SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

ORIENTAL COLLEGE OFLAW

ORIENTAL COLLEGE OF LAW. SECTOR-02, PLOT NO. 3,4,5, BEHIND
SANPADA RAILWAY STATION, SANPADA WEST, NAVI MUMBAI 400705.
400705
https://ocl.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The College is affiliated to the University of Mumbai and registered by the Bar Council of India. Committed to excellence in teaching, scholarship and public service, the College provides an open, collegial and diverse community of faculty, students, and staff. The College provides stimulating, diverse and inter-disciplinary intellectual environment for domestic and in students pursuing education in law. The educational program is supplemented with Practical Training viz. Jail visits, Court visits, and Project work and lecture series. The College also organizes various Moot Court Competitions to enhance ability of students by providing them exposure to practical aspects of legal profession. It invites eminent judges and legal professionals to judge the various competitions. The College Library, with its vast collection of books, journal and online database keep students and staff updated. The Library at the college is ready to help with any of your research needs, whether you require traditional paper sources or the latest information. Its collections support the teaching and research activities of the college and serve as a resource for legal scholars. The College gives utmost attention to overall development of personality of students. All in all, the college has a decent environment and academic atmosphere- not bad at all for those looking for a three- year law degree

Vision

To create world class individual with excellence in personal and professional field, with the devotion to inculcate competencies of highest standard

Mission

To provide high quality education and conduct cutting edge research for continuous improvements and professional growth in the context of global opportunities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

Governance: The Institute is governed by a pro-active and supportive management along with eminent and experienced members of the Governing body and College Development Committee.

OCL Teaching Workforce: The Institute's Principal, Dr. (Mrs.) Rupali Shyam Jamode has 07 years of extensive teaching, research, and administrative experience. She pursued her LL.M. from SNDT's Women University Mumbai, in 2012 and further completed her Ph.D. from Pune University, in 2024. Highly qualified and experienced staff with good retention contribute successfully to student-centric activities.

Infrastructure: State-of-the-art facility with well-equipped laboratory facilities and good infrastructure to nurture students and make them academically stronger and research-driven.

Mentoring: Excellent student-teacher ratio enables good student-faculty interaction. Mentoring activity is also well coordinated and actively executed.

Collaborations: As a Law college is having MOUs and linkages with law firms and various colleges for participating in various moot courts and firms that gives students opportunity for internship.

Workshop/Seminars: The college conducts multiple seminars and workshop on various topics relating to law and social issues for the students and faculties.

Moot court/Court visit/Jail visit: The college organises state level moot court and weekly moot sessions for the students and court visits and jail visits for the students for better standing of the functioning and working of the courts and jails.

Institutional Weakness

Research Grants/Funds: Institute has limited success in acquiring major research grants/funds from Government and Non-Government agencies.

Infrastructure Limitations: Since OCL is a part of OES Campus, the college's architectural structure leaves less space for future growth.

Institutional Opportunity

Collaborative Projects: A joint initiative involving several departments can result in high-quality publications and workshops in relation to law and its aspects.

Proliferation of MOUs: To increase the number of law firm-college partnerships and MOUs with premier law firms and national law colleges will upgrade the professional and technical skills of staff and students.

Institutional Challenge

Increased number of law colleges in and around the Navi-Mumbai region may have effects on competition for student admissions and on faculty retention particularly. Since the majority of the students belong to a low-income family background and possess impaired communication skills, nurturing them to a professional level is

a daunting task.

Introduction of Add-On Courses to improve students' employability quotient is important and a process should be initiated to start a few potential courses with good industrial applicability

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University of Mumbai's syllabus is implemented by the Oriental College of Law, which is prepared and approved by the Bar Council of India with considerable room for modulation. The Institute also makes sure that the planned curriculum is geared towards achieving its anticipated outcomes of skilled development, employability, and entrepreneurship. The curriculum and academic modules are designed by the Bar council of India (BCI)and monitored by the Principal and Academic Monitoring Committee of the college. It is then actively executed by the faculty through various means such as conducting lectures, performing practical's, conducting class tests and assignments, seminars, webinars, and guest lectures. In order to cover all facets of the teaching-learning process within the allotted time frame, faculty members detect gaps in the curriculum and make plans for co-curricular and extracurricular activities that are woven into the curriculum design.

Since 2016, the University of Mumbai has adopted the Choice Based Syllabus and the Institute offers students a variety of elective subjects to elect/choose from. Oriental College of Law is aware of the significance of social skills in the employability scenario, and numerous curricular and extracurricular activities are planned to educate students on moral behaviour, gender equality, social and human values.

The Department of Lifelong Learning and Extension (DLLE) unit frequently hosts sessions to raise awareness of sustainability and environmental preservation. The Institute makes sure that every student completes an internship in Industry or a Hospital since practical training and real-world experience boosts competence, confidence, critical thinking with problem-solving skills. Stakeholders' feedback is essential for optimizing the aforementioned actions. Regular student feedback on teaching-learning processes aids in the redesign and enhancement of the curriculum. Feedback is also given by the teachers, employers, alumni, and parents during their frequent interactions. The collected feedback is analysed and appropriate action is taken by the concerned authority

Teaching-learning and Evaluation

Oriental College of Law is a Linguistic Minority (Hindi) Institute. Student enrolment and admission are monitored, centralized, and directed by the Directorate of Technical Education (D.T.E). The institute's admission process is clear, transparent, and in compliance with rules and regulations framed by DTE. The students admitted via the Centralised Admission Procedure (CAP) adhere to the reservations stated by the Government of Maharashtra.

Student-centric methods are followed for efficient teaching-learning. To enhance effective learning and to

improve the quality of lecture content and delivery, faculty use ICT actively.

The Institute has 10 enthusiastic, qualified, trained, experienced, and competent full-time teachers of which 2 faculties are pursuing Ph.D. as per standards and discipline of law from their respective universities.

The Institutes Exam cell follows efficient means in conduct of examinations, assigning invigilation duties and paper assessment. In order to attain the objectives of various courses offered by the program, Outcome Based Education (OBE) is implemented. The gaps identified in the curriculum are taken care of by conducting expert lectures from Industry and Academia.

Program Outcomes (POs) are defined by accreditation bodies and Course Outcomes (COs) are outlined for each course in the syllabus

Research, Innovations and Extension

Research is integral to the teaching learning process. The teacher is in the role of a researcher for self, society, institution and students.

Teachers are encouraged to do quality research and imbibe the same passion for learning, unlearning and relearning. Teachers have been writing extensively on various socio-legal issues. The teachers and students of college write on issues of international, national and regional importance. Teachers are encouraged to participate in research related seminars and workshops. College publishes annual magazine "lexis" The editorial board includes teachers and students. Regular sessions on research skills are conducted to hone the research skills of students.

Outreach and extension activities are organized to sensitize students to social, legal and political issues in the society. Seminars, workshops, conferences and outreach activities are organized in collaboration with government and semi government organizations, private agencies and NGOs.

The college has entered into Memorandum of Understanding with reputed law firms and Institutions such as the DY Patil College of law, Father Agnel college of law, Mahatma Gandhi Mission college of law , Trupen Rathod & Assocaites etc allows our students to get hands-on training for good governance and grassroots level involvement. The Institute undertakes the duty of legal awareness and sensitization about laws, rights and legal aid by way of street plays and interactive sessions with the general public.

Infrastructure and Learning Resources

The college has sufficient facilities for the students to perform in a range of cultural performances, sporting activities, and Indoor and Outdoor games. The classrooms are well-ventilated and equipped with air-conditioned, furnished seating arrangements with ICT-enabled smart boards. The laboratories are well stocked with essentials including power, water, exhaust fans, equipment, and fire extinguishers with free working space in the laboratory. A multipurpose hall with media equipment is available for conducting seminars and cultural activities. The Institute has an excellent IT infrastructure, and all computers have LAN connections and good internet connectivity. IT support is available from the Central IT Systems Department of the Oriental Education

Society. The college regularly updates IT facilities including Wi-Fi. Additionally, it maintains a student-to-computer ratio and includes a fully functional computer lab and language lab. The College has the bandwidth of internet connection in the range of 30 MBPS – 50 Mbps. The library is well-stocked with sufficient books and journals are well-used. The college reserves a separate budget for the purchase of books/e-books and subscriptions to journals/e- journals. The college library is semi-automated with Integrated Library Management System and regularly subscribes to various e-resources for enriching and updating students' knowledge.

The college has well defined systems and procedures for maintaining and utilizing physical, academic, and support facilities – moot court, library, gymkhana, computers, classrooms, etc. The Institute has a separate maintenance committee to ensure proper maintenance of campus infrastructure.

A separate budget is allotted for the augmentation and maintenance of infrastructure (physical and academic support facilities) excluding the salary component. The institute has streamlined the process for maintaining campus infrastructure and all maintenance-related issues are directed through the administrative authority.

Upkeep of infrastructure is a priority and prompt actions are taken in case of any breakdown or servicing needs. The campus is under CCTV surveillance.

Student Support and Progression

Oriental College of Law has always been a place that puts the needs of its students first and welcomes applicants from all socioeconomic levels. The scholarship committee makes sure that students receive scholarships from governmental and non-governmental organizations. A variety of workshops are also offered by the college to help students improve their language and communication skills, ICT skills, life skills and, professional knowledge.

The institute is sensitive to the needs of physically disabled students. The institute adopts special practices for slow learners and advanced learners for their betterment as well as continuous assessment and results analysis for regular students. The cultural and sports events organized inter-collegiate and intra-collegiate provide students a platform to showcase their talent and win accolades at Collegiate, Zonal, District, State, and National Level Competitions. Students are a part of various committees where they express their opinions about academic advancements and the growth of the college.

The various statutory committees are constituted for the overall development of the student such as the anti-ragging committee, college women development cell, SC/ST and minority cell, grievance Redressal cell, training & placement cell, and alumni association. Students are made aware of the Institute's policy, Students' Grievance Redressal Committee, Anti-ragging Committee, and Internal Complaints Committee to ensure that all grievances are addressed timely.

The Institute has a registered alumni association. Through guest lecturers, placement opportunities, and in-kind donations, the alumni association supports the growth and development of the institution and the community of current students.

Governance, Leadership and Management

The institution prioritizes democratic culture, gender equality, and inclusiveness as fundamental principles of its educational framework. Leadership promotes this environment, with the College Development Committee serving as a vital link between management and the college. This committee plays a key role in executing policies and plans effectively. The Principal holds authority over both administrative and academic management.

Policy decisions, academic plans, and administrative matters are discussed in regular staff meetings, where decisions are reached through careful deliberation, ensuring transparency and participation. Decentralization is achieved through a multi-tiered structure involving both students and faculty. The college's strategic plan, aligned with its vision and mission, focuses on the holistic development of students and enhancing graduate employability. The plan also integrates ICT in areas like administration, admissions, finance, and examinations to keep up with the changing educational landscape.

The college places the well-being and safety of its employees at the core of its planning and policy-making efforts. Various policies are established to ensure the welfare and professional growth of the staff.

The institution follows a standardized approach for fund mobilization and optimal resource utilization. Both internal and external audits are conducted by a statutory auditor at the close of each financial year. The implementation of E-governance in administration, finance, accounts, student admissions, and support, as well as examinations, significantly enhances the college's overall quality. The Internal Quality Assurance Cell (IQAC) has made a notable impact on the college's academic, administrative, and infrastructural quality improvements.

Institutional Values and Best Practices

Instilling social and human values is vital, and Oriental College of Law understands its importance in guiding students to graduate with not only strong academic knowledge and technical skills but also with solid interpersonal abilities and respect for society. The institute has implemented several innovative measures to familiarize, develop, and maintain professional competence among faculty and students, leading to significant academic progress. Gender equality is promoted and upheld through balanced representation of both genders on various committees, selected based on the skills and expertise of the involved students and professors. Safety and security are ensured through the presence of security personnel and CCTV surveillance.

The college is committed to minimizing waste and recycling whenever possible to conserve natural resources. The use of energy-efficient appliances and LED lighting instead of traditional lights is also a standard practice. The institute provides a well-established mentoring and counseling facility to identify student challenges and determine the best solutions for their growth.

The institute actively observes significant national and international days. Annually, it commemorates National Voters Day, Independence Day, Republic Day, World AIDS Day, Marathi Bhasha Gaurav Din, International Women's Day, International Yoga Day, Cancer Awareness Day, Chhatrapati Shivaji Maharaj Jayanti, and other important events. A regular activity at the institute includes tree plantation drives. Oriental College of Law also organizes various initiatives to create an inclusive environment, raising awareness about social issues of national importance, such as anti-corruption drives, Constitution Day, and other activities that promote

tolerance, harmony, and patriotism.

The institute also takes pride in consistently adhering to and monitoring its code of conduct while conducting induction programs at every level. Additionally, it organizes health awareness campaigns, community outreach programs, and counselling sessions, all contributing to the holistic development of both individuals and society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ORIENTAL COLLEGE OFLAW
Address	Oriental College of Law. Sector-02, Plot No. 3,4,5, Behind Sanpada Railway Station, Sanpada West, Navi Mumbai 400705.
City	Sanpada
State	Maharashtra
Pin	400705
Website	https://ocl.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Rupali Shyam Jamode	022-2775815	9326390792	022-2775035 1	principal@ocl.edu.i n
IQAC / CIQA coordinator	FASIHUR RAHMAN	022-27752213	7384390520	022-2775035 1	fasihur.rahman@oc l.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate Signed.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi Linguistic
Any Other	

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
BCI	View Document	26-04-2024	12	This extension of approval is for academic year

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	Oriental College of Law. Sector-02, Plot No. 3,4,5, Behind Sanpada Railway Station, Sanpada West, Navi Mumbai 400705.	Urban	1.482409	5000

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 Department,	60	HSC	English	120	71
UG	LLB,Law Department,	36	UNDER GRADUATES	English	120	116

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	6	4	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	5	8	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	6	4	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	0	0	2

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	101	18	0	0	119
	Female	73	4	0	0	77
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	54	51	53	54
	Female	36	33	38	35
	Others	0	0	0	0
Others	Male	47	58	68	63
	Female	37	26	51	58
	Others	0	0	0	0
Total		174	168	210	210

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At Oriental College of Law (HEI), our five-year integrated law program embodies the principles of the New Education Policy (NEP), offering an interdisciplinary approach that nurtures well-rounded students. We believe that for students to achieve professional, technical, and spiritual growth, they must excel across a variety of disciplines. Our curriculum includes subjects such as sociology, political science, logic, and ethics, alongside value-added and add-on programs designed to foster holistic development. These programs include Technology and Law, International Relations and Law, Entertainment and Media Laws, and Environment Ethics. By aligning our courses with the

NEP's philosophy, we consistently aim to be an institution of educational excellence. At HEI, we offer numerous add-on courses that equip students with skills in areas like IP Laws, AI and Law, Forensic Law, Cyber Law, Contract Drafting, and Labour Code. We also provide year-round mentoring sessions to support the overall development of our students. Our faculty is encouraged to integrate STEM methodologies—such as collaboration, communication, research, problem-solving, critical thinking, and creativity—into their teaching. Understanding scientific concepts is crucial in our courses, as it helps demystify science and technology while enhancing legal comprehension. Moreover, our active outreach and legal aid committee promotes community engagement, encouraging students to participate in activities like beach cleanups, police station helpdesks, and street plays that raise awareness on issues such as women's empowerment, malnutrition, and domestic violence. These experiences ground students in social realities and contribute to their growth as socially conscious citizens, with certificates awarded for their active participation. Affiliated with the University of Mumbai, we adhere to a fixed university-prescribed curriculum. However, at RLC, we are committed to experiential learning and regularly design innovative and challenging internal exams. Our faculty go the extra mile each semester to introduce new and relevant activities for these assessments. These include legal essay writing, legal picture mania, Lok Sabha and Parliamentary debates, client counseling, Primera moot court, jam sessions, article writing, and drafting bills for Parliament. Through these initiatives, we strive to instill well-rounded personality traits in our students.

2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is a virtual, digital repository that allows students to accumulate and manage academic credits, providing them with flexible entry and exit options throughout their educational journey. ABC's main goal is to improve faculty efficiency and encourage students to embrace a multi-disciplinary educational approach, ultimately shaping them into skilled professionals and supporting their holistic development. Our institution recognizes the importance of an academic credit bank in expanding learning opportunities, improving

educational quality, and offering working students the flexibility to complete their programs within a designated timeframe. For LLB students, the curriculum includes core subjects, non-core subjects, optional non-credit (add-on) components, compulsory components, and electives. Credits are distributed according to a specific structure: core and elective courses each carry 4 credits, General Applied Component courses carry 2 credits, and the Project component (two projects in the final semester) also carries 2 credits each. The subjects in the LL.B. and B.L.S., LL.B. degree programs are grouped into four categories: 1) Non-Legal Subject Group (Language and Social Sciences, etc.); 2) Core Subject Group; 3) Electives Subject Group; and 4) Applied Component Group. In line with NEP 2020, our college adheres to the existing credit system as per the University of Mumbai's guidelines while remaining adaptable to future changes. We are actively developing systems to facilitate academic credit transfer and accumulation. The objectives of ABC are outlined as follows: 1. Promote student-centric education: The institution has established various student-led committees with the autonomy to decide on activities, discussions, and events. These committees encourage peer learning and student mentoring. 2. Focus on learner-friendly teaching approaches: Recognizing students as the primary stakeholders in education, we provide teaching methods that are learner-friendly. These include simulation activities like role-plays, Lok Sabha sessions, court visits, and Moot Courts. An open-door policy allows students to approach faculty and staff with academic concerns, while an institutional feedback system enables faculty to adjust based on students' needs. 3. Implement an interdisciplinary approach: As law is inherently a social science, the course curriculum integrates subjects like economics, history, sociology, and political science. Additionally, the interdisciplinary nature of law is further enhanced through add-on courses covering topics such as technology and law, forensics and law, and women and law. The flipped classroom approach, where course materials are shared with students prior to classroom discussions, promotes deeper learning. 4. Allow students to pursue courses of interest: Students can choose elective subjects in their Sem VIII and Sem X curriculum (BLS/LL.B) and Sem IV & VI

	(LLB). After graduation, students are supported in pursuing careers aligned with their interests, with many alumni becoming policy-makers, entrepreneurs, and artists.
3. Skill development:	HEI is committed to fostering holistic development and shaping individuals who are not only critical thinkers but also globally responsible citizens, thereby enhancing their employability. To achieve this, the institution devises a strategic plan at the start of each year, which includes programs focused on skill enhancement, industry interface sessions, jail visits, seminars by renowned advocates, workshops on emerging topics, soft skills training, and industry preparedness programs. HEI's courses integrate constitutional and ethical values along with professional ethics, emphasizing the cultivation of ethical human values that are crucial for students' future success. The college has various cells and committees that organize activities like the "Vakalat" state-level moot court competition, designed to equip students with the practical skills necessary for a career in law. The faculty at HEI develops lesson plans that adopt a multidisciplinary approach to teaching and learning. The institution strongly believes in providing practical legal training to all its students, regularly organizing court and jail visits to give them firsthand experience of the legal field. Recognizing the importance of upskilling, HEI offers numerous opportunities for students to develop their skills. In today's competitive environment, preparing students to be industry-ready is crucial, and HEI is confident that its programs create a supportive environment that nurtures students into becoming skilled professionals.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institution is dedicated to offering a comprehensive knowledge system that highlights the importance of Indian language and culture. To support this mission, we have established several committees, including the IQAC and Cultural Committee, with the primary objective of familiarizing our students with India's rich cultural heritage. Situated in the heart of Maharashtra, we celebrate Marathi Diwas by hosting a variety of events such as singing competitions, elocution contests, and poetry writing competitions, all aimed at raising awareness about Indian languages and their significance. We also observe various festivals and

	cultural activities during Navratri, Diwali, Eid, Holi, Christmas, Secret Santa, and other occasions, helping our students gain a deeper understanding of the secularism inherent in Indian society. To further enrich our students' learning experience, we are working on translating study materials into accessible language. Case studies are utilized as effective teaching tools to give students a deeper insight into Indian society. Additionally, we plan to introduce a certificate course designed to enhance students' language skills and deepen their appreciation of Indian culture. We remain committed to providing our students with a well-rounded educational experience that fosters a deep respect for Indian language and culture.
5. Focus on Outcome based education (OBE):	Our institution is committed to Outcome Based Education (OBE) and has implemented a comprehensive strategy to achieve this objective. We have developed Course Outcomes for each course prescribed by the University of Mumbai, along with Programme Specific Outcomes, ensuring that the teaching plan for each course aligns with the intended outcomes. Additionally, we adhere to the evaluation structure provided by the University of Mumbai, offering a standardized framework for faculty to follow. We measure the attainment level of each student to evaluate the achievement of both Course Outcomes and Programme Outcomes, and if a student falls short of the desired outcomes, we implement remedial measures. This OBE approach enables us to analyze learners' expectations and assess their learning abilities. Our institution is dedicated to the continuous improvement and enhancement of the OBE approach, which is why we regularly monitor the teaching-learning process. We believe that this strategy will equip our students with the skills, knowledge, and expertise they need to succeed in their future careers.
6. Distance education/online education:	HEI acknowledges the significant role of technology in the academic field and has taken proactive steps to offer online educational opportunities to our students. Our faculty members have been trained in the use of ICT tools, enabling them to conduct online lectures and facilitate educational activities that encourage participatory learning. We have also implemented a robust system for online examinations and assessments, ensuring a smooth and efficient

experience for both students and faculty. In addition, we conduct programs designed to equip students with the skills needed to effectively navigate online databases, e-journals, and eBooks. In alignment with NEP 2022, our institution is committed to advancing digital learning by upgrading our digital infrastructure and providing comprehensive training for students and faculty. HEI has developed a strong online teaching and learning system, which was further enhanced during the COVID-19 pandemic. The use of Zoom's paid subscription as a learning management system has enabled our educators to deliver high-quality online education. During the COVID-19 pandemic, HEI ensured that students' learning continued without interruption by adopting online teaching tools and platforms, even before government mandates were in place. Faculty, staff, and students were trained to use various online platforms such as WEBEX, Zoom, and Google Meet. Student exams and assignments were conducted and assessed online, with every effort made to ensure students had access to online learning resources. Numerous webinars, guest lectures, and additional courses were also conducted online during this time.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, it is not initated
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has appointed students' co-ordinator and co-ordinating faculty members for the formation of the ELC. Students' Co-Ordinator - Mr. Nilesh Dhutraj Coordinating Faculty – Mr. Vivek Tiwari and Mr. Nuruddin Khan
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	Although ELC is non-functional but the following programs have been conducted under Legal Aid Cell and other committees: 1. Street Play for increasing awareness about election among the women and senior citizens in the neighbouring areas by Legal Aid Cell. 2. New voter registration campaign among the youth by Students Bar Forum of the college. 3. Seminar for formulating the ELC and discussing the programmes and activities to be conducted under them.

citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Numerous awareness campaigns have been successfully conducted to effectively emphasize the paramount significance of actively engaging oneself in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college has successfully implemented measures to enroll the students in the ELC. Through a series of well-executed awareness drives, seminars and meetings, the importance of participating in the electoral process has been emphasized to students with utmost confidence and conviction.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
1318	1276	1160	1188	1122

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

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	177	147	204	72

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	4	10	5

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

2.2

Consolidated number of Full time teachers worked in the institution during last five years (without repeat count).

Response: 22

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

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
66.13	62.88	111.08	109.41	112.23

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Oriental College of Law is affiliated to the University of Mumbai and offers Five-year Integrated Program - B.L.S, LL.B. (The BLS / LLB programme is restructured as B.A /LLB, as per university of Mumbai letter dated 6th May, 2023.) The college follows the curriculum as prescribed by the affiliating university. For the effective delivery of the curriculum, the planning is done at the commencement of the academic year. The courses are allotted to the faculty members after consultation and discussion. Semester wise timetable is prepared as per the arrangement of terms shared by the University and shared with the faculty well in advance. In addition, the academic calendar is also prepared in advance and shared with the faculty enabling them to prepare and plan for the classes. Teachers create a course outline that includes learning objectives and outcomes, which they share with students during the first introductory lecture. They also prepare a detailed lesson plan that outlines subtopics, teaching methods, and reference materials. Additionally, the curriculum, which lists subjects for each year, is available in the College prospectus. Moreover, a detailed syllabus for each subject is accessible in the library and on the College website for student reference.

To enhance the teaching-learning experience and to aid in the ease of achieving academic goals, teachers adopt innovative techniques and effectively utilize the state-of-the-art facilities available at the institution; they share PPTs, videos, online sources, and other technologically enhanced materials. They also recommend books, journals, magazines and other-related teaching material available through our well-stocked library. In addition to the regular lectures, planned in the academic calendar, the College holds revision lectures at the end of every term. In the course of the semester, teachers hold doubt-solving sessions, from time to time.

The college has an up-to-date digital infrastructure that includes a smartboard, speakers for teachers as well as personal computers. In the backdrop of the pandemic, and the subsequent online teaching, the management has provided effective learning management platforms that have led to ever more creative and innovative methods of teaching.

The college also regularly collects feedback on the curriculum and feedback on the teachers from the students at the end of the semester. The suggestions received in the curriculum feedback received from the students are communicated orally to the Board of Studies members by the Principal in the college.

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

1.1.2

The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation(CIE).

Response:

A well-planned academic calendar is prepared before the start of each semester and shared with all faculty and non-teaching staff for their suggestions. This comprehensive list is created in consultation with all teachers. Faculty in charge of various college committees propose events, which are then included in the academic calendar. Bank holidays are also noted to facilitate proper planning. However, the academic calendar is flexible and may be adjusted as needed, allowing for the inclusion of events and activities of contemporary relevance

The institution strives to follow the academic calendar as planned. All non-teaching members are also made aware of the academic calendar. Once finalized, the calendar is distributed to everyone via email and as a hard copy. Teachers, non-teaching staff, librarians, and all stakeholders collaborate to ensure the smooth implementation of the teaching and evaluation schedule.

Annual activities, such as Lex Fair, Vakalat, Cultural activities, Annual Issue Release of Lexis (Student Magazine) Orientation Program, Farewell, and the Convocation Ceremony are held on the dates specified in the academic calendar, as far as possible. However, the scope for flexibility is always maintained to acknowledge unforeseen circumstances, as well as to incorporate new ideas and activities that can be offered to students as opportunities arise.

Since 2019, with the introduction of the CBCS (Choice Based Credit System) 60-40 pattern, the institution has followed the internal assessment pattern prescribed by the University, adhering to the guidelines outlined in the respective manual. These guidelines are also integrated into the academic calendar.

To ensure effective and continuous internal evaluation, the institution has integrated a college-initiated internal assessment tool into its curriculum delivery, aimed at enhancing the teaching-learning experience and providing opportunities for student engagement in research-related activities. This includes a Research Project and Presentation, as well as a mid-semester examination. As part of this initiative, students complete a 20-mark research assignment, where they research a given topic and either make a presentation or write a research essay or article. This component is a regular feature. Mid-semester exam dates are planned in advance and included in the academic calendar. Regarding research and project assignments, course faculty inform students of submission dates well in advance. Faculty members also provide feedback to students for improvement.

Well-planned lectures, continuous evaluation, proper feedback to students and hosting varied co-curricular events create a highly conducive academic environment for the overall growth of the students

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

1.2 Academic Flexibility

1.2.1

Number of elective/options courses offered by the institution during followed during last five years.

Response: 2

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying details of eletive/option courses with course content	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, constitutional and Human Values, Environment &Sustainability and other value framework enshrined in Sustainable Development goals into the Curriculum.

Response:

The courses in the college program are designed to incorporate and integrate key cross-cutting issues such as Professional Ethics, Gender, Constitutional and Human Values, and Environment and Sustainability into the curriculum. Faculty members employ effective methodologies and critical pedagogies to foster a spirit of inquiry among students regarding these essential topics.

Subject like Practical Training I and Practical Training II include the topics on Professional Ethics. In addition to direct topics on Professional Ethics, the courses also include topics like the Advocates Act, Legal Services Authorities Act and Legal Aid which leave a lot of possibilities to discuss and integrate Professional Ethics Discussions in the curriculum delivery.

English I, English II and Legal Language and Legal writing courses enable to inculcate critical thinking on Gender issues by giving students topics for writing and discussion and debates in the class. The texts also have chapters on Gender dimensions.

Course on History has a specific topic on the emancipation of women. The course on sociology covers social stratification with emphasis on Gender as prescribed in the syllabus

Six courses - Law of Crimes, Family Law I, Family Law II, Criminology and Correction, Law related to Women and Child, and Public International Law and Human Rights have direct relevance to gender dimensions. The classroom discussions enable the students to develop an inter disciplinary understanding of the subjects.

Eight Courses include Constitutional and Human Values related topics - History, History of Courts, Political Science I, Political Science II, Political Science III, Legal Language and Legal Writing, Constitutional Law, Practical Training III, Public International Law, and Human Rights. The course syllabus prescribed covers topics where constitutional values can be linked. In addition, some courses also leave the scope for practical application like Practical Training III paper includes a topic on the drafting of a writ petition which is used when the constitutional right is violated. Papers of Constitutional Law also include topics on Fundamental Duties which is closely related to human values.

Political Science III, Environmental Law and Public International Law and Human Rights cover topics related to environment and Sustainability. It also enables the students to think on the law and policy framework in the respective domain through class room discussions and add on session which are regularly conducted by the college.

These goals are realized through a blend of academic and co-curricular activities. This includes the effective teaching of relevant subjects in the syllabus, year-round skills sessions—a distinctive feature of our college—and a variety of guest lectures by experts from diverse fields. These sessions are also designed to reinforce our efforts in sensitizing students to issues such as gender awareness, environmental sustainability, and human values.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Constitutional and Human Values and Professional Ethics in the Curriculum	[View Document](#)

1.3.2

Percentage of courses that include experiential learning through Moot Courts, seminar courses, Court visits, Arbitration/Mediation/Client Counseling   Exercises, Para legal volunteering/ legal aid training, advocate chamber and internship in law firms/NGOs/Judicial Clerkships etc., during last five years.

Response: 100

1.3.2.1 *Number of courses that include experiential learning through project Moot Courts, Court visits, Arbitration/Mediation/Client Counseling   Exercises, Para legal volunteering/ legal aid training, advocate chamber and internship in law firms//NGOs/Judicial Clerkships etc., year wise during last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
27	26	26	26	26

1.3.2.2 *Number of Courses offered across all programs year wise during last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
27	26	26	26	26

File Description	Document
Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting.	[View Document](#)
List of Programmes and courses within it related to Moot Courts, Court visits, Arbitration/Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3.3

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

Response: 1.37

1.3.3.1 *Number of students undertaking Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., during the latest completed academic year.*

Response: 18

File Description	Document
Sample Participation Certificate in Moot Courts, Court visit report submitted to the University, certificate endorsing the student participation in Arbitration/Mediation/Client Counseling, internship completion certificate provided by the host law firm, NGO. Certificate of clerkship assistances from judiciaries. Note: all documents should have clear dates of engagements and should be on official letterhead.	[View Document](#)
Program and course contents that specifies components mentioned in metric 1.3.3 as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3.4

Number of certificate / value-added courses / Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms(without repeat count)where the students of the institution have enrolled and successfully completed during the last five years.

Response: 6

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like Students, Teachers, Law firms, Judges, Sr. Counsels, Employers, Alumni, Civil Societies, Academic

peers etc., and Feedback processes of the institution may be classified as follows:-

Response: B. Feedback collected, analysed, action has been taken and communicated to the relevant body

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	210	165	176	161

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

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

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority of the affiliating University	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)

2.1.2

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

Response: 85.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	119	84	84	78

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	122	122

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution recognises multiple intelligences of students and creates policies and programs for all kinds of learners. The institution assesses the learning levels of the students and organises special Programmes /policies for different levels of learners.

Response:

Special Programmes for Slow Learners

For slow learners' enhanced academic and co-curricular engagement, peer tutoring and mentorship is encouraged by motivating slow learners to participate in various college committees and events. For the slow learners the faculty is available on campus post lectures for guidance in

extra tutoring. Semester-end revision lectures are arranged for all students, and slow learners are encouraged to attend these lectures.

Special Programmes for Fast Learners

The institute offers platforms such as college committees that also organize events, workshops etc where the skills of the fast learners are further refined.

Incentives

The list of winners is published in the College Magazine and which acts as an incentive and motivation to students. The students who excel in academic co-curricular activities are felicitated on the annual day by the College.

File Description	Document
Upload any additional information	[View Document](#)

2.2.2

Student- Full time teacher ratio Data requirement:

- *Total number of Students enrolled in the Institution.*
- *Total number of full time teachers in the Institution.*

Response: 131.8

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning, peer learning, team teaching, case law method and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching

learning process.

Response:

The College uses ICT enabled tools in its teaching learning process catering to students and faculties requirements. Acknowledging the effectiveness of audio visual technique in teaching learning, the College promotes blended learning through various electronic resources. The College has a dedicated classroom which offers students myriad benefits for an enhanced learning experience.

Faculties in the College use a modern approach towards teaching by introducing new learning applications relevant to the legal field. The College promotes E-learning by teaching through Power Point presentations, providing subject notes in digital format, seeking assignment submissions in electronic format along with hard copies.

The College provides learning links to students with respect to various subjects. The institution has made a deliberate effort to promote digital literacy by sharing updates of courtroom activities, legal news that can be accessed via platforms like Live Law and Bar and Bench. Students are directed towards E learning methods such as accessing online Bare Acts through mediums such as India code

The blended mode of learning practiced by the College has ensured sharing of reading material in student groups making learning effective and accessible. Beyond theoretical learning students are introduced to E-Courts, online RTI applications, online cyber complaints and various other activities.

With limited resources the College has maximized digital literacy and aims to do the same in upcoming academic years. The College uses online resources in feeding of marks of students, practice of providing important notification such as exam notices, revaluation forms.

The faculties of the College are active members in paper assessment of final year students of University of Mumbai. It has been an earnest effort of the College to ensure blended learning and teaching techniques and prepare students for the technologically advanced educational sector. A lot of guest lectures, seminars and workshops were conducted online during covid period using the ultimate and dynamic paid ICT tools.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2

The institution adopts effective schemes for mentoring students through teacher mentors and student mentors to address academics and student-psychological issues.

Response:

At Oriental College of Law, fostering a supportive academic environment is paramount, and this is exemplified through their robust mentoring programs designed to cater to the holistic development of students. The institution recognizes the multifaceted challenges that students may encounter during their academic journey and has thus implemented effective schemes for mentoring. These initiatives are spearheaded by dedicated teacher mentors who play a pivotal role in guiding students through their educational paths. Each student is assigned a teacher mentor who serves not only as an academic advisor but also as a supportive figure, offering guidance on career aspirations, academic goals, and personal development.

Teacher mentors at Oriental College of Law are carefully selected based on their expertise and commitment to student success. They undergo specialized training to effectively address the diverse needs of their mentees. The mentorship relationship extends beyond academic consultations; it encompasses fostering a nurturing environment where students feel empowered to discuss challenges they may face, whether related to coursework, personal circumstances, or career choices. Through regular meetings and personalized attention, teacher mentors help students navigate the complexities of legal education and encourage them to reach their full potential.

In addition to teacher mentors, Oriental College of Law recognizes the importance of peer support in student development. Thus, they have established a student mentorship program whereby senior students, who have demonstrated academic excellence and leadership skills, are trained to mentor junior peers. These student mentors serve as role models and offer practical advice on adjusting to college life, managing workload effectively, and balancing academic commitments with extracurricular activities. This peer-to-peer support system fosters a sense of camaraderie among students and promotes a collaborative learning environment where knowledge and experiences are shared organically.

The mentoring programs at Oriental College of Law are not solely focused on academic success; they also prioritize addressing student-psychological issues. Recognizing that the pressures of legal studies can sometimes impact mental well-being, the institution emphasizes the importance of mental health awareness and support. Teacher mentors and student mentors are equipped to recognize signs of stress or anxiety in their mentees and provide empathetic support and appropriate referrals to counseling services when needed. This proactive approach ensures that students receive comprehensive support to maintain their emotional and mental resilience throughout their academic journey.

Moreover, Oriental College of Law integrates mentoring into its broader curriculum through initiatives such as workshops, seminars, and guest lectures featuring alumni and industry experts. These events provide students with opportunities to expand their professional networks, gain

insights into various legal fields, and receive career guidance from seasoned professionals. By connecting classroom learning with real-world applications, the institution prepares students not only to excel academically but also to thrive in their future careers.

In conclusion, Oriental College of Law sets a benchmark in higher education through its comprehensive mentoring programs that prioritize the academic, personal, and psychological well-being of its students. Through the dedication of teacher mentors and the camaraderie fostered by student mentors, the institution creates a supportive ecosystem where every student can flourish. By nurturing talent and instilling confidence, Oriental College of Law equips its graduates with the skills and resilience needed to make meaningful contributions to the legal profession and society at large.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full time teachers appointed against the number of sanctioned posts.

Response: 83.33

2.4.1.1 *Number of Sanctioned Posts as on latest completed academic year.*

Response: 12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.4.2

Percentage of full time teachers with Ph. D. / LL.D during the last five years.

(consider only highest degree for count)

Response: 13.64

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

Response: 3

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./LLD with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./LLD awarded by UGC recognized universities	[View Document](#)

2.4.3

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

Response: 4.6

2.4.3.1 **Total experience of full-time teachers**

Response: 46

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years.

Response: 100

2.4.4.1 *Number of full time teachers worked in the institution throughout during the last five years:*

Response: 22

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal assessment is transparent and robust in terms of frequency , mode and innovation along with prevalence of mechanisms to deal with internal exam related grievances which is transparent and time-bound.

Response:

The College being affiliated to University of Mumbai adheres to the marking pattern prescribed by the University. At the onset of every Academic Year an orientation programme is conducted where students are guided about the assessment pattern for their internals and Practical Training respectively. The internal assessment is divided into three or four components ensuring that recent innovations, amendments, practices in the legal realm are effectively incorporated. For effective functioning, every faculty member is assigned a class in each programme where the faculty member formulates components for internal assessment keeping in mind the level of learning of each batch. The components are designed or chosen in a manner where students can equally focus on their legal writing and oratory skills. A learner centric approach is adopted where there is room for participative learning, experiential learning and team learning. Internal Assessment is carried out in every semester and class wise detailed notices are rolled out at least a month in advance from the date of submission providing students with adequate time for preparation. A special lecture is scheduled for each batch where they are given a detailed explanation of each component by their allocated faculty member.

1. **The college adheres to the 60:40 assessment pattern where 40% is allocated for internal assessment. As per University of Mumbai the 40 marks internal assessment has been bifurcated into various components. The components are broadly classified under Class tests, submission of assignments, presentations, overall conduct of a student and active class participation in respective subjects. The assessment is carried out in a transparent manner and the mark list of internal assessment for each batch is maintained by the examination committee and is kept confidential.**

2. **The College adheres to the 75:25 assessment pattern where 25 % is allocated for internal assessment. As per University of Mumbai the 25 marks internal assessment has been bifurcated into various components. The components are broadly classified under Class tests, submission of assignments, presentations, overall conduct of a student and active class participation in respective subjects. The assessment is carried out in a transparent manner and the mark list of internal assessment for each batch is maintained by the examination committee and is kept confidential.**

3. **The assessment for Practical Training examination is done as per the guidelines provided**

by University of Mumbai. Practical Training assessment consists of Drafting, Pleading and Conveyancing, memorials, Journals. Students are instructed to draft samples of plaints, notices, complaints, and writ petitions as part of practical learning. The record of such submission is maintained by the exam committee.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution.

Response:

The College being affiliated to University of Mumbai does not design its own Programme and Course outcome. However, the College aligns its course objective and teaching plan layout with the course outcome and objective designed by the University of Mumbai.

At the onset of every semester in each academic year an overview about each course (subject) is given to the students by their respective subject in charge. The students are explained about the objective of each course (both compulsory and elective) and are made aware of the relevance of the subject in the legal realm. Learners are informed about the syllabus book which elaborately mentions the course outcome and the same is made available in the college library for student's perusal.

The faculties of the College ensure that along with the prescribed outcome by the university, students are educated about the multifarious career opportunities available in the field post programme completion. The College not only taps on the potential of every student but also makes an effort in finding their core strengths. Each semester that comprises elective courses, a briefing session is conducted on each elective subject which includes an overview of the subject explaining the purpose and outcome of the subject. The session stresses on key areas of practice that are available to students upon selection of respective elective subjects. This practice of the College brings in clarity in the minds of students with respect to subject selection as per their key area of interest which will enhance their growth upon completion of programme. With respect to fulfillment of course outcome students are asked to give their feedback about each course in a hybrid manner

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2

Pass percentage of Students during last five years.

Response: 93

2.6.2.1 *Total number of final year students who passed the examination year wise during last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
139	170	147	201	57

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Affiliating University indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Institution highlighting the pass percentage of students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the sanction letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.1.2

Seminars/conferences/workshops conducted by the institution on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. during the last five years.

Response: 8

3.1.2.1 *Number of Seminars/conferences/workshops conducted on conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. by the institution year wise during last*

five years.

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

File Description	Document
Report of the Seminars/conferences/workshops conducted by the institution with relevant photos and/or videos (if any)	[View Document](#)
List of Seminars/conferences/workshops conducted by the institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

3.1.3

Funded Seminars/ Conferences /workshops.

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Income expenditure statement highlighting the funding received from the granting agency	[View Document](#)
Fund sanction letter from the granting agency towards Seminars/ Conferences /workshops organised by the institution	[View Document](#)

3.2 Research Publications and Awards

3.2.1

Percentage of teachers recognized as research guides.

Response: 0

3.2.1.1 *Number of teachers recognized as research guides during last five years.*

File Description	Document
Upload copies of the letter of the affiliating university recognizing the institution's faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

3.2.2

Number of papers published per teacher in the Journals notified on UGC website during the last five years.

Response: 0.23

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

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

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

3.2.3

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

Response: 0.05

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

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

File Description	Document
List of chapter/book with the links redirecting to the source website.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.3 Extension Activities

3.3.1

Institution's Legal aid/community services and Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues, holistic development, and awards received, if any.

(Showcase at least four case studies to the peer team).

Response:

A lawyer's effective foundation includes a profound grasp of human values, fostering both social sensitivity and a commitment to upholding the rule of law. In line with the institution's vision, the college actively encourages students to engage meaningfully and collaborate closely with organizations dedicated to assisting the underprivileged and marginalized communities. A conscientious legal practitioner dedicates themselves to empowering those in need, while also developing an acute awareness of the circumstances faced by individuals whose lives can be positively impacted by compassionate legal professionals. This holistic approach ensures that legal professionals not only advocate for justice but also actively contribute to societal welfare through their sensitivity and advocacy.

The college creates opportunities to bring awareness amongst our students about the needs of citizens of our country who can be supported by legal knowledge. In the city of Navi Mumbai, some of the biggest challenges are faced by the locals especially in the area of Panvel oriental college of law which organized a legal aid camp in uran village for the villagers. These visits are planned as drives where students interact with the villagers and make them aware of the laws and reliefs which are available to them in the form Natak/Play to make them aware of the situation and how to deal with it.

In relation to the awareness programs for sensitization of the local people our students participated in DLLE activities in which they make the local citizens aware of the problems and latest environment issues through posters, essays and legal literacy programs conducted the DLLE department in collaboration with Mumbai university and swachh bharat abhiyan organised by NMMC. Our students regularly and consistently participate in environment programs which are organised by the college to make the locals aware of the rising problems in the environment.

Students and faculties donated blood for the needy people in collaboration with cancer foundation parel fruits to the orphans and visited old age homes during the foundation day of oriental college of law.

An initiative that makes us feel more confident about our students' commitment to social causes is their regular visits to orphanages and old age homes; there, they hold sessions on legal awareness and various other skills.

Many such initiates have been undertaken by the college to keep students engaged with work that installs in students social sensitivity and helps them build the practice of volunteer work, as a lifelong deed.

File Description	Document
Upload any additional information	[View Document](#)

3.3.2

Number of extension and outreach programs conducted by the institution throughNSS/ NCC/Government and non-government bodies other clubs during the last five years.

Response: 4

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.3.3

Students participating in Lokadaalat/Para Legal Volunteering/Pro-bono, PIL etc and the outcomes are evident.

Response:

Lok Adalat, a unique alternative dispute resolution mechanism, recently witnessed active participation from students at Oriental College of Law. The event aimed to acquaint students with the proceedings of Lok Adalats and promote free and fair legal justice for the needy and downtrodden. Here are the key highlights:

Objective and Learning: The primary objective was to educate students about Lok Adalats and their role in settling disputes. Students learned how these forums provide justice without the need for lawyers and hefty fees. The focus was on imparting practical knowledge about dispute resolution.

Settlement Process: Lok Adalats encourage compromise and amicable settlements. The voluntary nature of participation distinguishes them from conventional court proceedings. Both parties willingly engage in the process, fostering an environment conducive to cooperation and resolution.

Recognition: Participants and volunteers received certificates and medals for their contributions. The event featured various performances, including mockeries, fashion shows, drama, dance, shayari, solo acts, and skits related to cyber-crime.

In summary, Oriental College of Law actively promotes legal awareness and practical learning through student participation in Lok Adalats. These experiences empower future legal professionals to contribute effectively to the justice system while emphasizing fairness and accessibility

File Description	Document
Upload any additional information	[View Document](#)

3.4 Collaboration

3.4.1

Number of functional MoUs / linkages with institutions/ Law firms/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 4

File Description	Document
Summary of the functional linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Oriental College of law is having satisfactory infrastructure and physical facilities which helps for efficient teaching and learning. For the growing demands of the higher education it is very much necessary to have a good infrastructure which can provide boost for teaching and learning, hence the infrastructure is being built keeping in mind the needs and requirements.

The campus of college is having area measuring **10730** sq. ft. and also and independent two floors i.e. sixth and Seventh floor which is exclusively available for the law college for conducting the lectures in smooth and in efficient manner.

The college has 19 classrooms which is inclusive of the moot courtroom, computer laboratory, Seminar hall, legal aid cell. The above are available with air conditioners.

The following amenities are provided for enhanced teaching & learning know-how.

Podiums	19
White Boards	8
LCD Projectors	3
Broadband Connections	3

The college premises is having computer lab and the computers which are present is the premises are connected with internet facility of 300 mbps bandwidth. For helping the students to prepare their, assignment, projects and moot court memorial, the students can make use of the computer lab. Not only the students, but also the faculties which are present in the staff room are being provided with computers which can aid them for preparing notes and research papers. The college is having a Moot Court Room which is similar to the real court room which is provided to the students with the motive to give them the knowledge of the proceedings which take place in the real court room when the matter is adjudicated by the judiciary. This is done with the help of moot court sessions and moot court competition for students.

There is a separate room exclusively for the Legal Aid cell for conduct of meetings and organizing events. The above is used by the legal Aid Cell Coordinator and other committee members.

The College seminars and conferences and other co-curricular activities take place in the Seminar hall. The seminar hall of the college has an area measuring 126sq ft. and has the capacity to accommodate155 number of people.

The seminar hall is provided with the seating capacity of 130

The above amenities are present in the seminar halls.

LED Lights	55
LCD Projector	3
Amplifier	2
Microphones	2
Speakers	2

The college is provided with a conference hall with an area measuring **79sq**. for the efficient conduct of the meetings of college management. Also, when the guest makes a visit to the premises of the college, the refreshment facility for such guest is made available to them in the conference room.

For the betterment in teaching and learning the college has made the IQAC (Internal Quality Assurance Cell) and for the smooth conduct of the meetings of the above cell, the college is having a room which is being allotted specially for it. It has a round table and also a seating capacity of 8

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 24.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.92	17.90	36.20	25.02	26.42

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Oriental College of Law Library was established in the academic year 2014-2015.

The Library of Oriental College of Law located at seven floor the OCL Library has a seating arrangement for 50 students. Library is well furnished table and comfort chairs It contains collection of Law Books, AIR Bound Volumes, AIR Journals, Magazine, Periodicals, daily Newspaper in Marathi, English language. Issue return section, Journal section, reading section is separate. The library collection books, AIR bound volumes, donated old books. Library security as CCTV cameras, Fire extinguisher are also available.

At present the library has 3653 Books (Text books, Reference books) and 9 Bar Council of India Recommended Journals.

Library is Partially automated. It has subscription to legal data bases and has kept AIR Manuals for the students.

The Area size of library in total is 980 sq. ft

The library has book shelves, reading space of 644 sqm, Newspaper Rack, 2 Computers for student's.

The Library obtains latest reading materials i.e. Books, Journals, E-Resources as recommendations are given by the Library Advisory Committee (LAC), Students, Teachers according to the budget allocated.

The library also provides the reference service, Wi-Fi, Internet, online access to syllabus/question papers and gives recommendations according to the user's requirements soft copy and hard copy available in the library.

The Library of Oriental College of Law also Provides Dissemination Service (SDI) and Current

Awareness Service(CAS) to all the teachers and students.

The library staff coordinates with teachers and students to help them in order to browse and download research papers/Articles from internet and the troubleshooting problems with regards to assignments.

All student can issue maximum 2 books for 7days they can renew for 7 days.

Library also provided Book Bank Scheme for SC, ST, DT and NT students. (as per University Mumbai)

Library Blog: Library has created blog update library details and student can access

Institutional Repository: Library has Institutional Repository for syllabus & Question Papers of B.A.LL. B&LL. B Students access

NDLI (National Digital Library India):

Automation:

The Library has installed the Latest version of Integrated Management Software (ILMS):"e-Granthalya 3.0

Nature and extent of automation Partially Automated

Version:3.0

OPAC (Open Online Library Catalogue)

The following Modules are being used in the Library:

Acquisitionà Library uses acquisition module to acquire library materials and add bill details

CataloguingàLibrary uses cataloguing module to make entries of books, text books, reference books etc

CirculationàLibrary uses circulation module to issue and return library materials to users

OPACàLibrary has provided OPAC. Students can search Library materials through the OPAC in the library.

DSPACEà Library has provided with DSPACE. Students can search e-resources and find the question papers and all the material online.

File Description	Document
Upload any additional information	**View Document**
Provide the relevant information in institutional website as part of public disclosure	**View Document**

4.2.2

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

Response: 1.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.90	2.16	0.67	2.36	2.06

File Description	Document
Institutional data in the prescribed format	**View Document**
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books andsubscription to journals/e-journals should be clearly highlighted)	**View Document**

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection.

Response:

The oriental college of Law has emphasized on the new needs of the society and has provided with the IT facilities for the betterment of all the stakeholders. According to the frequent updates with respect to the IT facilities, is also taken care by the college.

With respect to IT, the college is involved in providing various services to the teachers and students like

computers, internet, application software for both official and academic use.

The oriental college of law is having **8** desktop computers in order to fulfill the requirement of both i.e. academic as well as the administrative purposes. The library of oriental college of law is well-resourced with computer lab for all the students of the college which can help them to have access to the various information which they need for the purpose of research as well as education purpose. The college is having **138** computers and with proper connected internet facility which is quite useful for the students. All the necessary software which can be helpful for the students in their academics and curriculum are present and properly updated whenever there is requirement. Maintenance of computer in proper condition is the responsibility of the technicians.

All the classrooms in the college is having proper air-conditioner and CCTV cameras. College premises is well equipped with conference hall, seminar hall with ICT facilities such as Speakers, projector, Computer attached with Projector.

The desktops on the campus are upgraded to Processor core i-3-6100 CPU 3.70 Ghz, Ram-8GB, hard Drive-

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

Student – Compute/ laptop ratio (Data for the latest completed academic year)..

Response: 10.54

4.3.2.1 *Number of computers available for student use..*

Response: 125

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Purchased Bills/Copies highlighting the units and expenses incurred for purchase of computer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 18.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.33	11.92	16.24	18.64	17.43

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

4.4.2

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

Response:

The Management is having a centralized department for buying and maintenance of infrastructure. These departments help the college in incorporation of all the policies which related to maintaining and making proper use of physical, infrastructural and IT related services.

For IT related issues, Oriental college of Law have the following services and contracts:

1. **Booking of IT-related complaints to IT Helpdesk**

- The in-charge assigned for computer center work is given the duty to maintain all the equipment in the computer center.
- The staff at administrative department maintains a record of infrastructural material and other records.
- The verification of all stock is done on daily basis

Complaint procedure

- A complaint call is made through e-mail/phone to the Lab Assistant.

- After the complaint call is made, the Lab Assistant makes the visit to the relevant areas and resolves all the issues.
- If there are case relating to minor issues i.e. of IT complaint and Purchases, then the issue is mainly resolved at the college level itself. The minor issues relating to IT is resolved by the approved vendors (Vendors are approved by the trust).
- If there is any case relating to major issues i.e. issue relating to IT complaint and purchases, the IT office and the trust resolve the issue.

1. **Booking of complaints regarding plumbing, electrical, carpentry & civil work**

- The office of Principal, Vice-Principal, Faculty Room, College office are properly equipped with Desktops, Air conditioners and the necessary furniture.
- The approved vendors are responsible for maintenance work like civil and Painting.
- The electrical instruments are maintained by the electricians. They upkeep all the electrical instruments. Whenever there is any issue relating to electrical work they attend it duly.
- The electricians appointed are duly responsible for checking the power supply and voltage on regular basis.
- The inspection of classroom, IT & other infrastructure is done by Jr.Clerk and Peon on regular basis.

Complaint procedure: On the basis of issues pointed during the inspections and on the receipt of complaints by the students, staffs and faculties with respect to electric work, plumbing, civil work, carpentry, a complaint is mainly booked in the format prescribed and by phone.

If there is need of any material with regards to the plumbing, carpentry, civil work maintenance, electrical, then the concerned staff of the trust, and the college is required to purchase the relevant material from the approved vendors (Vendors are approved by the Trust)

If there is major work, as the request is made by the staff of the trust, the college on approval of a proposal given by the trust, buys the required material.

1. **Annual Maintenance Contract (AMC) for Air-conditioners**

- For maintaining the Air-conditioners in proper conditions, Annual Maintenance Contract (AMC) is given to the Approved outsourced vendors.
- The Maintenance of the equipment is being done by the approved outsourced vendors and

suppliers i.e. Perfect Cool Service.

Complaint Procedure: The complaint booking for AC issues are done by way of hone because the vendor is mainly decided by the Trust.

- A complete follow-up is being taken with the vendor till the issue is not resolved.
- If there are any minor issues with respect to the air-conditioner purchase and complaints, then the issue is resolved at the college level.
- The college buys the necessary material relating to minor issues in air-conditioners through the approved vendors
- If there are any major issues with respect to air-conditioners complaints and purchases then in such case, the issue is resolved by the Trust's Central Purchase Committee (CPC).

1. **Annual Maintenance Contract (AMC) for Pest Control**

The Annual Maintenance Contract with regards to Pest Control services is assigned to outsourced vendors i.e. Oxford Pest Control.

The Annual Maintenance Contract is assigned to the vendor with the approval of Trust. The visit is being carried out every month. The total visit in a year is around 12. The vendor is allotted time and date every month, accordingly the vendor visits the premises.

1. **Annual Maintenance Contract (AMC) for Fire Extinguishers**

- The Fire extinguishers are being installed in and around the premises which are duly maintained by the vendors i.e. Mauli Fire Safety and Services.

- The Maintenance of all the equipment is carried out by approved outsourced vendors and suppliers.

- The period of AMC is of one 1 year. The vendors make a visit to the campus for inspection of the fire extinguishers for the prescribed period. The extinguishers are further fill up for next period.
- The fire officer of trust is responsible to carry out the safety measures. Mock drills are being conducted.
- Compliant Procedure: if there are any problems with regards to fire extinguishers, then the Vendor exchanges the extinguishers.

1. **Annual Maintenance Contract (AMC) for Water Purifier**

- The Pantry of the college is well-furnished with a proper water filer, a microwave and a refrigerator.
  The vendors mainly maintains the water filter which is installed in the pantry area of the college.
- The RO water purifier is fixed in the premises of the college for supply of purified drinking water and is maintained by the approved vendor i.e. Voltas

1. **Annual Maintenance Contract (AMC) for Housekeeping services**

- All the classrooms, offices, and the faculty rooms are cleaned every day by the housekeeping staff who are being appointed.
- The washrooms and premises are cleaned on daily basis by the housekeeping staff
- The equipment is maintained by the approved outsourced vendors and suppliers. The contract is mainly given to them by trust.
- The approved vendor i.e. Clean on Pvt Ltd provides the required staff as the per the need of the college.

1. **Miscellaneous**

- The maintenance and the upkeep is taken care by the support and administrative staff.
- The maintenance of the library is done by the Librarian and support staff. The verification of the stock of library is done every day by the librarian and non-teaching staff.
- The outsourced vendors and suppliers are approved for carrying out the maintenance of all the equipment.
- The premises maintained by the vendors are installed with CCTV cameras.
- The administrative staff and the faculties concerned maintains all the administrative and academic records.
- Stock verification of all the furniture, stationery and equipment's is done on daily basis
- The principal is responsible for supervision of all the activities related to academics
- The supervision of administrative activities is being carried out by the office superintendent.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarship/freeship by the institution, Government andnon-government bodies, industries,individuals, philanthropistsduring last five years.

Response: 2.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	32	23	8	3

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on programs related to ICT/technology skills in legal process	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language: communication and advocacy skills enhancement programs	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.3

Efforts taken by the institution to provide career counseling including e-counseling and guidance for competitive examinations during the last five years.

Response:

Over the last five years, the Oriental College of Law has undertaken substantial initiatives to enhance career counseling and guidance for its students, focusing on e-counseling and preparation for competitive examinations. These efforts underscore the institution's commitment to equipping students with the necessary skills and knowledge to excel in their legal careers. Below is an overview of the key programs implemented by the college:

1. **Guiding Session on Mastering Courtroom Arguments (5th February 2019):** On February 5, 2019, Oriental College of Law organized an extensive session aimed at developing students' courtroom argumentation skills. This program was designed to provide practical insights into effective advocacy techniques. Legal professionals and experienced practitioners led the session, offering students hands-on experience and guidance on presenting compelling arguments in courtrooms. The session focused on real-life scenarios, enhancing students' confidence and proficiency in legal advocacy.

2. **Preparation for Judiciary Exam (25th February 2020):** Recognizing the importance of judiciary exams in legal careers, the college conducted a dedicated preparation session on February 25, 2020. This program was tailored to help students understand the exam patterns, subject areas, and effective study strategies. Eminent faculty members and former judiciary exam qualifiers shared their expertise, providing students with crucial tips and resources for excelling in these competitive exams. This session aimed to demystify the exam process and foster a

systematic approach to preparation.

3. **How to Become Government Advocate/Public Prosecutors (15th March 2021):** On March 15, 2021, the college organized a session focused on career pathways in government advocacy and public prosecution. The program addressed the role and responsibilities of government advocates and public prosecutors, providing insights into career opportunities within these fields. The session featured interactions with experienced government advocates and prosecutors who shared their career journeys, challenges, and strategies for success. This initiative was designed to inform and inspire students interested in these crucial legal professions.

4. **How to Start Litigation Practice (15th February 2022):** On February 15, 2022, the college hosted a workshop aimed at guiding students on starting a litigation practice. This program covered essential aspects of establishing and managing a litigation practice, including client acquisition, case management, and legal strategies. Practicing lawyers and entrepreneurs provided practical advice and shared their experiences on navigating the early stages of a legal career. The session was particularly valuable for students considering entrepreneurship in the legal field.

5. **Career Pathway in Law (11th January 2023):** The most recent initiative, held on January 11, 2023, was a comprehensive career counseling session focused on exploring various career pathways in law. This program offered an overview of diverse career options within the legal field, including private practice, corporate law, academia, and public service. The session featured a panel of distinguished legal professionals who shared their career experiences and provided guidance on making informed career decisions. The aim was to broaden students' perspectives on potential career trajectories and help them align their interests with suitable career paths.

Throughout these programs, Oriental College of Law has demonstrated a proactive approach in addressing students' career development needs. The inclusion of practical sessions, expert panels, and personalized guidance reflects the college's commitment to preparing its students for successful legal careers. By continually evolving its career counseling strategies and incorporating both traditional and digital methods, the college ensures that its students are well-equipped to navigate the complexities of the legal profession and achieve their professional goals.

File Description	Document
Upload any additional information	[View Document](#)

5.1.4

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

1. *Implementation of guidelines of statutory/regulatory bodies*
2. *Organisation wide awareness and undertakings on policies with zero tolerance*
3. *Mechanisms for submission of online/offline students' grievances*
4. *Timely redressal of the grievances through appropriate committees*

Response: C. Any 2 of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years.

Response: 2.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	1	2	2

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.2

Percentage of Students enrolled with State Bar council.

Response: 42.76

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

Response: 65

File Description	Document
Number and List of students enrolled with Bar Council and details such as name, Date of enrollmentto Bar Council, etc and links to enrollment certificate (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.3

Percentage of students progressing to higher education during the last five years.

Response: 1.6

5.2.3.1 *Number of outgoing student progression to higher education year wise during last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	1	0

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.2.4

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

Response: 0.8

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

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

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students qualified year wise under each category and links toQualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	0	0	0

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3.2

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

Response:

At Oriental College of Law, we are deeply committed to fostering student representation and engagement across a variety of administrative, co-curricular, and extracurricular activities. Our institution recognizes the value of student involvement in shaping the academic and social environment, and we have established comprehensive structures and processes to support this engagement.

Administrative Representation: We provide students with significant opportunities to participate in the administrative functions of the college representative bodies. Additionally, students are represented on various committees and advisory boards, ensuring that their perspectives contribute to institutional decisions and developments.

Co-Curricular Activities: Oriental College of Law promotes active student involvement in co-curricular activities, which complement and enhance their legal education. Students are encouraged to participate in academic societies, moot court competitions, and legal research groups. Representation in these areas allows students to take on leadership roles, organize events, and provide feedback on co-curricular programming, thereby enriching their educational experience and honing their professional skills.

Extracurricular Activities: Our institution supports a wide range of extracurricular activities, including sports, cultural events, and community service projects. Students are instrumental in organizing and leading these activities, from sports teams and cultural festivals to advocacy groups and volunteer initiatives. By engaging in these extracurricular pursuits, students develop valuable leadership and organizational skills while contributing to a vibrant campus life.

At Oriental College of Law, we are dedicated to creating an environment where students are empowered to actively participate in shaping their academic and campus experience. Through structured representation and engagement opportunities, we help students develop leadership skills, contribute to institutional growth, and enhance their overall educational journey.

Participation of Stuents in following Committes

1: College Development Committee

2: Internal Quality Assurance Cell

3: Moot Court Association

4: Anti Ragging Committe

5: Women Development Committe

File Description	Document
Upload any additional information	[View Document](#)

5.3.3

The institution conducts /organizes   following activities

1. Sports competitions/events

2.Cultural competitions/events

3. Technical fest/academic fests

4. Any other events through active clubs and forums

Response: C. Any two of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)

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 teaching, mentoring other support services during the last five years.

Response:

5.4.1: *The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and teaching, mentoring other support services during the last five years.*

Alumni are not only key supporters but also sincere friends of the college. Cultivating a strong relationship with them is essential for generating valuable word-of-mouth promotion within their social and professional networks. The alumni association bridges the gap between current students and alumni, creating opportunities that strengthen these connections and support mutual growth. It plays a crucial role in addressing the needs of both academics and professionals, linking college life with career development.

The Oriental College of Law established its alumni association in 2022-23, officially registering as the Oriental College of Law Alumni Association, Thane on April 11, 2022. It was founded under the leadership of Mrs. Rupali Shyam Jamode, Principal, and Ms. Disha Sharma Secretary, with key members including Mrs. Aparna Ashok Parab (Treasurer), Mr. Mrs Khan Rana Anjum (member) Mrs. Sayyed Sabiya Irshad Ali (Member) Mr. Khan Irfan Ali (Member) along with several former students.

The annual membership fee is Rs. 250, which covers the registration fee. Mrs Rupali Shyam Jamode organizes an alumni meet once a year, and various communication channels such as WhatsApp groups,

email, and phone numbers are available for staying in touch with alumni. Past alumni have provided valuable insights to current students about professional expectations and how to meet them, and there have been suggestions for professionals in authoritative positions to offer training and placement opportunities to current students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.4.2

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

Response: E. <1 Lakhs

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision :

To create world class individual with excellence in personal and professional field, with the devotion to inculcate competencies of highest standard

Mission:

To provide high quality education and conduct cutting edge research for continuous improvements and professional growth in the context of global opportunities.

File Description	Document
Upload any additional information	[View Document](#)

6.1.2

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

Response:

Effective leadership in educational institutions, such as the Oriental College of Law, can be prominently observed through practices like decentralization and participative management. These approaches not only enhance organizational efficiency but also foster a collaborative and empowering environment.

Decentralization involves distributing decision-making authority from central administrators to various departments and units within the institution. At Oriental College of Law, this practice is evident in how different academic departments and administrative units are given autonomy to manage their specific functions. For instance, faculty members might have the authority to develop and implement specialized curriculum elements or organize departmental events. This decentralization not only streamlines processes by allowing those closest to the issues to make decisions but also encourages a sense of ownership and accountability among staff and faculty. By decentralizing authority, the institution can respond more agilely to the needs of students and the academic community, enhancing overall effectiveness.

Participative management, on the other hand, is characterized by the inclusion of various stakeholders in decision-making processes. At Oriental College of Law, this is reflected in the involvement of faculty, staff, and sometimes students in governance and policy-making. Regular meetings, committees, and feedback systems allow diverse perspectives to influence institutional strategies and decisions. This participatory approach ensures that policies are well-rounded and consider the needs and insights of all stakeholders. For example, academic committees might consist of faculty members who contribute to curriculum development, while student representatives might be involved in decisions regarding campus life and services. By valuing the input of various members of the institution, participative management promotes a culture of mutual respect and collaboration.

Together, decentralization and participative management create a leadership model that is both inclusive and adaptive. They allow for more responsive and effective administration by leveraging the expertise and perspectives of different individuals within the institution. This not only improves the operational efficiency of the Oriental College of Law but also enhances its educational environment by fostering a more engaged and motivated community. In essence, such practices reflect a leadership style that is both dynamic and supportive, crucial for thriving in the modern educational landscape.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic/ perspective plan is effectively deployed.

Response:

The Oriental college of law Vision and Mission of the college: Oriental college of law vision is to create a 'world-class quality institution for training young minds to achieve success". A perspective plan is prepared for every 5 years It is prepared by the prospective plan committee. It is submitted to the CDC & managing committee.

Faculty and staff at Oriental College of Law make continuous efforts to provide students with rich experiences both in academic and practical areas. The mission is to provide an opportunity to all aspiring youngsters enabling them to realize their true potential to join different professions and fulfil their dreams.

Oriental college of law follows all government policies and according to that, a perspective plan is in force in the institute which takes into consideration the following aspects -

Annual Institutional Plan: An academic calendar is planned every year in Oriental College of Law for all students and faculties to give a clear vision of the events to be unfolding in the coming year. This calendar provides a detailed blueprint of the programs to be arranged for the upliftment of students as well as faculties.

Oriental College of Law forms schedules specifying important academic dates, including the start and end of terms, registration deadlines, examination periods, and other significant academic events.

An annual institution plan is a comprehensive document that includes the organization's goals, objectives, strategies, and activities for the upcoming fiscal year. This plan serves as a roadmap to guide the institution's activities and resources, ensuring alignment with its long- term strategic goals.

Future plans of the college: Oriental College of Law has a vision of becoming a university and working on that goal where the institute aims to provide not only theoretical knowledge to students but also skilled-oriented entrepreneurs.

Infrastructure Development: Oriental College of Law takes care to upgrade the existing facilities to meet modern standards including infrastructure development and its maintenance and also its safety measures. As per the need for current digital teaching methods, Oriental College of Law has upgraded our classrooms, auditorium, etc.

Teaching/ Learning Development Programs: Oriental College of LAW always aims to continuously develop its teaching methods so as to provide optimum education to our students. For this, various faculty development programs are arranged at regular intervals. Student Support Activities: Student committees are formed wherein they can discuss their problems and issues are solved with the support of faculties. Leadership roles are encouraged by means of various seminars and co-curricular activities. A General Secretary is elected to take care of the student's perspective in all events that are organized.

Clear Communication and Understanding: The Institute ensures that the institutional plan is communicated clearly to all members of the legal institution. Every employee, from lawyers to support staff, has understood the mission, vision, and objectives of the plan. The institute has established mechanisms for gathering feedback from Faculty as well as the students. Their input helps shape the institution's services and strategies.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2

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

Response:

The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment, service rules and procedures, etc.Our Institution has well defined bodies with a structural hierarchy which helps in the facilitation of participative management. Also, being aware of the fact that college administration is a collective effort, the Institution understands that the co-operation and support of all the stakeholders is needed to achieve the vision and mission of the Institution.

The Trustees and Management of the College decide the vision and mission of the College; this defines the path to be followed. At the apex, the governing body scrutinizes every aspect of the college life. The Governing Body's main function is to administer the affairs of the College. It meets twice a year and looks into the final approvals regarding examination reforms, student aid, statement of accounts, budget approval, etc.

The Principal takes care of the overall functioning of the College in order to ensure the effectiveness in its operation and also facilitates interaction with the external regulatory bodies such as the University in orderto fulfil the stipulated requirements.

The Internal Quality Assurance Cell (IQAC) of the Institution comprises of the Chairperson, Coordinator, Management, Principal, Alumni, Faculty and administrative staff. This Committee is responsible for undertaking quality measures for maintaining the necessary standard in teaching-learning and also to supervise the activities necessary to improve the quality of education by conducting different workshops, seminars and activities.

The College Development Committee of our Institution meets at regular intervals and prepares comprehensive plan which includes various aspects such as infrastructural development, administrative and academic improvement, academic collaborations, etc. This Committee aims to pursue excellence in all the activities in the college.

To conduct the different activities in the Institution, different committees are constituted at the beginning of the academic year during the IQAC meeting.

These committees consist of the Principal who acts as the ex-officio chairman of all the committees, the faculty in charge, and other members. These committees are responsible for the conduct of curricular and extracurricular activities. These include the Examination Committee, Legal Aid Committee, Cultural committee, Guest Lecture Committee, Grievance RedressalCell, Moot Court Committee, Magazine Committee, Library Committee,

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3

Implementation of e-governance in areas of operation

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

Response: C. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI.	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Institutional Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Oriental College of Law is deeply committed to the welfare of its teaching and non-teaching staff, recognizing that their well-being is integral to the institution's overall success. A comprehensive range of welfare measures is implemented to ensure a supportive and conducive working environment.

1: BEST TEACHER AWARD

2: BIRTHDAY CELIBRATION OF TEACHING AND NON TEACHING STAFF

3: SALARY INCREMENT SCHEME

Based on performance and potentialities of work performed, the salary / remuneration of the staffs is also increased. College specifically made this scheme of Salary Increment to retain faculties so that they will stay motivated towards work.

4: SICK LEAVE POLICY

Paid sick-leave is given by the College for its staff so that they can get a timely medical facility in a timely manner and to recover from their illness fast reducing possibility of complicated health issues. It makes the workplace healthier and productive. In the Sick – Leave Policy allows employees to take the necessary time off to recover from illness or injury, promoting their overall health and well-being. This also helps to make a healthy work-life balance, enhancing employee satisfaction and morale.

5: MATERNITY LEAVE BENEFIT

Paid maternity benefit is given by College to all its staffs [teaching / non- teaching] to allow the female staffs to avail the benefit to stay away from the place of work and focus on self-care and care of the new born with retention of job as well. Post & pre maternity benefit helps to reduce infant mobility rate by providing the new mother to enjoy intimal days of her motherhood. At the same time by providing this benefit, the management tends to retain more women faculties making the foundation of employer – staff relationship more strong than before.

6: TRAVEL REIMBURSEMENT TO ALL THE STAFF MEMBERS FOR ANY OFFICIAL DUTIES

A policy to reimburse travel expenses of staff members incurred during official duties outside the office premises. This initiative aims to support and facilitate work-related travel needs effectively.

7: COMPUTER FACILITY TO STAFF MEMBER

To empower our teachers with the tools necessary for modern education, each faculty member will now have access to dedicated computer stations. These stations will be equipped with the latest software and hardware, enabling teachers to prepare their lessons more efficiently, conduct research, and engage in professional development activities seamlessly.

8: CANTEEN FACILITY

Recognizing the importance of a conducive work environment, we have revamped our canteen services to cater specifically to the needs of our teaching staff. The newly upgraded canteen will offer a diverse range of nutritious meals, snacks, and beverages throughout the day. This initiative aims to ensure that our teachers have access to quality refreshments conveniently, allowing them to focus more effectively on their teaching responsibilities.

9: PARKING SPACE

The designated parking areas for teachers are strategically located close to academic buildings and faculty offices, ensuring easy access to workspaces without the hassle of long walks or time-consuming searches for parking.

10: Wi Fi Facility

We understand the importance of connectivity in today's digital age. Therefore, we have invested in upgrading our campus-wide Wi-Fi infrastructure to provide reliable and high-speed internet access to our

teachers. Whether in classrooms, offices, or common areas, our faculty members can now stay connected at all times, facilitating enhanced communication, research, and collaboration opportunities.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)

6.3.3

Percentage of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the last five years

(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course,

Short Term Course etc.)

Response: 5.56

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC stipulated time periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.3.4

Institutions Performance Appraisal System for teaching and non-teaching staff.

Response:

6.3.4: *Institutions Performance Appraisal System for teaching and non-teaching staff*

Institution Performance Appraisal System for Teaching and Non-Teaching Staff at Oriental College of Law

Introduction

At Oriental College of Law, the performance appraisal system is a critical mechanism for fostering academic excellence, enhancing operational efficiency, and ensuring professional growth for both teaching and non-teaching staff. The system is designed to assess performance comprehensively, support staff development, and align individual contributions with the institution's strategic goals.

Objectives

1. **Enhance Performance**: To provide constructive feedback that helps staff members improve their

effectiveness and productivity.

2. **Support Professional Development**: To identify training needs and career development opportunities for staff.
3. **Align Goals**: To ensure that individual objectives are in harmony with the institution's mission and goals.
4. **Recognize Excellence**: To acknowledge and reward outstanding performance and contributions.
5. **Inform Decision-Making**: To support decisions related to promotions, salary adjustments, and other HR functions.

Performance Appraisal System

1. Evaluation Criteria

- **Teaching Staff**:
  - **Academic Excellence**: Evaluated through student feedback, peer reviews, and teaching outcomes. Includes course delivery, research contributions, and academic publications.
  - **Student Engagement**: Assessed through student evaluations, participation rates, and mentorship effectiveness.
  - **Professional Development**: Participation in workshops, conferences, and continued education.
- **Non-Teaching Staff**:
  - **Operational Efficiency**: Includes punctuality, task completion, and problem-solving abilities.
  - **Service Quality**: Evaluated based on internal feedback, support effectiveness, and collaboration with teaching staff.
  - **Initiative and Innovation**: Assessed through contributions to process improvements and proactive problem-solving.

2. Appraisal Process

- **Self-Assessment**: Staff members complete a self-assessment to reflect on their achievements, challenges, and development needs.
- **Peer Review**: For teaching staff, peer reviews offer insights into teaching methods and academic contributions. For non-teaching staff, colleagues provide feedback on teamwork and operational support.
- **Student Feedback**: Students provide evaluations of teaching effectiveness, which are used to gauge instructional quality and engagement.
- **Managerial Review**: Supervisors assess performance based on predefined criteria, considering self-assessments, peer reviews, and feedback from other stakeholders.

3. Appraisal Timeline

- **Annual Appraisal**: The formal appraisal cycle is conducted annually, providing a comprehensive review of the past year's performance.
- **Mid-Year Reviews**: Informal reviews are conducted mid-year to discuss progress, address concerns, and adjust goals as necessary.

4. Development and Recognition

- **Development Plans**: Post-appraisal, personalized development plans are created to address identified areas for improvement and to support career growth.
- **Recognition Programs**: Outstanding performance is recognized through awards, certificates, and public acknowledgment during institutional events.

5. Feedback and Follow-Up

- **Feedback Sessions**: Detailed feedback sessions are held to discuss appraisal outcomes, development plans, and future goals.
- **Ongoing Support**: Regular follow-up meetings ensure that staff members receive the necessary support and resources to achieve their development objectives.

Conclusion

The performance appraisal system at Oriental College of Law is integral to maintaining high standards of teaching and administrative excellence. By systematically evaluating and supporting both teaching and non-teaching staff, the institution aims to foster a productive and dynamic academic environment that drives success and growth for all stakeholders.

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly.

Response:

Oriental College of Law prioritizes rigorous financial oversight through its commitment to regular internal and external financial audits. These audits are integral to ensuring sound financial management and upholding transparency within the institution.

Internal Audits: Conducted periodically by the college's internal audit team, these audits focus on evaluating and improving internal controls, financial procedures, and compliance with institutional policies. They help in identifying potential issues early, ensuring that financial practices are both effective and efficient.

External Audits: To maintain accountability and offer an objective perspective, Oriental College of Law engages independent external auditors annually. These external audits review the college's financial statements and practices against established accounting standards and regulatory requirements. The findings from these audits are crucial for confirming the accuracy of financial reports and reinforcing stakeholder confidence in the institution's financial health.

By implementing these comprehensive audit practices, Oriental College of Law demonstrates its dedication to financial integrity, transparency, and effective governance, thereby supporting its mission and sustaining trust among students, staff, and external stakeholders.

S. F. PEREIRA AND ASSOCIATES, Chartered Accountants carry out external audits for the accounts. ·

Financial Year 2018-19: Audit Report ·

Financial Year 2019-20: Audit Report

Financial Year 2020-21: Audit Report

Financial Year 2021-22: Audit Report

Financial Year 2022-23: Audit Report

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)

6.4.3

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

Response:

Oriental college of law is a permanently unaided linguistic minority institute and operates with seven programs independently. Financial accountability and transparency are of prime focus for the institute and hence they make sure regular audits are being conducted and detailed report is submitted annually. The Accounts section of the institute prepares the budget under the supervision of the Principal, which is then presented to the governing body for approval followed by its execution as per the policies. To determine the budgetary requirements for every year, a comprehensive review of the previous year's expenditure is conducted, along with input from the Principal.

The Accounts section of the institute provides funds with the approval of the governing body for conducting and organizing Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes, and subsidized transport for the entire course as per the recommendations of the Head of the Departments based on the curriculum requirement. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance costs, stationery, and other consumable charges, and non–recurring expenses like lab equipment purchases, furniture, and other development expenses.

Since the institution is self-funded and supported by society, and with its established presence over the years, the entire civil infrastructure is already established. Consequently, the total tuition fees collected from students are more than sufficient to cover the institution's operational and developmental expenditures, both recurring and non-recurring. The Institute always monitors the efficient use of available financial resources for infrastructural development and teaching-learning. All the expenses are properly audited by an external charted accountant.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.

Response:

The College aims to deliver high-quality legal education, and its Internal Quality Assurance Cell (IQAC) manages activities that cover all facets of the Institute's operations. This cell has been consistently performing its duties, focusing on enhancing teaching and research quality through regular updates based on stakeholders' needs. The IQAC also provides guidance on best administrative practices to optimize resources and improve services for both students and staff. It plays a role in academic and administrative audits and evaluates results to address areas needing improvement. Feedback and suggestions from students and staff regarding teaching and administration are also gathered. The IQAC has been instrumental in implementing quality assurance strategies and processes throughout the institution. It meets biannually to drive initiatives aimed at delivering quality legal education, and it significantly contributes to embedding quality assurance strategies and processes within the institution. Additionally, the Institution reviews feedback from various stakeholders.

However, following may be one examples of best practices institutionalized:

Prof. Javed Khan Lecture Series : From 1st Feb to 3rd Feb 2024

File Description	Document
Upload any additional information	[View Document](#)

6.5.2

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

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

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

Response:

INTRODUCTION:

Internal Quality Assurance Cell (IQAC) has been established in the ORIENTAL LAW COLLEGE as proposed by UGC and NAAC. Since quality enhancement is a continuous process, the IQAC becomes a

part of the institution's system and works towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of the Institution. It is the part of the Institution's system and work towards realization of the goals of quality enhancement and sustained development.

OBJECTIVE:

IQAC has a defined Quality Objectives as:

1. To aim for being a 'College with Excellence

2. To achieve academic and administrative excellence

3. Creating a student-centric atmosphere for holistic learning

4. To develop stronger Industry- Academia relation for benefit of staff and students

5. To promote Interdisciplinary and collaborative research

6. To enhance the quality of staff by promoting and encouraging overall faculty development

7. To aim for International collaborations and International programs

7. To enhance Infrastructure for Teaching-Learning and Administration

FUNCTIONS:

1 Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;

2 Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

3 Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

4 Dissemination of information on various quality parameters of higher education;

5 Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

6 Documentation of the various programmes/activities leading to quality improvement;

7 Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;

8 Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality;

9 Development of Quality Culture in the institution;

10 Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and

parameters of NAAC, to be submitted to NAAC.

File Description	Document
Upload any additional information	View Document

6.5.3

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Reports of Academic and Administrative Audit	View Document
Report of Disability/gender/diversity audit and course of action taken by the institution	View Document
Minutes of Meeting of Internal Quality Assurance Cell (IQAC) and activities conducted by IQAC	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated Gender audit and measure for the promotion of gender equit.

Response:

The Oriental College of Law campus fosters a healthy, gender-neutral environment, prioritizing the physical and mental well-being of all individuals, including teachers, staff, students, and guests.

To ensure a safe campus, the college has implemented several initiatives:

Safety and Security Measures: The campus now boasts extensive CCTV coverage for round-the-clock monitoring. Additionally, dedicated security personnel are stationed 24/7, including female security personnel as per regulations. All individuals on campus, including employees and students, are required to wear identity cards. Visitors must register with security personnel before proceeding further onto campus grounds.

Gender Equity Initiatives: To address gender-related issues, the college has established several committees:

- **Anti-Ragging Committee**: Ensures a harassment-free environment.
- **Minority Cell**: Supports minority students.
- **Student Grievance Redressal Committee**: Handles student grievances effectively.
- **Women's Development Cell (WDC)**: Comprising the principal, female staff, non-teaching staff representatives, and female students, the WDC addresses the specific needs of female students, promoting their welfare and development.

In response to incidents like sexual harassment outside the college premises, the principal has taken proactive steps, including liaising with local authorities to enhance security measures.

Thus the college is taking several measures to promote gender equity and ensure the safety and comfort of its students. Here's a summary of the initiatives mentioned:

1. Gender Equity Programs and Events: The college conducts various programs and events like Women's Day celebrations, self-defense workshops, etc., which aim to promote gender equality and empowerment.

2. Separate Common Areas: Boys and girls have separate common areas with sufficient amenities. This segregation can provide students with a space where they can relax and socialize comfortably.

3. Toilet Facilities: There are separate toilet blocks available on alternate floors exclusively for ladies and gents. This ensures privacy and convenience for all students.

4. Health and Medical Aid: The college provides essential health facilities such as First Aid kits

strategically placed throughout campus and a dedicated sick room for emergencies. Notably, the girls' restroom is equipped with a sanitary napkin vending machine, ensuring menstrual health support for female students.

Promotion of Constitutional Values:

The Oriental College of Law actively promotes constitutional awareness and values through various initiatives:

- **Constitution Day**: Annually celebrated on November 26th, this event honors the Constitution and its framers, reaffirming commitment to its principles.
- **Legal Aid Centre**: Offers free legal assistance and conducts awareness programs on legal and constitutional rights.
- **Display of Constitutional Values**: The campus prominently displays the Preamble, Fundamental Rights, and Fundamental Duties, serving as reminders of democratic principles and constitutional ethos.
- **Guest Lectures and Competitions**: Regular lectures by experts on constitutional topics enrich understanding among students and faculty. Poster and art competitions on constitutional values and gender sensitization foster creative expression and deeper engagement with these concepts.

In summary, the Oriental College of Law's initiatives underscore its commitment to fostering a safe, inclusive, and constitutionally grounded environment. These efforts aim not only to ensure the well-being and security of all individuals on campus but also to promote gender equity and deepen understanding of constitutional values among its community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

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

1. *Solar energy*
2. *Biogas plant*
3. *Wheeling to the Grid*
4. *Sensor-based energy conservation*
5. *Use of LED bulbs/ power efficient equipment*
6. *Wind mill or any other clean green energy*

Response: B. Any3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

- *Solid waste management*
- *Liquid waste management*
- *Biomedical waste management*
- *E-waste management*
- *Waste recycling system*
- *Hazardous chemicals and radioactive waste management*

Response:

Oriental College of Law stands out for its commitment to environmental responsibility through effective waste management programs. These initiatives are instrumental in controlling environmental pollution and upholding the right to a clean environment, as guaranteed under Article 21 of the Indian Constitution. By integrating these programs into its operations, the college not only promotes a healthier campus but also contributes to the broader goal of environmental sustainability.

In a concerted effort to enhance campus hygiene, Oriental College of Law undertakes regular clean-up drives. This includes the cleaning of footpaths and other common areas to ensure that waste does not accumulate and negatively impact the environment or public health. Such initiatives not only contribute to a cleaner campus but also foster a culture of environmental responsibility among students and staff.

In terms of green campus management, the college has made significant strides in reducing paper consumption. Adopting a paperless approach, the institution utilizes digital communication channels for disseminating notices, instructions, and other important information.

Solid Waste Management: When it comes to solid waste management, Oriental College of Law has implemented a systematic approach. The campus is equipped with separate bins for dry and wet waste, which facilitates the effective segregation of waste materials. This separation at the source is crucial for efficient recycling and waste management. The college's housekeeping staff collects the segregated waste daily and transports it to the Navi Mumbai Municipal Corporation (NMMC). At NMMC, the waste undergoes further segregation and processing, ensuring that recyclable materials are properly sorted and

non-recyclables are disposed of in an environmentally responsible manner.

Bio Medical waste: The college does not generate any form of bio medical waste.

E-Waste Management: In addition to solid waste, the college also addresses the issue of electronic waste (e-waste). E-waste, which consists of discarded electronic devices, presents specific environmental challenges due to its potential for harmful effects if not managed correctly. To handle this, Oriental College of Law collaborates with the Green India Foundation. This partnership involves setting up dedicated e-waste collection boxes where concerned staff can deposit the electronic waste. The collected e-waste is then sent for proper disposal in accordance with Maharashtra state government regulations, ensuring that it is processed in an environmentally sound manner.

Hazardous chemicals and radioactive waste management: The Institution does not generate any form of hazardous or radioactive waste.

Overall, Oriental College of Law's comprehensive waste management practices illustrate its dedication to environmental sustainability and public health. Through effective management of solid waste, e-waste, and the adoption of paperless practices, the college not only contributes to the preservation of the environment but also promotes the right to a clean and healthy environment, as guaranteed by the Indian Constitution. These efforts underscore the institution's role as a responsible and forward-thinking educational establishment in the realm of environmental stewardship

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. *Rainwater harvesting*
2. *Borewell /Open well recharge*
3. *Construction of tanks and bunds*
4. *Wastewater recycling*
5. *Maintenance of waterbodies and distribution system in the campus*

Response: C. Any2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)

7.1.5

Green campus initiatives include

Describer the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plantsetc in 500 words.

Response:

The Oriental College of Law has set a commendable precedent in embracing a wide array of green campus initiatives, firmly committing to environmental sustainability while fostering a healthier and more eco-conscious community.

Restricted Entry of Automobiles: In a proactive effort to mitigate carbon emissions and ease traffic congestion, the college has implemented strict restrictions on automobile access within campus premises. This policy not only enhances air quality but also creates a safer and more pedestrian-friendly environment for students, faculty, and visitors alike.

Use of Bicycles/Battery Powered Vehicles: The college actively promotes sustainable transportation options such as bicycles and battery-powered vehicles. Designated pathways and bicycle racks are strategically placed across the campus to facilitate safe and convenient cycling. This initiative not only reduces greenhouse gas emissions but also encourages physical fitness among the campus community.

Pedestrian-Friendly Pathways: Emphasizing safety and accessibility, the campus boasts well-designed pedestrian pathways that connect various academic and administrative buildings. These pathways are tailored to prioritize walking as a primary mode of transport, thereby minimizing reliance on motorized vehicles and promoting a greener campus environment.

Ban on Use of Plastic: In a significant move towards combating plastic pollution, the Oriental College of Law has implemented a comprehensive ban on single-use plastic products on campus. This includes items such as bags, bottles, and straws. Instead, eco-friendly alternatives like biodegradable materials and reusable containers are actively encouraged and provided to students and staff.

Landscaping with Trees: The college takes pride in its lush green campus adorned with meticulously

landscaped native trees and plants. Beyond enhancing aesthetic appeal, this commitment to landscaping plays a crucial role in environmental conservation by fostering biodiversity and providing natural habitats for local wildlife species.

Environmental Awareness and Education: Environmental sustainability is ingrained within the fabric of the college's academic curriculum and extracurricular activities. Initiatives such as Environment Protection rallies and participation in the Indian Swachhta League serve as platforms to raise awareness among students and staff about pressing environmental issues. These activities not only educate but also empower individuals to actively contribute towards sustainable practices both within the campus and in their daily lives.

The Oriental College of Law stands as a beacon of environmental responsibility and sustainable living practices in its community. By implementing rigorous policies on automobile access, promoting eco-friendly transportation alternatives, enforcing a ban on single-use plastics, cultivating green spaces, and fostering environmental education, the college exemplifies a proactive approach towards building a greener and more sustainable campus for future generations. These initiatives not only reflect the college's commitment to environmental stewardship but also inspire and empower its community to embrace and advocate for sustainable lifestyles and practices.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3.Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: C. Any2 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment.

Write description covering the various components of barrier free environment in your institution within 500 words.

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

Response:

The Oriental College of Law is dedicated to creating an inclusive and supportive environment that ensures accessibility and removes barriers for individuals with disabilities on campus. Through a series of initiatives and support services, the college endeavors to promote equality, dignity, and independence for all its students.

1. Infrastructure and Facilities: Accessibility is at the forefront of the college's infrastructure development. Buildings throughout the campus are equipped with ramps, elevators, and wide doorways to facilitate seamless movement for individuals using wheelchairs or other mobility aids. These features are integrated into new constructions and retrofitted into existing structures, adhering strictly to universal design principles. By prioritizing accessibility, the college ensures that all students, regardless of their physical abilities, can navigate the campus safely and independently.

2. Accessible Restrooms and Amenities: Recognizing the diverse needs of its student body, the Oriental College of Law provides accessible restrooms strategically located across the campus. These facilities are

equipped with grab bars, lower sinks, and other accommodations designed specifically for individuals with disabilities. This thoughtful provision not only ensures convenience but also upholds the dignity of all users, promoting a respectful and inclusive environment.

3. Barrier-Free Pathways and Signage: Pedestrian pathways are meticulously designed to be barrier-free, featuring smooth surfaces and clear signage. Signage includes Braille and tactile indicators for individuals with visual impairments, complemented by adequate lighting and contrasting colors to aid navigation both indoors and outdoors. These measures are implemented to enhance safety and promote independence, allowing all members of the college community to move around the campus confidently.

4. Support Services: The Oriental College of Law has established dedicated support services tailored to meet the specific needs of differently-abled individuals. These services include:

- **Accessibility Assistance:** Staff members are available to assist students with disabilities in navigating campus facilities and accessing resources. Whether it's guiding them to classrooms, libraries, or recreational areas, these personnel ensure that accessibility barriers are minimized.

Policy for Students with Disabilities during Examinations:

In alignment with its commitment to equity and inclusivity, the Oriental College of Law has implemented a comprehensive policy to support students with disabilities during examinations:

- **Extra Time during Exams:** Students with disabilities are granted extra time to complete their exams, acknowledging that they may require additional time due to their specific disabilities. This accommodation ensures that these students have ample opportunity to demonstrate their knowledge and abilities without the constraint of standard time limits.
- **Provision of a Scribe:** Additionally, the college offers the option of a scribe for students who require assistance with writing. A scribe assists by recording dictated answers during exams, ensuring that the responses accurately reflect the student's comprehension and knowledge of the subject matter.

Through these initiatives and policies, the Oriental College of Law underscore its commitment to diversity, inclusion, and the well-being of its entire community.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

The Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (Institution to describe the activities within 500 words).

Response:

Oriental college of law recognizes the importance of creating an inclusive environment that celebrates diversity in all its forms, including cultural, regional, linguistic, communal, socioeconomic, and other diversities. Our institution has undertaken a range of initiatives to promote tolerance, understanding, and harmony, and these efforts reflect our commitment to creating a vibrant and enriching campus environment.

Cultural Festivals and Events:

Oriental college of law organise various festivals and Events which spread the humanity. The institute thoughts that every festival is importance in their religion and as per the count of the student's institute has no prejudice with one form. The institution celebrates popular national and regional occasions such as National Days, Cultural festival, Events Patriotic Day's: Oriental college of law celebrates Independence Day on 15th August and Republic Day on 26th January by gathering the students and staff for flag hoisting which generate patriotism towards the nation amongst young generation. The institute promote an environment for ethical, cultural, and spiritual values among the students and staff.

National Festivals: Oriental college of law celebrates festival like inside the campus such as Diwali, Holi, Navratri, Janmashtami, Ganesh Chathurti, Eid, Onam etc. These festivals conducted by cultural committee of the institution where students and staff show enthusiasm and give traditional performances. The motto behind the celebration of festival is to make fraternity in campus. The aims to celebrate the festivals that students realise that the roots of their traditions. To develop the emotional and religious feelings among the students and the faculty.

National Event Celebration: The institution organise the sessions of celebrating National events & regional days such as Teacher's day, Hindi divas, Marathi Bhasha Divas, National Yoga Day, Advocate Day, International Women's Day, World Environmental Day, etc. Where students prepare and present their speeches in front of everyone which gives them stage confidence and promote their skills.

Language Exchange Programs: We encourage students to participate in language exchange programs that enable them to learn and appreciate different languages and dialects. These programs foster linguistic diversity and promote understanding The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

Communal Socioeconomic and other Diversities:

The students of institution came from different educational background and financial status which shows diversity socioeconomic to tackle the situation institute conducts seminars on income education,

employment, community safety and social support which leads them to become practically oriented person.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information.	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Institution to describe the various activities for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Sensitizing students and employees of Oriental College of Law to their constitutional obligations is a fundamental aspect of the institution's educational philosophy. This sensitization focuses on instilling an understanding of values, rights, duties, and responsibilities as enshrined in the Indian Constitution. By promoting these constitutional principles, the college aims to cultivate a sense of civic responsibility and ethical behavior among its members.

Educational Initiatives and Activities

Oriental College of Law organizes various activities to ensure students and staff embrace constitutional obligations.

- **Independence Day and Republic Day Celebration:** At Oriental College of Law, Independence Day and Republic Day are celebrated to instill constitutional values and civic responsibility. On Independence Day, August 15th, activities include flag hoisting, patriotic performances, and reflections on freedom and democracy. Republic Day, January 26th, features a solemn flag hoisting, educational talks on the Constitution, and cultural events celebrating democratic principles. These observances emphasize the significance of rights and duties as outlined in the Indian Constitution, fostering a sense of national pride and responsible citizenship among students and staff.

- **Educational Visits:** Oriental College of Law organizes visits to key institutions like the Supreme Court, High Court, Judicial Academy, and police stations to enrich students' understanding of constitutional values and civic responsibilities. These visits offer firsthand insight into the judicial and law enforcement systems, demonstrating how constitutional principles are applied in practice. By observing court proceedings, interacting with legal professionals, and learning about law enforcement operations, students and staff gain a deeper appreciation of their roles in upholding

justice and the rule of law, thereby fostering responsible citizenship in alignment with the Indian Constitution.

- **Constitutional Education Workshops and Seminars:** The college regularly organizes workshops and seminars focused on constitutional values and civic responsibilities. These sessions are designed to provide in-depth knowledge about the Indian Constitution, its history, and its significance. Experts in constitutional law and political science are invited to lead these discussions, offering insights into how constitutional principles impact everyday life and governance.
- **Guest Lectures and Interactive Sessions:** Renowned speakers, including judges, legal practitioners, and constitutional experts, are invited to give guest lectures. These sessions are interactive and encourage students and staff to engage in discussions about their rights and duties. By hearing real-world applications and interpretations of constitutional principles, participants gain a clearer understanding of their relevance.
- **Debates and Moot Courts:** To foster critical thinking and practical understanding, the college organizes debates and moot court competitions centred on constitutional issues. These activities help students explore various perspectives on legal and ethical matters, enhance their argumentative skills, and understand the application of constitutional values in legal contexts.
- **Ethics and Values Integration in Curriculum:** The curriculum at Oriental College of Law is designed to integrate ethical considerations and constitutional values into legal education. Subjects such as Constitutional Law, Human Rights, and Public Policy emphasize the importance of these values and how they should guide legal practice and personal conduct.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: B. Any3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

Two Best practices successfully implemented by the Institution

(Institution to describe as per the NAAC format provided in the Manual in 1000 words).

Response:

PRACTICE-I

TITLE : **PROF. JAVED KHAN LECTURE SERIES**

Objectives:

The primary objective of the Prof. Javed khan lecture series is to provide a platform for students to engage with legal luminaries and senior legal academicians. This initiative aims to enrich students' understanding of various practical aspects of law through insightful lectures and discussions. By bringing prominent figures in the legal field to speak at these lectures, students gain exposure to diverse perspectives, current trends, and real-world applications of legal principles. This interaction not only

enhances their academic knowledge but also broadens their awareness of the challenges and opportunities within the legal profession. Overall, the series serves as a valuable educational tool, fostering a deeper appreciation and engagement with law among aspiring legal professionals.

Context:

In the dynamic field of law, understanding theoretical concepts is crucial, but practical applications are equally essential for students to become effective legal professionals. The Prof. Javed khan lecture series plays a pivotal role in bridging this gap by offering students insights into various practical aspects of law that go beyond traditional classroom learning.

Practice:

The Prof. Javed khan lecture series spans four to six days and serves as a comprehensive platform where distinguished legal luminaries deliver lectures on relevant and timely legal topics. These speakers are chosen for their extensive experience and expertise, offering students invaluable insights into real-world legal scenarios.

Throughout the lecture series, students benefit from interactive sessions where they can engage directly with the speakers. This interaction allows students to pose questions, seek clarifications, and participate actively in discussions. Such engagement not only enriches their understanding of the topics covered but also enables them to explore different perspectives and practical applications of legal principles.

Evidence of Success:

The Prof. Javed khan lecture series places significant emphasis on assessing students' comprehension and application of legal concepts through tasks assigned following the lectures. These tasks are crucial indicators of the series' success as they actively engage students in the learning process and reinforce their understanding of the practical implications of legal principles discussed.

Assigning tasks to students following the lectures serves several important purposes. Firstly, it encourages students to reflect on the content covered and apply it to hypothetical or real-world scenarios. This application helps solidify their understanding and highlights the relevance of theoretical knowledge in practical settings.

Secondly, tasks provide an opportunity for students to demonstrate their analytical skills and critical thinking abilities. By grappling with assigned questions or problems, students are challenged to evaluate different perspectives, consider potential solutions, and articulate reasoned arguments based on the information presented during the lectures.

Problems Encountered and Resources Required

The Prof. Javed khan lecture series faces a significant challenge in translating abstract legal concepts into tangible, real-life examples that resonate with students. To overcome this obstacle, the series leverages the expertise of high court judges and other legal professionals who share their personal experiences and insights. By recounting actual cases they have handled or scenarios they have encountered, these experts help bridge the gap between theoretical knowledge and practical application.

PRACTICE-II

TITLE: ENHANCING LEGAL EDUCATION THROUGH EDUCATIONAL FIELD VISITS

Objective: The objective of organizing educational field visits to institutions such as the Supreme Court, high courts, district courts, police stations, and judicial academies is to provide Oriental College of Law students with first hand exposure to the practical application of legal principles and procedures. These visits aim to supplement classroom learning by offering students a deeper understanding of the functioning of legal systems and institutions in real-world settings.

Context: Legal education goes beyond theoretical knowledge; it requires practical insights into legal procedures and systems. Field visits to key legal institutions play a crucial role in bridging this gap. Visits to the Supreme Court, high courts, district courts, police stations, judicial academies, and other relevant institutions provide students with an immersive learning experience. They witness courtroom proceedings, interact with legal professionals, and gain insights into the complexities of legal practice. These visits not only enhance academic learning but also cultivate practical skills and professional readiness among students.

Practice: Educational field visits at Oriental College of Law are meticulously planned to encompass a wide spectrum of legal institutions, ensuring a comprehensive exposure to various facets of the legal system. Key components of these visits include:

1. **Supreme Court and High Courts:** Students observe courtroom proceedings, study judicial decision-making, and engage in discussions with judges and advocates to understand legal arguments and case strategies.
2. **District Courts:** Visits to district courts provide insights into trial procedures, evidence presentation, and the role of magistrates and attorneys in adjudicating cases at the grassroots level.
3. **Police Stations:** Students learn about law enforcement practices, investigation techniques, and the procedural aspects of criminal law through visits to police stations.
4. **Judicial Academies:** These visits focus on legal education and professional development, exposing students to ongoing training programs, seminars, and workshops for judges and legal professionals.
5. **Other Institutions:** Educational visits may also include ADR centers, Lok Adalats, registration offices, and human rights commissions, offering exposure to alternative dispute resolution methods, property registration processes, and human rights advocacy.

Evidence of Success: The success of these educational field visits is evidenced by:

- **Enhanced Understanding:** Students demonstrate a deeper comprehension of legal procedures and institutional workings, applying theoretical knowledge to practical scenarios.
- **Skill Development:** Practical experiences during visits contribute to the development of critical thinking, advocacy skills, and professionalism among students.
- **Feedback and Reflection:** Positive feedback from students highlights the educational value and impact of these visits on their learning journey and career aspirations.

Challenges and Resources: Organizing educational field visits involves overcoming logistical challenges like scheduling and transportation, and ensuring adequate resources such as expert facilitation and security. These visits are crucial for Oriental College of Law, enriching students' learning experiences and professional growth by immersing them in real-world legal environments.

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

7.3 Institutional Distinctiveness

7.3.1

Performance of the Institution in one area distinctive to its priority and thrust within

(institution to describe in 1000 words).

Response:

At our legal institution, we are dedicated to the holistic development of students, prioritizing their intellectual, social, and emotional growth. This commitment is woven into our fabric through meticulously crafted policies and dedicated management efforts, ensuring disciplined, value-based, and inclusive education.

Comprehensive Co-curriculum: Central to our educational approach is a carefully curated co-curriculum comprising of value-added courses and programs. Continuously updated to adhere to the latest educational standards, this framework allows us to innovate in teaching methodologies and seamlessly integrate cutting-edge technologies. By doing so, we enrich the learning experience, equipping our students with practical skills and knowledge that are relevant to the evolving legal landscape.

Modern Facilities and Resources: Our institution prides itself on modern amenities designed to facilitate effective learning. From ICT-enabled classrooms to a state-of-the-art library, these facilities support hands-on exploration and self-directed study. The library is equipped with resources for e-content development and licensed software, essential for conducting comprehensive legal research and scholarly pursuits.

Student-Centric Support and Mentorship: Embracing a student-centric ethos, we place a premium on personalized support and mentorship for each student. This approach fosters a sense of belonging and empowerment, ensuring that every individual receives the guidance needed to thrive both academically and personally. Through mentorship programs and counseling services, we nurture the holistic development of our students, preparing them to navigate challenges with confidence and resilience.

Community Engagement and Values Integration: We actively encourage our students to engage with the local community through a variety of initiatives and programs. These opportunities instill values of service, leadership, and discipline, empowering students to contribute meaningfully to society. By participating in community service projects and advocacy efforts, our students gain practical insights into the application of legal principles while cultivating a sense of social responsibility.

Accessible Education and Recognition: Recognizing the importance of accessibility in education, we are committed to ensuring that financial constraints do not hinder students from pursuing their academic aspirations. We offer generous financial assistance, concessions, and scholarships to deserving students, thereby promoting inclusivity and diversity within our student body. Furthermore, we celebrate academic excellence through awards and accolades, motivating students to strive for their highest potential and rewarding their achievements.

Commitment to Continuous Improvement: Excellence is not a destination but a journey that requires ongoing evaluation and adaptation. At our institution, we embrace a culture of continuous improvement, driven by feedback from students, faculty, and stakeholders. This commitment ensures that our educational programs remain relevant and responsive to the dynamic needs of the legal profession and society at large. By staying at the forefront of legal education, we empower our graduates to excel as ethical, knowledgeable, and innovative legal professionals.

In conclusion, our legal institution stands apart through its steadfast dedication to nurturing well-rounded individuals equipped with the skills, values, and knowledge necessary for success in the legal field and beyond. By fostering a supportive learning environment, leveraging modern resources, promoting community engagement, ensuring accessibility, and prioritizing continuous improvement, we uphold our commitment to excellence in legal education. Through these efforts, we prepare our students to make meaningful contributions to the legal profession and society, embodying the highest standards of integrity, professionalism, and service.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The college is looking forward for to start LLM course in the campus and process regarding the same is being initated.

College is also looking to start Diploma in cyber law in IPR for the students of the college.

Concluding Remarks :

In conclusion, the Oriental College of Law reaffirms its unwavering commitment to academic excellence, holistic development, and societal contribution, which are in alignment with the core values of the National Assessment and Accreditation Council (NAAC). The detailed submission of this report is a testament to our continuous efforts to maintain and enhance the quality of legal education, ensuring that our students are not only well-versed in theoretical knowledge but are also prepared to meet the challenges of the legal profession with integrity and competence.

This report highlights the robust infrastructure, dynamic curriculum, dedicated faculty, and diverse co-curricular activities that collectively contribute to creating a conducive learning environment. We have focused on fostering an inclusive atmosphere that nurtures critical thinking, ethical practice, and a sense of responsibility towards the community. Our collaborations with industry, judiciary, and academia ensure that our students receive exposure to real-world legal challenges and are equipped with the necessary skills to address them.

The Oriental College of Law remains steadfast in its pursuit of continuous improvement. The feedback mechanisms in place are effectively utilized to address any gaps and to innovate our teaching-learning processes. Our commitment to research and extension activities further reflects our dedication to contributing to the body of legal knowledge and to the community at large.

As we submit this NAAC report, we look forward to your valued feedback and accreditation, which will serve as both an endorsement of our efforts and a guide for future growth. We remain dedicated to upholding the highest standards of legal education and to contributing meaningfully to the legal fraternity and society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.3	*Percentage of students undertaking Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc.,(Data to be given for the latest completed academic year).* 1.3.3.1. *Number of students undertaking Mediation/Client Counseling Exercises, and internship in law firms/NGOs/Judicial Clerkships etc., during the latest completed academic year.* Answer before DVV Verification : 35 Answer after DVV Verification: 18 Remark : DVV has considered the given input as per the supporting documents provided by HEI.
1.3.4	*Number of certificate / value-added courses / Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms(without repeat count)where the students of the institution have enrolled and successfully completed during the last five years.* Answer before DVV Verification : Answer After DVV Verification :6 Remark : DVV has not considered the courses comes regular university curriculum.
1.4.1	*Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like Students, Teachers, Law firms, Judges, Sr. Counsels, Employers, Alumni, Civil Societies, Academic peers etc., and Feedback processes of the institution may be classified as follows:-* Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to relevant body and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed, action has been taken and communicated to the relevant body Remark : DVV has considered the given input as per the supporting documents provided by HEI.
2.4.2	*Percentage of full time teachers with Ph. D. / LL.D during the last five years.* *(consider only highest degree for count)* 2.4.2.1. *Number of full time teachers with Ph.D./LL.D during the last five years.* Answer before DVV Verification : 4 Answer after DVV Verification: 3 Remark : DVV has considered the given input as per the supporting documents provided by HEI.
2.4.3	*Average teaching experience of full time teachers (Data for the latest completed academic year in number of years).* 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 35

| | Answer after DVV Verification: 46

Remark : DVV has considered the given input as per the supporting documents provided by HEI. |
| --- | --- |
| 2.4.4 | *Percentage of full time teachers working in the institution throughout during the last five years.*

2.4.4.1. *Number of full time teachers worked in the institution throughout during the last five years:*
Answer before DVV Verification : 24
Answer after DVV Verification: 22

Remark : DVV has considered the given input as per the supporting documents provided by HEI. |
| 3.1.2 | *Seminars/conferences/workshops conducted by the institution on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. during the last five years.*

3.1.2.1. *Number of Seminars/conferences/workshops conducted on conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends etc. by the institution year wise during last five years.*
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	2	2

Answer After DVV Verification :

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

Remark : DVV has considered Seminars/conferences/workshops conducted on conducted on Research methodology, Intellectual Property Rights (IPR), Entrepreneurship, Skill development, Frontier/ contemporary areas researches in law and judicial trends |
| 3.2.2 | *Number of papers published per teacher in the Journals notified on UGC website during the last five years.*

3.2.2.1. *Number of research papers in the Journals notified on UGC website during the last five years.*
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	5	0	0

Answer After DVV Verification :

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

| 0 | 0 | 5 | 0 | 0 |

Remark : DVV has considered research papers in the Journals notified on UGC website

3.2.3	*Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years.* 3.2.3.1. *Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years.* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0 | Remark : DVV has considered books and chapters in edited volumes/books published and papers in national/ international conference proceedings within the assessment year.
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3.3.2	*Number of extension and outreach programs conducted by the institution throughNSS/ NCC/Government and non-government bodies other clubs during the last five years.* Answer before DVV Verification : Answer After DVV Verification :4 Remark : DVV has considered extension and outreach programs conducted for the benefit of the community.

3.4.1	*Number of functional MoUs / linkages with institutions/ Law firms/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :4 Remark : DVV has considered MoUs / linkages with institutions/ Law firms/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research

4.3.2	*Student – Compute/ laptop ratio (Data for the latest completed academic year)..* 4.3.2.1. *Number of computers available for student use..* Answer before DVV Verification : 138 Answer after DVV Verification: 125 Remark : DVV has considered the given input as per the supporting documents provided by HEI.

5.1.2	*Capacity building and skills enhancement initiatives taken by the institution include the following.*
	1. *Soft skills*
	2. *Language, communication and advocacy skills*
	3. *Life skills (Yoga, physical fitness, health and hygiene)*
	4. *Awareness about use of technology in legal process*
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has considered the given input as per the supporting documents provided by HEI.
5.1.4	*The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases*
	1. Implementation of guidelines of statutory/regulatory bodies
	2. Organisation wide awareness and undertakings on policies with zero tolerance
	3. Mechanisms for submission of online/offline students' grievances
	4. Timely redressal of the grievances through appropriate committees
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has considered the given input as per the supporting documents provided by HEI.
5.2.4	*Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations).*

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered students qualifying in state/national/ international level examinations within the assessment years.

5.3.1	*Number of awards/medals won by students for outstanding performance in sports/literary/cultural*

activities/Moot court/arbitration competition/ Client counseling competition/Trail advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	3	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	0	0	0

Remark : DVV has considered awards/medals won by students for outstanding performance in sports/literary/cultural activities/Moot court/arbitration competition/ Client counseling competition/Trail advocacy/Mediation and negotiation competition/ Judgment writing competitions/Legislative drafting Competition

| 5.3.3 | *The institution conducts /organizes   following activities*

1. Sports competitions/events

2.Cultural competitions/events

3. Technical fest/academic fests

4. Any other events through active clubs and forums

Answer before DVV Verification : B. Any three of the above
Answer After DVV Verification: C. Any two of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI. |

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above |

Remark : DVV has considered the given input as per the screenshots of the user interfaces provided by HEI.

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

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.

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the input as "0" as none of the teachers are provided with financial support of Rs.2000 and more.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the teachers participated in FDPs having duration of 5 days or more.

6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected,**

	analysed and used for improvements 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **Academic and Administrative Audit** 5. **Disability/gender/diversity audit and course of action** 6. **Any other quality audit recognized by state, national or international agencies (like ISO Certification)** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
7.1.2	*The Institution has facilities for alternate sources of energy and energy conservation measures* *1. Solar energy* *2. Biogas plant* *3. Wheeling to the Grid* *4. Sensor-based energy conservation* *5. Use of LED bulbs/ power efficient equipment* *6. Wind mill or any other clean green energy* Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any3 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
7.1.4	*Water conservation facilities available in the Institution:* *1. Rainwater harvesting* *2. Borewell /Open well recharge* *3. Construction of tanks and bunds* *4. Wastewater recycling* *5. Maintenance of waterbodies and distribution system in the campus* Answer before DVV Verification : B. Any3 of the above Answer After DVV Verification: C. Any2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
7.1.6	*Quality audits on environment and energy are regularly undertaken by the institution* *The institutional environment and energy initiatives are confirmed through the following* *1.Green audit /Environment audit* *2. Energy audit* *3.Clean and green campus initiatives* *4. Beyond the campus environmental promotion and sustainability activities*

	Answer before DVV Verification : B. Any3 of the above Answer After DVV Verification: C. Any2 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.

7.1.10	*The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.*
	
	    1. *The institutional Code of Conduct principles are displayed on the website*
	    2. *There is a committee to monitor adherence to the institutional Code of Conduct principles*
	    3. *Institution organizes professional ethics programmes for students, teachers, administrators and other staff*
	    4. *Annual awareness programmes on Code of Conduct are organized*
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any3 of the above
	Remark : DVV has considered the given input as per the supporting documents provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	*Number of students year wise during the last five years.* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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659	638	580	594	561 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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1318	1276	1160	1188	1122	
2.1	*Number of full time teachers year wise during the last five years.* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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12	9	9	10	10 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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10	7	4	10	5	
2.2	*Consolidated number of Full time teachers worked in the institution during last five years (without repeat count).* Answer before DVV Verification : 24 Answer after DVV Verification : 22

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