committee consists of Head of the Institute as the chairman and two teachers, one student and one social worker as a member. The Programme Officer of NSS is the ex-officio member secretary of the Committee.

The Women Grievances Cell wherein one of the girl student given representation to represent the girls students. This representation of girls student on the said cell enables the girls students the place their complaints before the cell for redressal. The cell accordingly resolve the complaints of girls students. The cell alongwith the redressal of complaints, undertakes measures for the development of various skills and proper involvement of girl students in community and specially in raising gender conscious, developing feminist identity.

To regulate the library activities Library Committee is constituted. Every policy making decisions, problems and future plans are discussed and resolved in the meetings of said committee. The meetings of said committee called twice in a academic year. It consist of Head of Institute, Student Librarian and Faculty Member and Member of Administrative Staff.

The students also given representation on the Students Welfare Committee consituted with aim and object to take care of overall development and welfare of the students and to prescribe the measures for their welfare and development. The Committee consists of the Head of Institution as a chairman and one member each from male and feamale faculty, social worker, representative of management and two students alongwith Student Welfare Officer as ex-officio member secretary.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 10.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	11	11	10	12

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

Alumni of the Institute established an Alumni Association registered under Societies Act., 1860 vide registration number MAH. /142/2012. The alumni through its association support the Institute in its curricular, co-curricular, extra curricular and extension activities. The details of same are as follow

- 1) It facilitates in arranging guest lecturers of judicial officers to guide the students pursuing the examination to enter in to Judicial Services.
- 2) Alumni practising law in the Court of Law use to deliver the guest lectures on request of Institute on curriculum based topics.
- 3) Alumni, practising law in the Court of Law make available their offices & facilities for practical training to be given to the students.

4) Alumni also involves in policy making decisions through the representation on Local Managing Committee. The representative of alumni participate in the meetings of Local Managing Committee to help the Institute in policy decisions and future plans.

5) Alumni through its association raised the substantial funds to be spent on different activities organized by it for the existing students and their colleague.

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 25

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	5	5

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

**VISION**

Tejo Si Tejo Mein Dehi i.e. "I will burn my life to enlighten the life of others"

**MISSION**

- 1.To provide opportunities in legal education especially to the socially underprivileged and economically weaker sections of the society.
- 2.To empower the masses through quality legal education.
- 3.To impart basic knowledge and develop skills, aptitudes and competencies to meet the future challenges.
- 4.To instill research culture and positive attitude for the progress and development of the nation.
- 5.To bridge the gap between theoretical knowledge and professional practice in law.

The Institute is run by charitable trust established in the year 1918 and registered under the Societies Registration Act, 1860 by name of Ahmednagar Jilha Maratha Vidya Prasark Samaj. The parent society constituted the Local Managing Committee is consisting of 15 members chaired by the President of the parent society trust.

The meetings of the said Local Managing Committee held twice in a year. In the business of the meeting academic and related issues with future planning of the Institute are discussed. The suggestion, recommendation and future planning resolved therein enable the Institute to cope up with day today development in academia and administration.

The Institute offers an opportunity to the special unprivileged and belongs to economically backward students who are offered the scholarship for continuing their education in law. Furthermore, these students are offered part time employment in the Institute under the Earn and Learn Scheme and pay money every month thereby enable them to meet with their day today expenses.

The Institute with UG programme also offered PG programme from academic year 2009-10 on non-grant basis and charging the lesser fee than prescribed by the University. In this way the Institute trying to attempt empowering the masses through quality legal education.

The Institute from the view point of developing skills, aptitudes and competencies to meet the future challenges, organizes National and State Level Seminars, Workshops, Conferences and Moot-Court Competitions to aware the students about the future challenges by inculcating required knowledge and skill. The Institute also runs Judicial Examination Guidance Center for the fresh law graduates to enable

them to enter in to the Judicial Services.

The Institute already submitted the proposal with University for research center to develop research culture. The Institute use to organize Symposia, Seminar and conference wherein with faculty students also participated and thereby the faculty and students involved in the research activities. The proceedings of the same are published for the use of academician and public. The Institute through National Service Scheme and Legal Aid Clinic is rendering services to the society. Thereby the Institute is contributing for progress and development of the Nation.

The Institute is trying to bridge the gap between the theoretical knowledge and professional practice in law through organizing Moot-Court activities and visit to the Court, Prison, Police Station, Industries of the student to confront the actual working this establishments.

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The Head of Institute leads the teaching and non-teaching staff towards achieving the desired goals in pursuance of vision and mission of the Institute. The Head supervise day today functioning of the Institute. The institute for its internal day today functioning and administration decentralized the powers and authorities of the Head and distributed it among different cells and committees constituted at institutional level for smooth and effective functioning of the Institute. These Cells and the Committees consist of the Internal Quality Assurance Cell, Admission Committee, Student Welfare Committee, Women Welfare Cell, Cultural Activities Committee, Anti Ragging Committee, Students Grievances Committee, Women Grievances Redressal Committee, Library Committee, Building and Maintenance Committee, Moot-Court Association and so on. The faculty members, administrative staff, the representative of the management including the social workers, alumni, stake holders from society are given representation on these committees and cells. These committees and cell assigned the different works and are given the powers to take a decision as and when the confronted with the grievances in respective areas. Thereby the powers of management of the Institute are decentralized and made more participative which enables the Head to run the Institute effectively and smoothly. It also enable to take the decisions just in time.

## **6.2 Strategy Development and Deployment**

### **6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution**

#### **Response:**

The curriculum framed by Bar Council of India is implemented through University at the Institutional level. To implement the said curriculum, subjects are allotted to the concern teachers in the staff meeting at the beginning of each semester and accordingly, professor in-charge prepares detailed Time table in consultation with the Head. The concerned teacher prepares the plan for teaching of subject allotted to him. As per the teaching plan every teacher begins with teaching of the concerned subject. The teaching plan i.e. Lesson Plan contains the topics to be taught, required time for the same. It is also mentioned therein reference books and other study material referred by concerned teacher. The Head observes scrupulously

the teaching of the concerned teacher as planned by the teacher and monthly review of the same is taken in monthly staff meeting.

The institute being affiliated to the University has to stick up with the academic programmes time to time introduced by the University. The institute does not have autonomy to interfere in the said academic programmes. Therefore, it becomes difficult to maintain academic flexibility and also to introduce the new courses at institutional level.

The University to which the institute is affiliated introduced choice based credit system for the post graduate course i.e. LL.M. in the academic year 2014-15 and the same is successfully carried out.

### **Institutional Plan**

The Institute being run by the parent society which registered charitable public trust and also run the other institute in Ahmednagar city and district. The parent society given and independent campus to the Institute integrated with the other sister institution. The parent society supervises and monitor day today functioning of the Institute through Local Managing Committee. Therefore the Local Managing Committee in consultation with Head and the Parent Society plan the institutional planning through its periodical meetings. In said meetings the existing and the future infrastructural requirements such as building repairing and maintenance, requirement of new building, furniture, ICT enabled tools, purchase of library books, extra-curricular and extension activities etc. are discussed with the Head and the representatives of the teacher and administrative staff. In this way the institutional planning is planned and implemented by the Institute.

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

The Institute is run under the aegis of Ahmednagar Jilha Maratha Vidya Prasarak Samaj, Ahmednagar registered under the Societies Registration Act, 1860. The Executive Committee of the parent society consists of office bearers and trustees all are eleven in numbers. The executive committee assisted by the Governing Council which comprises 21 members including office bearers and members of the executive committee. The Hon'ble Secretary looks in to day today administration of the parent society.

At the Institutional level as prescribed under the University Act, the Local Managing Committee consists of fifteen members out of them are two teachers, one administrative staff member, one alumni, one social worker, one educationalist, one entrepreneur and the member of the executive committee and the governing council given a representation. The LMC chaired by the Hon'ble President of the executive committee and the Head of the Institute is ex-officio member secretary of the LMC. The function of the LMC is to supervise and monitor functioning of the Institution. The LMC hold minimum two meetings in a year and also hold additional meetings as and when necessary. The policy decisions and the future planning decided by LMC.

The LMC vested with the powers for supervision and monitoring the function of the Institute such



as, sanctioning the annual budget, discuss the issues related to academic and administrative problems and to make appropriate suggestions and recommendations, verify the expenses in pursuance of budgetary allocation in, plan the Institutional planning.

The Institute has also different Cell and Committees entrusted with the different responsibilities such as Admission Committee, Internal Quality Assurance Cell, Student Welfare Committee, Women Welfare Cell, Cultural Activities Committee, Anti Ragging Committee, Students Grievances Committee, Women Grievances Redressal Committee, Library Committee, Building and Maintenance Committee, Moot-Court Association.

### **Service Rules and Procedures**

The terms and conditions of services of the faculty are determined by the University Grant Commission under the University Grant Commission Act, and allied terms and conditions are defined under the statute of the concerned university. The Institute abides by these service rules and procedures. The terms and conditions of the services of the Administrative staff are decided by the Government of Maharashtra under the Standard Code, 1984.

### **Recruitment and Promotional Policies**

The procedure and the mechanism for recruitment of the faculty and the administrative staff is given under the Statue of SP Pune University. The promotion policies for the faculty members are determined by the University Grant Commission under the University Grant Commission Act, wherein different norms to that effect are prescribed.

### **Grievance Redressal Mechanism**

The Institute does not have grievances redressal mechanism for the faculty and administrative staff as the University at its level constituted the grievances redressal cell in the University itself. The faculty and the administrative staff for their service and promotion related grievances are free to approach the same. If the grievance is not redressed by the said cell, the aggrieved member allows to approach the University Tribunal chaired by a retired High Court Judge and can get resolved their grievances.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### **6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

##### **Response:**

The various bodies, cells and committees constituted in the Institute use to conduct the meetings periodically and discuss the business in it of the responsibilities assigned to them. The minutes of these bodies', cells and committees are attached herewith. These bodies, cells and committees are as follow:

The Local Managing Committee, Admission Committee, Internal Quality Assurance Cell, Student Welfare Committee, Women Welfare Cell, Cultural Activities Committee, Anti Ragging Committee, Students Grievances Committee, Women Grievances Redressal Committee, Library Committee, Building and Maintenance Committee, Moot-Court Association.

The resolutions passed by the above bodies, cells and committees are implemented within stipulated period by the Institution.

File Description	Document
Any additional information	<a href="#">View Document</a>

### **6.3 Faculty Empowerment Strategies**

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

##### **Response:**

The institution itself has introduced "Sevak Kalyan Nidhi" to the faculty members for granting loans, grants and so on. The said society reimburse entire loan amount in case of death of the member. The Institute's teaching and non-teaching staff are also allowed to become members of Secondary Teachers Society. The said society also grants loans for various purposes i.e. educational, housing and emergency loans. The parent institution gives NOC of the staff to the said society to facilitate the immediate and long term loans.

The staff of the Institute also availing the Governments Provident Fund Scheme and Contributory Provident Fund and Medical Reimbursements.

The various facilities to the teaching and non-teaching staff to maintain efficiency in the working

environment through the facilities like –

- The Canteen facilities are availed from the sister institution at concessional rate to the faculty and staff.
- The Institution facilitates the reimbursement of the medical expenses of the faculty, staff and their dependents as per government norms.

Thus all the above efforts of the Institution ensures staff well-being, motivation and satisfaction.

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

**Response:** 18.46

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	1	6	1	0

#### File Description

#### Document

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[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:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 23.08

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	3	4	5

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

#### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The performance of the teaching faculty is appraised by way of career advancement scheme introduced by the University Grant Commission at the time of implementation of the VIth pay recommendations. Every teacher has to prepare Academic Performance Index (API) for every academic year consisting of teaching learning activities, co-curricular extension and professional development related activity and research and academic contributions.

On the basis of this appraisal system the committee appointed by the University assess the API of each faculty and appraise the performance and recommend promotion for the faculty.

. The attempt was also made to evaluate the teachers' performance through students' feedback at institutional level. Their performance is observed by the Principal and representatives of the Management.

Appraisal of the non-teaching staff is done on the basis of confidential reports prepared by the Principal and submitted to the Management.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

Yes,

The accounts of the Institute is audited regularly by registered chartered accountants. The institution developed its own audit mechanism under which the CA appointed by the parent Society. He audits the accounts of the Institution at the end of each financial year. The internal audited statement is being audited by the Joint Director of Higher Education and Senior Auditor appointed by the Government of Maharashtra at the end of every financial year. Finally the auditors of Accountant General Office audit the accounts of the Institution.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

**Response:**

The Institution receives grant in aid from the state government. The Institution does not accept donations linked with admissions to the various courses. However, our parent institution being a charitable trust receives donations for its philanthropic activities. The adequate budgetary provision is made to cover the day to day expenditure of the institution. The budgetary resources are fully utilized to fulfill the institutional mission and to offer quality programmes. In the budget the provision for seminar, workshop, conferences to be organized for the students are made every year. Moreover the provision is made for sending the student to various competitions namely – State and National level Moot Court Competitions, Elocution competitions, Sport Competition and so on.

Besides the Institute is making provision every year to meet part of the remuneration to be paid to students engaged in Earn and Learn Scheme.

The University Grant Commission, SP University, Pune and Institute itself are major budgetary resources to fulfill the institution's mission and offer quality programmes.

## 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:

The institution has set up an Internal Quality Assurance Cell which takes care of quality of education in respect of teaching-learning, library, infrastructure and activities and overall development. So the quality of education is assured by the following policy statement:

- a) Mobilizing the learning resources and making teaching learning student centered using various techniques and methods
- b) Augmenting infrastructural facilities every year with the allocation in the budget
- c) Promoting the participation of the teachers and students in research and the publication of their research work
- d) Maximizing the use of ICT and other source materials based upon it
- e) Inculcating a sense of morality and humanity among students
- f) Conducting extension activities in the interest of the society

The policy statement has contributed in enhancing the quality assurance processes:

- a) Enhanced teachers' ability to do research and publish articles in various national and international journals
- b) Learning resource materials are being increased every year and ICT tools have also increased for teaching and learning
- c) Implementation of systems and processes in respect of academic and administration
- d) Extension activities have also received importance along with academic activities and students have a chance to acquire various life skills and values of life
- e) Created a good educational environment in the premises conducive to the learning needs of the learners

f) Helped in coordinating alumni, students, staff and other stakeholders for various activities and programmes

This is a separate cell established in the Institute in the year 2006-07. This cell use to conduct two meetings during the academic year. The cell is primarily concerned with academic activities to be conducted, maintaining records of academic activities and reporting to U.G.C. and University as per the guidelines of the NAAC. During the last two years the cell has taken decisions regarding organization of conferences and seminars, promoting IT enabled teaching and learning practices session of minor and major research projects, preparation of academic calendars and action plans for each academic year, deputation of teachers to participate in IQAC seminars and conferences. This cell has designed, exhibited and up-linked the Institute website.

### **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**

#### **Response:**

The institution has set up some mechanisms to review the teaching learning process and to make changes and improve upon it. To make teaching learning effective, the Head of Institute plays a supervisory role. a) The faculties are supposed to prepare teaching plans of individual subjects and conduct teaching as per the teaching plans so that the curriculum is completed on time. At the same time the teaching plans are helpful to understand the progress of teaching the allotted subjects.

b) The Head of Institute maintains register to record the classes conducted by teacher. The register after every fifteen days checked by the Principal to make sure that the classes are being conducted regularly and the syllabus gets over on time and if necessary, she can allow teacher to conduct more classes after the scheduled hours.

c) The Head of Institute holds monthly meetings and reviews the activities of the month along with the progress in teaching.

d) The teachers hold discussion about their overall performance in teaching and the student's aptitude to acquire new knowledge. By this means the peers can help each other to improve upon their performance.

e) There is another mechanism of feedback which is collected from students in every academic year. In addition to this, the students also give their feedback on teachers through the prescribed format.

The information on the teaching learning process is gathered at different structural levels. This information and discussion are used to suggest changes and apply new techniques of teaching. These mechanisms have proved fruitful for teachers and students.

### **6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response: 10**

## 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	8	10	8	8

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

## 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

**Response:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)**Response:**

After the post Accreditation process of Naac Cycle-II in the academic year 2012-13. Internal Quality Assurance Cell received the grant of Rs. 3,00,000 for establishment and monitoring of the IQAC.

IQAC of the College effectively implemented the scheme as under

**1. DEVELOPMENT GRANT TO COLLEGES****Lectures and Workshop**

1. Organized Guest Lecture of Dr. TSN Sastry on Human rights and Duties Education for students of LL.M. on 3rd April 2015 25 LL.M. Students were participated in this Lecture.



2. One Day Workshop is organised by Carrier and Counselling Cell of the College on “Importance of Handwriting for the Students” on 1st October 2015; Mr. Saptarshi Ashok Manohar had acted as a Resource Person. This workshop was organised for the Students of BA.LL.B.-I wherein 60 students are Participated
3. One Day Workshop is organised by Carrier and Counselling Cell of the College on “Strategies for Searching Legal Literature” on 14th December 2015: Prof. Dr. Rajendra Kumbhar Head Department of Library Science Savitribai Phule Pune University has acted as a Recourse Person. More than 80 students are Participated in this workshop
4. Organized Guest Lecture of Dr. Shedale Shubhani on English Grammer for students of LL.M. on 19th January 2017 Students were participated in this Lecture.

### **Equipments, software, LCD Projector etc**

Six LCD Projectors with Stand

One Filter of Drinking Water for students

One Amway Software for English Language Lab

**Books and Journals of Rs. 1,57,795/-**

### **Field Work/Study Tours to New Delhi**

1. IQAC

### **Lectures and Workshop**

1. Organized One Day Workshop on Study Technique for the Student of BA LL.B.-I wherein Dr. Sunanda Palkar and Dr. Anita Patwardhan are acted as Resource Persons Held on 05/02/2015
2. Organised Guest Lecture of Dr. Swarnakant Silas on opportunities in Indian Legal Service for Law Students on 4th April 2015

### **Equipments, software, LCD Projector etc**

1. Two Dell Inspiron Computer
2. One Language Lab Software
3. LCD Projector Cable
4. One Supreme Today Software
5. Three Laptop

### **1. MERGED SCHEMES**

### **1. REMEDIAL COACHING FOR SC/ST/OBC (NON CREAMY LAYER) & MINORITIES**

#### **Lectures and Workshop**

1. Organised Guest Lecture of Prof. Shabbir Shaikh 21/08/2013
2. Organised Guest Lecture of Prof. Rachana Rohokale 06/09/2013
3. Organised Guest Lecture of Khatri Bhaskar 24/08/2013
4. Organised Guest Lecture of Dr. Vina Ahire 17/10/2014

#### **Equipments, software, LCD Projector etc**

1. Digital Camera
2. Canon Scanner
3. LCD Projector and Stand

#### **COACHING CLASSES FOR ENTRY INTO SERVICES FOR SC/ST/OBC (NON CREAMY LAYER) & MINORITIES**

##### **Lectures and Workshop**

1. Organized Lecture Series on Criminal Procedure Code of Adv. A. D. Chaudhari on 27/02/2014
2. Organised Lecture Series on Law of Crimes of Prof. Hirde G. A. on 27/02/2014
3. Organised Lecture Series on Communication Skills of Dr. Vina Ahire on 14/10/2014 17/10/2014
4. Organised Lecture Series on Communication Skills Prof. Shitole K. H on 31/03/2015
5. Organised Lecture of Prof. Kulkarni Pravin on 03/10/2015

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 10

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	1	2	1	3

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The Institute reflects gender sensitivity by providing safety and security, counseling and common room facilities for both boys and girl students. The safety and security of girl students is well taken by Women Welfare Cell and Women Grievances Cell. Both the Cells as and when receive the grievances of the complaints from the girl students immediately take the cognizance and appropriate action and resolve the grievances. The Anti-Ragging Committee also support to the working of both these Cells.

The concerned class teachers as and when receive any sort of the personal or academic problem from the girl student, they in consultation with the Head of the Institution tries to understand the problem and it is resolved by counseling with the concerned girl student. In addition to this, the sanitary pad vending machine with incineration of used pads is also made available in girls toilet block.

The common room facility is made available separately for girl students. Similarly personal counseling is made available by organizing workshops/events by experts on personality development, safety and

security, personal care and health etc.

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 6389

7.1.3.2 Total annual power requirement (in KWH)

Response: 6389

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 6389

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

**Waste management steps**

The Institute has made provision for management of waste. The cleanliness is maintained in Institute campus and in classrooms regularly. The adequate number of dustbins are provided in the Institute campus. Wastage is collected by separating as solid wastage and liquid wastage and it is given for disposal to Municipal Corporation. Drainage system is maintained for liquid wastage. Twenty four hours water facility is available in Institute campus for cleanliness.

#### **7.1.6 Rain water harvesting structures and utilization in the campus**

##### **Response:**

Water is precious and natural resource essential for survival of human being and also for universe. Now a days human activities are affected by environmental cycle. Consequently this affects availability of water.

In this context to avoid future scarcity of water, the Institute has planned to maintain rain water storage tanks where in rain water is stored. This water may be used for drinking ,for gardens, latrines etc. and to maintain cleanliness in campus.

Effective rain water harvesting will strengthen eco system.

#### **7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

##### **Response:**

The Institute observes green practices to be eco-friendly and to maintain pollution free environment. Green practice is followed by use of bicycles, public transportation by students of Institute.

Bicycle stand is maintained in the Institution to park bicycles brought by students and other staff , and non-teaching staff of the Institute. Around sixtyty percentage of students from rural area use bicycles.

The Institutes campus is made plastic free. Use of plastic items is avoided by students and staff and eco friendly items are recommended and made them compulsory in the Institute campus.

Similarly tree plantation is driven through N.S.S. unit in the Institute campus and outside locality /places. Through this plantation eco-system is strengthened.

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 0.82

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.52731	0.94274	0.54095	0.83093	0.52300

**File Description****Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**Response:** C. At least 4 of the above**File Description****Document**

Resources available in the institution for Divyangjan

[View Document](#)**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 6

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	1	1	1

<b>File Description</b>	<b>Document</b>
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response: 5**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response: Yes**

<b>File Description</b>	<b>Document</b>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

### 7.1.13 Display of core values in the institution and on its website

**Response: Yes**

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response: Yes**

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response: Yes**

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response: Yes**

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response: 25**

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian**



## **personalities**

### **Response:**

The Institute organizes national festivals and birth and death anniversaries of National heroes and great personalities, who contributed to human value, national value and social cohesion. These festivals and anniversaries, birth and death, are observed in presence of teaching staff and students on every anniversary principal address contribution made by these great personalities to staff and students.

In every year the Institute organizes national festivals like 26 January, 15 August etc. as well as birth anniversaries and death anniversaries of Shri. Chhatrapati Shivaji Maharaj, Mahatma Gandhi, Dr. Ambedkar Babasaheb, Mahatma Jyotiba Phule, Savitribai Phule, Rajiv Gandhi, Rajmata Jijau, Mahavir Jayanti, Rani Laxmi Bai, Pandit Jawaharlal Nehru, Bal Gangadhar Tilak.

By organizing these anniversaries and festivals life style of these great personalities, their contribution to good social conduct social peace their affinity to nation and society etc. are remembered as lesson to be followed by students and staff in their activities.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

#### **Transparency in financial, academic, administrative and auxiliary functions.**

The Institute maintains complete transparency in its financial, academic administrative and auxiliary functions. Financial transparency is maintained by following budgetary norms and accountancy rules, directions of Local Management Committee and payment through cheques.

Purchase committee is constituted by Institute, which regulates and manages every purchase made by institution/college. Budget of purchase is sanctioned by Local Managing Committee and accordingly expenditure made. In every Financial year audit of expenditure is made from government approved Chartered Accountant.

Similarly Financial/ payment liability is discharged by cheque.

Academic transparency is maintained through staff meeting, student feedback etc. In staff meeting allocation of subject time-table preparation, performance of teacher are discussed. Similarly U.G.C. schemes providing benefit to the teachers like C.A.S. are made known to teachers and interested eligible teachers are permitted to take benefit of such schemes.

Student feedback is obtained to assess performance of teacher. Similarly complaint, if any, about teacher is entertained from students and accordingly action is taken.

I.C.T is used in teaching. Students are provided subject themes, if asked.

Administrative transparency is maintained. Teachers muster biometric system are made available, salaries of teachers are deposited in Bank Account of concerned teacher. C.C.T.V.system is installed in office.

Distribution of administrative work is made in meeting. Purchase of stationery and other items required for administrative work is made through recommended agency (Bhandar) for college.

Similarly the Institute falls within scope of R.T.I Act and so application under Act is entertained. R.T.I. officer is authority appointed for this purpose.

In this way complete transparency is maintained.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### Best institutional Practice I

##### Title of practice

Audio Center and E-Book

The college made available course wise audio lectures of 3 years and 5 years Law Course in Audio Center. Where in the blind students avail the facility of audio lectures. To make available this facility separate computer and audio system with head phone are provided in separate rooms in library. At the same time students other than blind students who miss the lectures are offered these audio lectures to get download in memory card and pen drive and thereby they can listen and enjoy these lectures by this way.

Uniqueness of this practice lies in the fact that visually impaired students can feel comfortable by listening to lectures through audio system. This practice creates education conducive to blind students.

#### Best practice II

##### The Book Bank Scheme

The objective of the book bank is to make available the set of the Text books as per the curriculum at the commencement of each semester to all the students who requests for the same. The prices of the Law Books are costly as compare to the text books of other disciplines. Therefore, the students usually do not purchase these books and use the books through the lending facility of the library. As per the rules of the lending facility only one book is issued to the student for one week only and again the student has to return the borrowed book to get another. But under this scheme all the students are offered a set of books as per the curriculum to be used by the student throughout the semester.

. At the commencement of the every semester the notice is given to the student to avail the book bank facility. In response to the said notice, the students who lodge their request for the book bank with the librarian in consultation with the Head and the class teacher, the set of books is given to the students and after conclusion of the examination the concerned student return the set of the book and again at the commencement of next semester avail the book bank facility in the same manner as above

The book bank facility introduced from the academic year 2012-13 and since then every year one fourth students out of enrolled students are availing the book bank facility and record of the facility is maintained with the library.

It is generally observed that the final year student who avail the book bank facility are not returning the book after conclusion of examination. Therefore delay is caused to make available the book bank to preceding class students. I

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

The Institute is one of the premier learning centres in law. The Institute is distinct in a State of Maharashtra as compare to other law institutions. The Institute is the first in Maharashtra which made available the broadband internet connectivity with twenty five computer in an independent Information Centre. The needy students with other use the facility made available in Information Centre not only to access the online information related to law but also uses this facility for filling up online examination form and other related online information submit to the University on its website.

The Institute also installed LCD projectors in the class room being ICT tools to be used by the teachers while delivering the lectures to the students. Generally it is said visual impact is more on the student as compare to the auditory. The use of LCD projectors for power point presentations by the teachers while delivering the lectures, understanding level of the student is

## 5. CONCLUSION

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### **Additional Information :**

The Institute is established in the year 1970 in Ahmednagar city located in North –Western Maharashtra region. The Institute is started by a charitable trust with motive to make available the avenues of legal education to the poor and needy students who were unable to pursue legal education available only in few places. The Institute started merely with 60 students who hailed from rural and agrarian family. Initially the Three Year Law Course was made available and due course of time Diploma Courses with Five Year Law Course and PG course started to open the doors of legal education to the students from the various strata of the society.

The Institute is affiliated to the S P Pune University having limited autonomy in curricular and co-curricular activities. To overcome the barriers created by the affiliated system, the Institute at its own has taken the initiatives to improvise the legal knowledge and the skills among the students. To that effect the facility of Information Center with broad band internet connectivity along with Language Lab is provided to the students. It is worth to mention that the Institute takes care of physical health of the students and for the same a well-equipped gymnasium is made available.

### **Concluding Remarks :**

In the light of institutional strengths, weaknesses, challenges and opportunities, the institute is imparting legal education to the students from rural and agrarian background. The Institute though located in semi urban area, offers UG, PG, Diploma and Certificate Courses based on the requirements and needs of the students. To enable the poor and needy students to pursue the legal education, the Institute with support of Government and NGOs offers scholarship. In order to meet the day today expenses, the poor and needy students are offered Earn and Learn Scheme with support of University and contribution from the Institute. In said scheme, poor students are allotted clerical work in the Institute four hours a day after lecture hours.

Most of the students hailed from not merely rural areas but also studied basic education through vernacular medium and have language barrier while pursuing legal education. Considering language barrier, the Institute established a language lab to overcome it. The Remedial Coaching is also offered to the slow learners to bring them in main stream.

The Institute in addition to compulsory practical training annually organizes Moot-Court Competition to well verse the students with the practice and procedure followed in the court of law. The study tours are organized to visit prison, court, industry, police station etc. to give practical experience.

Due to the locational disadvantage, it's difficult to invite renowned experts to guide and encourage students as well as to organize International and National seminars and conferences and to develop research culture.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on 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 Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>145</td> <td>201</td> <td>202</td> <td>250</td> <td>219</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>960</td> <td>1123</td> <td>1190</td> <td>1049</td> <td>1087</td> </tr> </tbody> </table> <p>Remark : Supporting document provided by HEI does not match.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	145	201	202	250	219	2016-17	2015-16	2014-15	2013-14	2012-13	960	1123	1190	1049	1087										
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2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>11560</td> <td>1560</td> <td>1560</td> <td>1560</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13						2016-17	2015-16	2014-15	2013-14	2012-13	1200	1500	1500	1500	1500	2016-17	2015-16	2014-15	2013-14	2012-13	1200	11560	1560	1560	1560
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2016-17	2015-16	2014-15	2013-14	2012-13																											
1200	11560	1560	1560	1560																											
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 1</p>																														
2.4.2	Average percentage of full time teachers with Ph.D. during the last five years																														

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	2	1

## 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

## 2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	01

## 2.6.3 Average pass percentage of Students

## 2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 148

Answer after DVV Verification: 148

## 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 305

Answer after DVV Verification: 305

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
23	22	18	18	19

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
30	30	39	19	20

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	1	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	2	2

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	00

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

4744612	4593154	4757212	4448377	4337858
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Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
47.44612	45.93154	47.57212	44.48377	43.37858

Remark : As per supporting documents.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
297933	250144	340430	606063	443207

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2.9793	2.5014	3.4043	6.0606	4.3320

Remark : As per supporting document provided by HEI.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
720337	530858	765486	876429	666017

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
7.20337	5.30858	7.65486	8.76429	6.66017

Remark : As per supporting documents provided

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education



Answer before DVV Verification : 72

Answer after DVV Verification: 16

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	9	10	8	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
16	8	10	8	8

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	2	2	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
03	1	2	1	3

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)

Answer before DVV Verification : 0      7.1.4.2. Annual lighting power requirement (in KWH)

Answer before DVV Verification : 15000

Answer after DVV Verification: 6389

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

52731	94274	54095	83093	52300
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Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0.52731	0.94274	0.54095	0.83093	0.52300

Remark : As per supporting documents.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>982</td> <td>1160</td> <td>1227</td> <td>1128</td> <td>1115</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>960</td> <td>1123</td> <td>1190</td> <td>1049</td> <td>1087</td> </tr> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	982	1160	1227	1128	1115	2016-17	2015-16	2014-15	2013-14	2012-13	960	1123	1190	1049	1087
2016-17	2015-16	2014-15	2013-14	2012-13																	
982	1160	1227	1128	1115																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
960	1123	1190	1049	1087																	
1.4	<p>Total number of outgoing / final year students</p> <p>Answer before DVV Verification : 148</p> <p>Answer after DVV Verification : 667</p>																				
2.2	<p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>9944880</td> <td>10000000</td> <td>8150676</td> <td>6428228</td> <td>7666621</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>99.44880</td> <td>100.000</td> <td>81.50676</td> <td>64.28228</td> <td>76.66621</td> </tr> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	9944880	10000000	8150676	6428228	7666621	2016-17	2015-16	2014-15	2013-14	2012-13	99.44880	100.000	81.50676	64.28228	76.66621
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9944880	10000000	8150676	6428228	7666621																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
99.44880	100.000	81.50676	64.28228	76.66621																	
2.4	<p>Unit cost of education including the salary component(INR in Lakhs)</p> <p>Answer before DVV Verification : 24963</p> <p>Answer after DVV Verification : 0.24963</p>																				
2.5	<p>Unit cost of education excluding the salary component(INR in Lakhs)</p> <p>Answer before DVV Verification : 10413</p> <p>Answer after DVV Verification : 0.10413</p>																				

NAAC