



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**PRAVIN GANDHI COLLEGE OF LAW**

**EIGHT FLOOR, MITHIBAI COLLEGE CAMPUS, SWAMI BHAKTIVEDANTA  
MARG, VILE PARLE WEST**

**400056**

**[www.pgcl.ac.in](http://www.pgcl.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*Excellence happens not by accident. It is a process.*

- **Dr. A. P. J. Abdul Kalam**

This quote epitomizes the vision of SVKM's Pravin Gandhi College of Law, Mumbai (SVKM's PGCL). The Institution recognizes the spark of creativity in each student and structures its learning programmes to identify and hone this reserve of creativity.

SVKM's PGCL, a Gujarati linguistic minority, self – financing college is a premier law institution that offers the 5 year integrated Law programme. The college has state of the art infrastructure, quality education and dedicated and qualified faculty that attracts the best talents from all over India. The institution has made a mark for itself in the field of legal education in less than two decades evidenced by the achievement of the alumni in legal avenues and related fields at the national and international level.

PGCL has excellent infrastructure including smart boards in classrooms, well-ventilated classrooms with air-conditioner, and high speed internet connectivity in the entire campus. A dedicated Moot Court Room, and computer lab facilitates learning with ease. The Institute has auditoriums, seminar halls as well as conference halls. Closed circuit television systems contribute to the enhanced security in the college campus.

The library is designed for comfort and its spaciousness creates a conducive environment for research. Students have access to legal and non-legal journals and a wide range of online databases and software programs. Special facilities for differently abled students are made available.

The faculty engages innovative pedagogy, which encourages students to learn inside and outside the classroom. The interactive learning methods are designed to train students as empathetic and analytical individuals. The teaching learning methodology contextualizes legal education within social, political and economic systems.

Different platforms are available to students to hone their skills through co curricular and extracurricular activities, like Debates, Poetry Writing, Moot Courts, Mock Parliament, Model United Nations, Mediation and Trial Advocacy. Subject specific committees organise value added courses, seminars, workshops, group discussion to bridge the gap between academia and industry.

### **Vision**

#### **VISION:**

To be an institution of excellence in imparting law education in the country, catering to the needs of society by bringing out students who are sensitive to the societal needs and be zealous in upholding the rule of law with social compassion.

#### **AIM:**

To impart holistic education aimed at creating responsible citizens, with a zeal for social inclusion.

## Mission

### MISSION:

- To provide quality education in law emphasizing the relationship between law and society.
- To inculcate the spirit of scientific enquiry and develop a problem-solving attitude.
- To sensitize students to equip them to address the changing needs of society.
- To create awareness among students towards sustainable development and to prepare them to be environmentally conscious citizens.

### MISSION STATEMENT:

- To formulate and implement a framework that is conducive to designing and conducting courses in legal subjects to meaningfully integrate, support and enhance professional knowledge of law.
- To employ multi-dimensional techniques to enhance legal information and awareness in order to facilitate exercise of choices for future legal careers.
- To inculcate a spirit of enquiry by promoting scientific research skills for advancement of knowledge in the field of law by integrating research, field action and capacity- building of teaching faculty.
- To transform conventional teaching-learning experience by adopting innovative pedagogy to develop cognitive abilities and nurture social sensitivity.
- To assimilate local and global standards for holistic advancement.

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

### Institutional Strength

1. **Location:** Located at a Landmark junction at Mumbai Suburban district of Vile- Parle (West) which is well connected by public transport like bus, local railway, taxi and auto rickshaws and is at close proximity to the Mumbai Domestic and International airports.
2. **Reputation:** The Institution is a well-respected and most sought-after law colleges in the state of Maharashtra. It is one of the preferred institutions for admission as an option in the MH-CET .
3. **Meritorious students:** Meritorious students from various parts of the country add to the academic acumen of the college enhancing cultural diversity.
4. **Infrastructure and ICT:** The Institution has state of the art infrastructure which includes disability accessible elevators, energy efficient ACs and light fixtures, sensor based LED lights and water efficient washrooms. The entire campus is ICT enabled and every classroom is equipped with a Smart Board with high-speed Wi-Fi connectivity.
5. **Library Resources:** The Library is well-stocked and spacious. Presence of exceptional online databases that can be accessed remotely. Library has a disability corner wherein accessible software is available. It has a vast array of books on interdisciplinary domains.
6. **Administration:** The Institution is permanently affiliated to University of Mumbai and recognised by Bar council of India (BCI). All faculty and staff are recruited through transparent processes mandated

by employment laws. The salary and increments are as per scale.

7. **Faculty:** The Institution has exceptional,experienced,highly qualified and dedicated faculty. The selection is done on the basis of merit and subject expertise.
8. **Expert Resource Persons:** Due to its location in Mumbai which is a centre for legal and commercial practice and has the Bombay High Court and other courts, PGCL invites experts in the field of law. Students have the chance to interact with practicing advocates, legal heads, industry experts and sitting and retired high court judges.
9. **Placement Cell:** The Institution has a robust Placement Cell, with full time, qualified placement executives.
10. **Decentralization:** The administration has an open door policy for the faculty, staff and students. All stakeholders are given an opportunity to share and execute programs and events according to their interests.

### **Institutional Weakness**

1. **Limited ability to design curriculum:** Since the Institution is affiliated to the University of Mumbai, there is limited scope to change and update curriculum. However, the Institution combats this drawback by introducing value added courses and adopting innovative and effective teaching pedagogy and continuous internal assessment that addresses different learner capabilities.
2. **Lack of green cover:** The Institution is located in the heart of a bustling city like Mumbai, where real estate is a scarcity. As a result, the institution lacks green and open spaces. The Institution has tried its best to remedy this by bringing in potted plants
3. **Publications in Indexed Journal: The faculty needs to** Focus their efforts to publish in UGC Care Journals and SCOPUS Indexed Journals. The Institution aims to facilitate research writing by introducing faculty development programmes in research and grants for academic work. The institution is initiating it's own research based ublication to be available to faculty and students.
4. **Limited sports facilities:** Due to space constraints there is limited scope for sports facilities. The institution has designated a small sports area in the campus.

### **Institutional Opportunity**

1. To obtain autonomous status and achieve freedom to design and introduce interdisciplinary courses.
2. To create Centres that work towards multidisciplinary such as Conflict Resolution Centres, Equal Opportunities Centre, Law and Media etc.
3. To design legal-aid Programme with empanelled practicing advocates and continuous legal awareness programmes.
4. To Introduce MOOCs from interdisciplinary domains.
5. To seek financial assistance for research and extension activities.
6. To enhance collaborations with relevant entities to reach pinnacle of excellence.

### **Institutional Challenge**

1. Difficulty in generation of funds for research projects due to the limitations of self-financing colleges.
2. Balancing the rigours of a thorough understanding of legal theory and practical aspects.
3. Geographical limitations of being situated in a big metropolis, with large distances and constrained real

estate.

4. Keeping pace with the changing nature of learners in a post-pandemic world and making rapid innovation in teaching learning pedagogy.
5. Balancing and fulfilling contrasting and diverse rules, regulations and rigours due the status of an Institution as an affiliated, self-financed, Gujarati Minority Law College.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college offers the 5-year law program of the University of Mumbai. To ensure effective and well-timed delivery of the syllabus, the faculty plans and designs the curriculum, as per the courses allocated to them. Teachers utilize the state-of-the-art infrastructure available at the institute, and also engage in innovative methods of teaching to enhance classroom experience. For improved scheduling of year-round academic, co-curricular and extracurricular activities the academic calendar is prepared in advance and the same is uploaded on the college website. To ensure quality education, the college collects feedback on the curriculum from students, teachers, law professionals and alumni.

The tenets of our overall curricular engagements are in tune with our vision of providing holistic education. Our aims, in this vein, are achieved through various endeavors: The college also offers ad-on courses in areas of legal practice and its allied fields to prepare students better for multifaceted career opportunities. A number of subject-specific committees of the college organize subject specific seminars, symposiums and value added courses. Every Friday, the college holds skills sessions across batches throughout the year. These sessions are planned keeping in mind the overarching objectives of curricular aspects: curriculum enhancement, preparedness for future career prospects, and integration of cross cutting issues. Experienced faculty are invited, regularly, as chairpersons, paper-setters, examiners and moderators for the final examination of the University of Mumbai. The faculty of PGCL are also appointed as members and chairpersons of the Syllabus Revision Committee at the University.

### Teaching-learning and Evaluation

Admission to the college is through a centralized process of entrance examination through the MH-CET Law. Admissions are as per the rules as prescribed by MH-CET and the University of Mumbai. The college has a student strength of 120 students per academic year. The college is a linguistic minority institution and seats are reserved for the Gujarati linguistic minority, as per regulation.

The Institution has fully qualified and dedicated faculty. More than 50% of the full time faculty are Ph.D holders..The institute provides an encouraging environment for research and upskilling to students and faculty.

The assessment is transparent and as per mandate of University of Mumbai. The institute has a high pass percentage and supports slow learners through personal tutelage and extra lectures. The fast learners are provided opportunities to enhance their skills by encouraging participation in competitions and the various platforms provided by the college.

Faculty members are appointed as mentors to students under the mentorship programme that has been put in place from 2020. Student to student mentoring is provided by the student members of college committees to all

students to enhance mootings, debating, research and writing skills.

The institute adopts innovative pedagogy and teaching tools like quiz, group projects, debates, discussions, contemporary case studies and simulation. All faculty use multiple ICT tools for effective and student centric teaching. Court visits, guest lectures, seminars and symposia are held to aid the understanding of the subject through practical application. The Institute has specified course objectives and programme objectives which are uploaded on the college website. The institute maintains high standards of teaching learning and follows the policy of continuous innovation through stakeholder feedback.

### **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. The College organizes an annual National Conference in new and emerging interdisciplinary areas. La`vocat is an in-house monthly newsletter and magazine that publishes creative and research articles written by students. 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. During the testing times of Covid-19 pandemic the Institution continued its outreach on the online platforms through webinars and awareness drives through lectures to sensitize students and the general public.

The college has entered into Memorandum of Understanding with reputed law firms and Institutions such as the National Law School of India University, Bangalore, Bombay Stock exchange. Partnerships with civil society groups like Praja Foundation, Public Concern for Governance Trust 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.

The outreach programs undertaken by the Institution aim to inculcate a spirit of brotherhood and belongingness among the students. Interactions with different segments of society enables our students to become socially conscious, committed and responsible members of the society.

### **Infrastructure and Learning Resources**

The Institution is located in the Western suburbs of Mumbai at Vile Parle (West). Despite the constraints of space in Mumbai, the Institution occupies a spacious premise with air conditioned classrooms, smart board, state-of-the-art Moot Court hall, Library, and AC Auditoriums. The entire campus has high-speed Wi-Fi access. Safety and security are enhanced through the use of Biometric systems. All gates are manned by male and female sentry guards and are under CCTV surveillance. Fire extinguishers are available on each floor and

regular fire drills are conducted. The maintenance and augmentation of existing infrastructure is done regularly. A professional housekeeping staff is present.

Daily functioning of the college uses ERP-SAP technology and its updated version HANA. The Institution uses Oracle as the database management system for HR related functions. It ensures ease of access and transparency in daily administration. The Institution uses the Learning Management System- SVKM's Student portal which manages student assignment, internal examination and assists teaching learning resources. MS-Teams is used for online lecture and assessment. The institute facilitates the differently abled students with facilities, such as ramp and accessible toilets for persons with disability. The institution has adequate facilities for sports, games (indoor and outdoor), gymnasium etc., and cultural activities.

The library is well-lit, spacious and well-ventilated, providing a conducive learning environment. It is equipped with a high speed Wi-Fi network connection and charging points for laptops. Library database is automated through the Koha Library Management Software with active modules such as Technical Processing, Administrative Module, Serial Control, Acquisition, Reports, and OPAC. There are about 7787 books, 47 National Journals, and around 8000 e-Journals including Manupatra and Westlaw India Law databases that can be accessed remotely through MAPMYACCESS.

The institution makes efforts towards ensuring a green campus by including energy saving, motion sensor lights, water conserving taps. Solar panels have been installed and have been wheeled to the grid to supplement the energy requirements of the Institution. Landscaping through indoor plants is done and the presence of energy efficient computers, LED lights, microwave and other electrical equipment allows for a greener, more environmentally sound infrastructure.

### **Student Support and Progression**

The paramount objective of the Institution is the holistic development of students. The College endeavors to provide various platforms to students to enhance their skills and inculcate team spirit and be champions of justice. Students participate in a number of student-centric activities which actually help them to overcome their lacunae in relation to their overall development and interpersonal skills.

The college facilitates capability enhancement programmes like soft skill development, career counselling, personal mentoring, bridge courses, yoga and meditation. Industry experts, professionals, Senior Law counsels, solicitors, former judges of the Supreme Court and High court invited for conferences, workshops, interactive sessions and moot competitions in emerging areas in Law. Students are better equipped and have an edge over the law students as they benefit from the certificate courses in Securities law, Cyber law, International Investment Law and Insolvency and Bankruptcy Code.

Class Representatives are selected based on their academic merit who act as a bridge between the students and the faculty relating to aspects of teaching, assignments, attendance and events. Students are also part of statutory committees such as the ICC and the Anti-ragging. The College has a transparent mechanism for redressal of students' grievances. In addition students are part of various co-academic committees such as the Moot court committee, Lavocat and JurisCine.

Students and alumni are an active part of the Placement Cell of the college. It enables the pass-out students to be recruited in prestigious legal firms or assists them to join chambers of Senior Counsels. Placement cell also undertakes career counselling events. There is progressive improvement in placements in the last five years. The

alumni are actively involved in the development of the institution through financial, teaching, mentoring. The alumni actively contribute to the enhancement of the quality of legal education imparted at our college.

The students actively participate in sports and cultural activities in the institution and beyond, creating a vibrant culture. Many of our students are enrolled with the Bar Council, and many others pursue higher education in institutions of repute.

### **Governance, Leadership and Management**

The vision and mission of the college guides the path of governance, leadership and management..

As the cornerstone of education, the leadership has established a democratic culture with gender equality and inclusiveness.. The College Development Committee acts as a liaison between the management and the college, and effectively implements policies and plans for the college.

The administrative and academic management is vested in the Principal. All policy decisions, plans for academic activities, and administrative concerns are discussed during regular staff meetings. Decisions are made through deliberation, which makes the entire process transparent and participative.

Teachers are given functional autonomy for designing various value added courses and student-centric activities. Decentralization is ensured through multiple level hierarchies that consist of both students and faculty.

The strategic plan of the college is designed in accordance with the vision and mission aiming at holistic development of the students and to increase graduate employability. The Strategic Plan also incorporates ICT in administration, admission, finance and accounts, and examination to keep pace with the evolving dynamics of education.

The well being and safety of its employees is at the centre of the planning and policy-making of the college. Various policies are put in place to ensure the welfare and professional development of the employees. Financial Support is provided to employees to enhance self-growth.

The college has a robust mechanism for the planning and budgeting of funds to ensure that the financial budget is used effectively and efficiently. The Institution has a standardized practice for mobilization of funds and the optimal utilization of resources. An internal and external audit is conducted by the statutory auditor, at the end of every financial year.

The effective implementation of E-governance in the areas of administration, finance and accounts, students admission and support, examination enhance the overall quality of the college.

The IQAC has made a substantial contribution to the college's overall quality enhancement in the academic, administrative, and infrastructure areas.

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

The college is socially responsible and is geared towards a value based education leading to well-rounded



individuals with a zeal for justice.

Gender equity is promoted through the Annual Gender Sensitization Programs formulated by the Women's Development Cell. The campus is secured through the use of CCTV cameras and security guards on campus.

To supplement green resources, solar panels and rainwater harvesting measures adopted by the college in accordance with the Institutional Environment Policy.

Facilities of waste management include waste segregation, paper recycling and focus on digitization to reduce paper use.

The Institutional Equal Opportunity Policy ensures barrier free access through lifts and ramps. The library is equipped with screen reader software. Sensitization about rights of PWD is undertaken.

PGCL undertakes seminars, lectures and discussions on the cultural, linguistic and socio-economic diversity of India. The Constitutional Law and Policy Reform Society of the college undertakes various activities that impart Constitutional values.

The college commemorates special days that have a national or global significance such as Yoga Day, Marathi Bhasha Diwas, Law Day, Independence Day ,Human Rights Day etc.

The Best Practices followed by the Institution are:

1. **Year Round Skill- Based Sessions (YES):** Experts are invited on campus to conduct workshop-based learning for the students. This helps students identify areas of interest and hone skills. Sessions include drafting, communication and soft skills.
2. **Industrial Training : Experiential Learning Programme (ELP):** The ELP programme of the institution combines real-time learning with classroom teaching to create trained students ready to take on the professional world. The program focuses on imparting skills that enhance employability of the students in the legal and allied fields.

The Institutional Distinctiveness of PGCL lies in creating Foundational Competence which is built through exposure to experts from various fields. This is done through many events, such as- Shashtratha, an annual flagship event that undertakes legal philosophical discourse. Various placement activities are designed to build the core competence of the students in order to create truly well-rounded professionals.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRAVIN GANDHI COLLEGE OF LAW
Address	Eight Floor, Mithibai College Campus, Swami Bhaktivedanta Marg, Vile Parle West
City	MUMBAI
State	Maharashtra
Pin	400056
Website	<a href="http://www.pgcl.ac.in">www.pgcl.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Navasikha Duara	022-42331411	9820951633	-	naac@pgcl.ac.in
IQAC / CIQA coordinator	Navasikha Duara	091-8655143915	9820951633	-	navashikha.duara@pgcl.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati Linguistic
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
BCI	<a href="#">View Document</a>	18-07-2012	24	Applied for Extension of Approval and inspection is awaited

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Eight Floor, Mithibai College Campus, Swami Bhaktivedanta Marg, Vile Parle West	Urban	3.95	2430

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA LLB, Law, LAW	60	CET Entrance score + XII passed	English	600	599
PG	LLM, Law,	24	Entrance score + LL.B. Graduation	English	60	59
PG Diploma recognised by statutory authority including university	PG Diploma, Law, Cyber Law and Information Technology	12	Any Graduate	English	50	14

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	1	10	0	11
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	1	10	0	11
Yet to Recruit	0				0				4			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						12
Recruited	5		7		0	12
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	5	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		17	25	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	172	34	0	0	206
	Female	354	38	1	0	393
	Others	0	0	0	0	0
PG	Male	34	0	0	0	34
	Female	25	0	0	0	25
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	8	0	0	0	8
	Female	6	0	0	0	6
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
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	1	0	0
	Female	1	1	1	0
	Others	0	0	0	0
General	Male	184	192	181	172
	Female	355	335	340	359
	Others	0	0	0	0
Others	Male	29	28	23	13
	Female	32	33	38	47
	Others	0	0	0	0
<b>Total</b>		<b>601</b>	<b>590</b>	<b>583</b>	<b>591</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP intends to incorporate a multi-disciplinary approach in order to create holistic education. Pravin Gandhi College of Law (HEI) believes that a well-rounded student should develop along many axes and excel in course subjects and allied subjects that will help in their professional, technical and spiritual growth. HEI offers a five year integrated law program is interdisciplinary and includes subjects like sociology, political science, logic and ethics. In addition, the institution conducts value added courses and add-on programs, which enhance and facilitate all round development of the students. These include courses like Technology and Law, International Relations and Law, Entertainment and Media Laws</p>
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and Environment Ethics. HEI consistently strives to be an educational institution of eminence and therefore makes constant efforts to design all courses in tune with the philosophy of NEP. STEM has grown to represent a unique approach that moves beyond simple test performance and focuses on developing higher level thinking skills by connecting classroom learning to the real world. The institution conducts multiple add-on courses that impart skills such as Technology and Law, AI and Law, Forensics Law, Cyber Law, Space Laws and Sports Law. In addition, year round skill sessions are conducted for all students every Friday to include skills like 'problem solving' and 'critical thinking'. Faculty are encouraged to incorporate STEM methods such as collaboration, communication, research, problem solving, critical thinking, and creativity into their lesson plans. Courses like Law and Medicine, IPR needs an understanding of science, which helps in demystifying science and technology concepts, and enriches legal understanding. The Institution has an active outreach and legal aid committee wherein students are encouraged to participate in community engagement activities such as beach cleaning, setting up help-desk in police stations and street plays to create awareness on women empowerment, malnutrition and domestic violence etc. These activities help students understand the ground realities and helps them grow into socially inclined citizens. Department of Lifelong Learning and Extension and outreach (DLLE) Programmes offered by the University of Mumbai allows students to get hands-on experience of community outreach and as an incentive awards additional 10 credit marks in their final score. Students are awarded certificates for their active participation in activities conducted by the Institution. The institution is affiliated to the University of Mumbai and follows a fixed University prescribed curriculum. Students are given the flexibility to choose elective subjects in the 4th and 5th years from a bouquet of courses like Bankruptcy, Insurance, Criminology and Taxation. The students are permitted to exit after 3 years, with B.L.S/B.A degree. HEI promotes a research culture and students are encouraged to research and write on interdisciplinary issues of the society on topics such as human rights jurisprudence and inclusion. The annual National Conferences organized by the

	<p>institution are multidisciplinary. Topics selected provide a primer on crosscutting issues like Medical and Health Law Jurisprudence, Technology and Law, Inclusion and Diversity and Dimensions of Democracy. The principles of interdisciplinary are thus showcased through multiple efforts taken by the Institution.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) is a virtual/digital storehouse, which will enable students create a bank of credits and allow for multiple entry and exit options. Ultimately, the purpose of ABC is to fuel the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students “skilful professionals” and help their overall growth. At present the institution employs a credit based system. The five year program, has 180 credits, 15 credits each in semester I-IV and 20 credits in each semester between V-X. The notification of the ABC has been shared by the Institution among students of all programmes. There will also be a training and familiarization programme conducted in the upcoming academic year of 2023-24. The objectives enunciated by the ABC are a part of the academic ethos of HEI and is reflected in the different activities undertaken by the Institution. 1) To promote student-centric education: The Institution has many student-led committees which have been given the autonomy to decide activities, discussions and events. Efforts are made to facilitate peer-learning and student mentoring among these committees. The student led committees are of various types- some are subject specific, such as Constitutional Law and Policy Reform Society, Society of International law and its Affairs, Criminal Law Forum; others are market and industry driven such as the Placement Cell and the Centre for Conflict Resolution; many others are co-curricular such as the Moot Court Society, Lavocat and Cultural Society. 2) Focus on learner-friendly teaching approaches: Students as the primary stakeholders of education and accordingly HEI has adopted learner-friendly teaching methods. This includes simulation activities such as role -plays, Model United Nations and Lok Sabha, Court visits and Moot Courts. There is an open-door policy for the students wherein they can approach all faculty and staff with academic concerns. An institutional</p>

feedback system enables faculty to reorient according to the learner's needs. 3) Implement an interdisciplinary approach: Law is a social science and interdisciplinary. The Course curriculum incorporates subjects like economics, history, sociology and political science etc. Furthermore, the multi-disciplinarity of law is enhanced through add-on courses that cover technology and law, forensics and law and women and law. Themes of National Conferences are kept multidisciplinary. The flipped classroom approach focuses on sharing of course materials with the learners before classroom discussions, facilitating higher level of learning . The material provided, discussions initiated and assignments allotted are also designed with the interdisciplinary approaches. 4) Allow students to learn the best courses of their interest: The students are given a choice of elective subjects in their Sem VIII and Sem X curriculum. Further, they are given the option to exit the five-year law course after completion of 3 years with a BLS degree. After graduation too, students are facilitated to continue in the field of their choice and many students of HEI have pursued careers as policy-makers, entrepreneurs and artists.

### 3. Skill development:

HEI believes in holistic development and creating thinking individuals and globally responsible citizens which also adds to their employability. Towards this goal the institution has a well strategic planning at the commencement of the year. The year round skills enhancement program, industry interface sessions, workshops on emerging areas, soft skills and industry preparedness programs are conducted. In addition to these add on initiatives the courses offered also has a blend of constitutional and ethical values and professional ethics Skill development is essential to enhance the employability of students. HEI provides value-based courses that help develop constitutional and ethics and human values. These values are incorporated in the lesson plans of each course. Further, the CLPRS committee of the college ensures that the Constitutional values of Satya, Dharma, peace and non-violence are ingrained in the minds of the students. Industry experts are invited to speak on various topics that are related to law and its allied fields. Placement cell of the college organises a host of activities like “Interface”, “Legal colloquium” and

“Boot Camps” and “Alumni Round Table” are conducted to train and prepare students for the practical skills required for the practice of law. A yearly seminar entitled “Shashtratha ” invites eminent resource persons from various fields to introduce students to different disciplines. Most importantly, faculty design their lesson plans in a manner that allow for a multidisciplinary approach to teaching-learning. The “Year Round Skill Sessions' ' Program is a Best Practice of the Institution that allows for allied skills to be developed by the students. It is conducted for all students, across five years and is part of the graded component of the Practical Training Examination. Industry experts are invited to impart training, which includes legal training like client counselling, drafting and conveyancing. Soft skills such as effective communication, critical thinking and presentation skills are also imparted through these sessions. In addition to this, some sessions create sensitization and promote constitutional values. Upskilling is an important aspect of learning. In today’s day and age, it is important to make students industry ready. HEI has ensured that it creates multiple opportunities for skilling its students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The role of law institutions is extremely important in promoting societal well-being and developing India along its constitutional imperatives. Law institutions must look towards creating thoughtful, well rounded and creative individuals with social empathy who will look to build a democratic, just, socially conscious, cultured and humane Nation State. The law course provides the scope for discussion on Indian knowledge system through course topics like, sarvodaya jurisprudence, dharma, satya, ahimsa, geographical indications, anekta mein ekta, indian biodiversity, traditional medical systems, yoga practices, vedic knowledge and upanishads. Students are familiarized with great Indian scholars and stalwarts and national heroes like Ahalya Bai Holkar, Savitribai Phule, Dr. B.R. Ambedkar, Chatrapati Shahu Maharaj among many others. The Institution is a Gujarati linguistic minority institution and hence understands inherently the importance of the need to preserve and promote Indian languages. All faculty and staff are well versed in Hindi and English. HEI consists of faculty from different parts of the country,

	<p>and enhances the linguistic diversity of the Institution. The languages spoken fluently among the staff and faculty are Marathi, Gujarati, Sindhi, Kannada, Assamese and Marwari. A rich cultural and linguistic and cultural diversity is thus maintained at HEI. The Institution celebrates Marathi Bhasha Divas and Hindi Bhasha divas wherein the history, identity and grandeur of Indian languages is discussed and students are encouraged to learn these languages. Culturally, there is celebration of many festivals which includes Makar Sankranti, Diwali, Ganpati, Dussehra, Id, and Navroze and Christmas. The students also participate in a traditional Day in college, where they dress as per their state and tell everyone something new about the State they live in. There is a proposal to start a Marathi Language training course in college, and the course curriculum has been designed. The same will be floated from the Academic year 2023-24. The Institution is proud of its Indian traditional knowledge and makes efforts to create awareness about its rich linguistic, religious and cultural diversity.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring students' performance i.e. outcomes at different levels." In this process, the teacher is a co-learner and collaborator and has the role of a mentor and facilitator. They have a challenging role to create opportunities to enable students for critical thinking so as to develop application and problem-solving skills promoting higher-order learning of application, analysis and synthesis. Every course taught by the faculty and every event organized by the Institution has specific learning objectives and outcomes. The learning outcomes are specific and well defined, achievable and realistic, and measurable through analysis. The Internal Quality Assurance Cell of the institutions acts as an incubation centre and generates ideas. It consists of all faculty staff, alumni and other stakeholders. It supports vibrant research and innovation culture across the institution. Curriculum pedagogy , assessment , student support are cornerstones of quality learning. An optimal learning environment is provided by the institution and involves updated, relevant and effective curriculum</p>

design and delivery. Efforts are also made to develop capabilities such as physical fitness, mental and social well-being and ethical and moral values for high level learning. This teaching learning pedagogy is supported by infrastructural capabilities including well-stocked library, tech-enabled classrooms, computer labs, recreational areas and appropriate data management systems for monitoring attendance. The ultimate goal of the institution is that all students must excel in their chosen field. Faculty are given autonomy to design lesson plan faculty to create a stimulating and engaging learning experience. Efforts are made to incorporate different teaching styles to address different learners' needs and capabilities. Courses such as environmental law impart environmental education which includes climate change, waste management, conservation of biodiversity and forest and wildlife conservation and sustainable development. Subjects such as constitutional law logic, legal language and sociology teach value based education that include humanistic, ethical and human values and promote scientific temper. The political science course imparts good citizenship skills and encourages an attitude of service to the community. In line with the NEP, the institution as part of its holistic education programme provides opportunities for internships with local industries NGOs and law firms as well as research internships that further improve their employability. These measures demonstrate the Institution's focus on outcome based education.

6. Distance education/online education:

HEI has a robust online system for teaching learning that was further enhanced during the COVID-19 pandemic. The presence of MS Teams as a learning management system has enabled teachers to provide quality online education. The internal exam assessments are all in the online mode and are conducted through the Learning Management Systems (LMS). During COVID-19 pandemic, HEI ensured that the learning of students continued uninterrupted, and as a result adopted online teaching tools and modes, even before the mandates by the government. The faculty, staff and students were trained in the use of many online portals like WEBEX, Zoom and MS Teams. Student exams and assignments were assessed online, and all efforts were made to ensure that students had access to

online learning modes. Even before the pandemic, HEI adopted many LMS like Blackboard and Student Portals. The Institution held multiple seminars and workshops in the online mode. Some of them are “Corporate Governance”, “Senior Citizens and the MWPS Act 2007”, “India’s Engagement with the World”, among many others. Online Courses have been designed and conducted for all students and outside learners. Some of the courses are, Online Certificate Course on “Fundamentals of the Indian Constitution: Socio-political-legal perspective”, Online Certified course on “International Relations and Law in the Contemporary World”, 30 hours course on “The Insolvency and Bankruptcy Code, 2016”. In order to continue the learning of students, HEI also conducted two National Level Conferences in the Online Mode: Two Day National Conference on Dimensions of Democracy and One Day National Conference on Inclusivity in Law. The online mode of these conferences enabled a large number of participants to gain knowledge from experts. There was also a live streaming of the Conferences to allow for maximum benefit to all. The library has the OPEC system and a plethora of legal and research databases that can be accessed remotely by all students through their devices on mapmyaccess.com. The HEI library online database can be accessed remotely through the institution login given to all faculty and students. There are many remote databases such as Manupatra, Westlaw, HeinOnline. Research databases like PDFdrive, Jstor and EPW are available for access online. In this manner, the Institution engages in and encourages distance and online methods of learning.

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, under the Constitutional law policy reforms society (CLPRS). CLPRS is a college committee that provides a platform to discuss constitution jurisprudence and policy issues.</p>
<p>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?</p>	<p>Yes, each year a new set of members are inducted in the CLPRS society through a selection interview. Faculty members of CLPRS oversee this selection process. The members so selected are then part of the</p>



	ELC as well.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following activities are conducted to raise awareness among the student community on the election process: 1. Election Manifesto writing workshop. 2. Student moderated discussion on Electoral Bonds 3. Student moderated discussion on Electoral Reforms 4. Student moderated discussion on Representation of People's of People's Act 5. Student moderated discussion on Anti-Defection Law in India 6. Student moderated discussion on the National Register for Citizens. 7. Flag collection drive and voter awareness campaign about the rights of citizens and their duties in a slum in the western suburbs of Mumbai.
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.	1. Lecture by Dr V.P.Raja on the topic Demystifying Governance crating awareness about the role of students as citizens and perform their duties. 26.7.2022 2. Survey on disability-accessible voter booths in Mumbai district. 3. Legal literacy drive was done at the Nehru nagar slums of Mumbai on rights of voters, importance of registration as a voter, the benefits of having a voter id card. Transgender persons and senior citizens living in the slum were made aware about the rights as citizens.
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.	Total number of students who are yet to be enrolled as voters _____. We have conducted special lectures by the faculty members teaching political science and constitutional law on the topic relating to importance of registration as voters and role of law students in shaping the future of the country.

## Extended Profile

### 1 Program

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	33	33
File Description		Document		
Data Template		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

Response: 33

### 2 Students

#### 2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
601	590	583	591	589
File Description		Document		
Data Template		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	61	61
File Description		Document		
Data Template		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
119	111	115	115	110
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	11	10	13
File Description		Document		
Data Template		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15
File Description		Document		
Data Template		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

**2 Institution****2.1****Total number of classrooms and seminar halls****Response: 11****2.2****Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
214.97	47.41	70.77	81.82	81.22

**2.3****Number of Computers/ laptops****Response: 49**

## 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:**

SVKM's Pravin Gandhi 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.

All teachers for their respective subjects prepare a course outline with learning objectives and learning outcomes which is shared by the faculty in the first introductory lecture with the students in the class. A detailed lesson plan is also prepared by the faculty specifying subtopics, pedagogy and reference material. Besides this, the curriculum - a list of subjects for each year - is also available for students in the College prospectus. In addition, a copy of the detailed syllabi is available in the library and on the College website, for students' 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. Also in the Academic year 2021-22 the faculty members were members of the syllabus revision committee the suggestions were shared in the meetings by the respective faculty members. The teachers have access to their feedback on the College Oracle system. This feedback enables the teachers to modify the lesson plan as per the suggestions received from the students on the teaching-learning.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2

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

**Response:**

**A well-planned academic calendar is prepared before the commencement of each semester of the academic year, and the same is shared with all faculty as well as the non-teaching staff at the institution for their suggestion. This list is intended to be exhaustive, and is prepared in consultation with all the teachers; the respective faculty in-charge of the varied committees in the college propose a list of events, and the same is incorporated into the academic calendar. Bank holidays are also mentioned in the academic calendar to ensure proper planning. However, the academic calendars are subject to change, wherever necessary. It also leaves scope for the incorporation of organizing events and activities of contemporary relevance.**

**The institution endeavors to adhere to the academic calendar as planned. All the non-teaching members of the College are also familiarized with the academic calendar. The calendar, once finalized, is shared with all via an email and is shared as a hard copy too. Teachers, non-teaching staff, librarians, and all stakeholders engage in the smooth implementation of the plan for teaching and evaluation.**

**Annual activities, such as Shashtrartha – A Legal Philosophical Discourse, NTA - National Trial Advocacy Competition, Vividh - Intercollegiate Cultural Festival, L'avocat Annual Issue Release (Sstudent Literary 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, after the introduction of CBCS - Choice Based Credit System (60-40 Pattern) - the institution follows the internal assessment pattern as prescribed by the University and adheres to the guidelines shared in the respective manual. The same is incorporated in the academic calendar.**

**With reference to effective and continuous internal evaluation, the institution, in order to enhance**

the teaching-learning experience and to provide opportunities for students to engage in research-related activities, has integrated into its curriculum delivery a college initiated internal assessment tool - Research Project and Presentation and a mid-semester examination. Under this initiative, students are assigned a 20-mark research assignment wherein students research on a given topic and make a presentation and/or write a research essay or article on the same. This component has been a regular feature. The mid sem exam dates are planned in advance and reflected in the academic calendar. With respect to research and project assignments the course faculty intimates the students well in advance of the submission dates. Faculty members give 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	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.3

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

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

**Response:** 2. Any 3 of the above

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented****Response:** 100**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 1

**1.2.1.2 Total number of Programs offered by the institution for last five years**

Response: 1

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.2***Number of Add on or value added courses /Certificate programs offered during the last five years***Response:** 26

<b>File Description</b>	<b>Document</b>
List of Add on /Certificate programs (Data Template )	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3***Average percentage of students enrolled in Add on or value added courses /Certificate programs as against the total number of students during the last five years***Response:** 39.56**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**



2021-22	2020-21	2019-20	2018-19	2017-18
588	197	252	110	28

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### Response:

The courses prescribed in the program offered by the college has scope for incorporating and integrating crosscutting issues relevant to Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability etc. into the Curriculum. The faculty members through effective methodologies and critical pedagogies strive to bring before the students a spirit of inquiry on the cross-cutting issues.

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 integrate critical thinking on Gender issues by giving students topics for writing and discussion and debates in the class. The prescribed 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 like 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 aims are achieved through intricately woven academic and co-academic endeavors, such as, the effective delivery of related subjects in the syllabus, the year-round skills sessions - a feature unique to our College, and a variety of guest lectures conducted by experts from varied field. The sessions are also designed to ensure and strengthen our efforts to sensitize our students to gender awareness, environment and sustainability issues as well as human values.

The College also has a committee dedicated to constitutional law and its related areas: CLPRS – Constitutional Law and Policy Reform Society. The committee regularly holds regular debates, curated discussions, and guest lectures on varied areas of constitutional values.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Constitutional and Human Values, Environment and Sustainability into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 79.39

**1.3.2.1 Number of courses that include experiential learning through project work/field**

**work/internship year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	26	26	26

<b>File Description</b>	<b>Document</b>
Minutes of Faculty Meeting/ BOS/Academic Review Committee meeting and subsequent Academic Council Meeting	<a href="#">View Document</a>
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.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.3.3**

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

**Response:** 39.77

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

**Response:** 239

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

## 1.4 Feedback System

### 1.4.1

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

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Five filled in forms of each category opted by the institution	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrolment percentage (Average of last five years)**

**Response:** 99.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	118	118	121

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	120	120	121

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2

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

**Response:** 99.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	61	60	61

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

#### Response:

The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners.

#### Assessment of Learners as Slow and Fast:-

The institute is affiliated to the University of Mumbai and the final assessment is through the university examination. In 2019 the CBCS Module was introduced and 40 marks are allocated to internal components and the University Term End exam is for 60 marks. Students with more than 65% in the Term End Exams examination are considered as fast learners and those with less than 45% are considered slow learners. The institute also has an informal system of identifying fast and slow learners. The teachers during their classes identify fast and slow learners through classroom interaction during teaching and during the student faculty mentorship programme. The criteria used by the teacher for identification of slow learners are ease of understanding of theory and concepts, ease of oral and written articulation of the content that is taught and ease of application of learned concepts. The institute organizes a Fresher's meet, Fresher's moot as well as a research test which is conducted annually for all first year students. The winners of the events are considered fast learners.

#### 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, publish blogs and articles where the skills of the fast learners are further refined. The committees also have regular submissions from the students such as L'avocat monthly (Students Literary Magazine and Newsletter), blogs of Constitutional Law and Policy Reform Society, Society of

**International Law and its Affairs and Moot Court Society for the fast learners. These committees give the fast learners a platform to publish their literary pieces and legal articles in their monthly and annual issues.**

**The college floats national and international competition invites to the respective committees who then select and send students for various competitions such as moots, debates, elocutions, Legal drafting competitions etc. Slow learners are encouraged to participate in intra and inter college events to encourage peer learning.**

### **Incentives**

**The list of winners is published in the prospectus of the institute 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 institute.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional Information	<a href="#">View Document</a>

### **2.2.2**

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

**Response: 54.64**

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

## **2.3 Teaching- Learning Process**

### **2.3.1**

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

**Response:**

**The college adopts student-centric teaching methods and implements innovative pedagogies for achieving learning outcomes. The institute supplements classroom learning with various student centric methods, such as visits, workshops, seminars, outreach programmes, legal aid and awareness activities, collaborative projects, subject-specific seminars, conferences, legal competitions, moot court competitions, simulation exercises and problem solving methods . The**



activities can be broadly categorized as under:

#### **Experiential Learning through**

- **Inter and intra-college competitions such as ‘Nyayavalokan’, National Trial Advocacy**
- **Conficiendis Legislativa’ National Legislative Drafting Competition,**
- **Participation in College Organised National Conferences**
- **Intra-College Debates**
- **Poetry Competitions**
- **Photography and short film making competitions.**
- **Visits to Courts, High Court Museum, legal aid services authorities, political party offices, Solicitor Office, Vidhan Bhavan and National Company Law Tribunal.**
- **Projects with Praja (NGO) for improving awareness and implementation of laws of the corporators for increasing participation in local governance thereby leading to good governance,**
- **Mumbai Grahak Panchayat complaints unit and HBT College & R.N. Cooper Hospital where the Students gained knowledge about the practical components of medico-legal cases(MLC).**
- **Help Desk at Police Stations for helping the police in filing complaints.**
- **Field Trips: Arthur Road Jail, Taloja Jail, Byculla and Thane Jail are organized to learn about the criminal justice system.**
- **Environmental visits and activities: Visits to Sanjay Gandhi National Park and Noise level measuring in the class and building.**
- **Simulation exercises such as trials and mock parliament.**

#### **Participative Peer Learning**

- **Group Projects, Student led Seminars and Student led discussions.**
- **Annual Fresher’s Moot and Intra Moot**
- **Mock Parliament: A mock parliament is held for 3rd year students; this gives them an**

**opportunity to understand law-making process in the parliament.**

- **Power Walk: An activity that demonstrates the necessity for affirmative action for equality in society.**
- **Model United Nations for 2nd year Students who take on the role of delegates from various nations to resolve international issues as per the process adopted in the United Nations.**

**Team teaching:**

- **Collaborative lectures**
- **Student Led Discussions**
- **Student led awareness drives**

**Case law method**

- **Incorporation of New legal cases in law subjects**
- **Case Analysis in Class and Assignments**
- **Case Discussions in Class and Assignments**
- **Case comments**

**Problem-Solving Methodologies**

- **Fresher's and Intra Moot Court Competitions**
- **Client counselling competitions**
- **Arbitration and mediation exercises**
- **ODR Week where students from across the world participated to find solutions to legal problems.**
- **The Center for Consumer Advocacy resolves consumer issues along with Mumbai Grahak Panchayat and consumer guidance society of India.**
- **Crime Scene Investigation which is part of Fresher's meet involves solving a murder mystery**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response:**

**The college provides state-of-the-art technology; Like ICT-enabled institute with advanced-level facilities: high speed Wi-Fi connectivity, smart classrooms, a computer centre, up-to-date learning management systems, and personal desktops for all teachers and office staff. Every classroom is equipped with a smart board with features for sharing class materials and for using audio-visual teaching aids, along with direct access to internet resources using Wi-Fi connectivity. MS Office and Outlook is used for official connectivity and communication for academic and administrative purposes.**

**Learning management systems such as student portal, WebEx, and Ms Teams enable effective communication and are used for conducting online lectures, and for sharing teaching materials: SVKM's Student portal is used by teachers to share their teaching material, setting up assignments; MS Teams has been used effectively by the faculty to conduct online lectures, sharing learning material. LMS is used effectively for teaching and evaluation of assignments by the faculty.**

**All teachers use the ICT tools effectively for teaching learning. They use various ICT tools such as e- library resources, blogs, Google search engines, Google scholar, and other e- resources provided by the institution. Other open access ICT tools, repositories, internet-supported lectures, screening of live Lok Sabha and Rajya Sabha proceedings, short movies and movie clips, are also followed by curated discussions.**

**The Teachers and students access the collection of e-Library resources that are used by the faculty for effective teaching learning. The e-library resources include library – Koha, e-books research database, electronic journals database, law databases and National Digital Library. Faculty and Students have access to the e-resources through MMA LAPD login.**

**Apart from the above the institute has a YouTube channel on which videos of guest lectures, conferences and events are uploaded regularly for the benefit of the students. The institutional website provides detailed information regarding the infrastructural facilities and e-resources available to students and staff of SVKM's PGCL, Mumbai.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

### 2.3.3

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

**Response:** 46.23

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

Response: 13

File Description	Document
Mentor diary and progress made	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Circulars pertaining to assigning the mentors to mentees	<a href="#">View Document</a>

### 2.3.4

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

**Response:** 19.3

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

Response: 116

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 76

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	5	5	4

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

### 2.4.3

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

**Response:** 14.66

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

Response: 161.3

File Description	Document
Teaching experience as certified by the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>

### 2.4.4

*Measures taken by the institution for faculty retention*

**Response:**

The institution has a robust and dynamic policy for retaining experienced and qualified faculties. The institution adheres to all UGC rules, regulations and guidelines relating to promotion, casual leaves, duty leaves, medical leave and other statutorily mandated leaves like maternity leave and extended medical leave. Every faculty is provided with medical insurance for self and their family members and insurance against accidents is provided to individual faculty. The claims for medical insurance are released swiftly and an officer is appointed to facilitate quick disposal of the insurance claims. Yearly medical camps are organized for the benefit of the students and the faculty where basic tests for physical health are available.

Experienced and qualified faculty are retained post retirement through contractual appointment. SVKM has a policy of loyalty allowance for faculty with excellence to retain experienced faculty. Since March 2019 employees are paid as per the 7th pay commission recommendations. SVKM has a pension scheme by which the faculty retiring from the institute on attaining age of superannuation is entitled to a pension of Rs 10,000/- per month for the remaining life time. The faculty is provided with the facility of a subsidized fee structure for their ward's education in any

**SVKM institution.**

The institution promotes continuous learning and skill acquisition by the teachers. The college funds the orientation and refresher courses and also grants duty leave for these courses. The teachers are provided duty leave for seminars and conferences for which they represent the college. SVKM has a policy for funding a portion of the travel expenses incurred by the faculty for participating in international conferences. The SVKM institution and the institute organize various free faculty development programmes and technical training to the faculties and staff on a regular basis. There is Well equipped work space and fulltime IT support available to the faculty. The institution has a high faculty retention and continuity rate which is reflected in the long span of working at PGCL of all its Faculty.

File Description	Document
Policy measure taken by the institution to combat faculty attrition and to retain experienced and quality faculty.	<a href="#">View Document</a>
Any Additional Information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

#### Response:

The institution adheres to the evaluation system mandated by University of Mumbai. Till 2019 the institution followed the 100 marks pattern of evaluation of theory papers as per University guidelines. The Choice Based Credit and Grading System (CBCS) was implemented by University of Mumbai in the academic year 2019-2020 by which there is 40% weightage to internal components and 60 % weightage to exams conducted by University. Prior to CBCS the institute conducted a mid-semester test every semester for each course for students under the 100 marks paper pattern. The institution has continued the practice post 2019 for non- CBCS batch of students. The mid-semester exams are held in an on-line mode since 2018. The institution has continuously innovated the question paper pattern and uses MCQ questions for the mid-semester tests.

The institution has designed a rubric for evaluation of the 40% internal marks as mandated by the CBCS guidelines provided by University of Mumbai. The 40% internal component consists of 20 marks for project , 10 marks for internal assessment, and 10 marks for class participation. Innovative projects are designed by the faculty. The range of projects used are: group discussions, research papers, student seminars, case law analysis , RTI applications, debates and presentations to name a few.

The institution conducts a 100-mark practical training exam for 1st to 5th year. The syllabus for the practical courses for the 3rd, 4th and 5th year is prescribed by the University of Mumbai. The institution has created a dynamic system of evaluation of practical training examinations within the guidelines mandated by the University. Practical training is a mandatory component for the 3rd, 4th and 5th year students of the B.L.S./LLB programme.

The institute has extended the practical component to the 1st and the 2nd years as an early initiation into the legal profession. Students also undergo a viva-voce exam as part of their practical exam. A rubric for evaluating the practical component has been designed and is shared with the students.

The 5th year students under the 100 marks Paper Pattern are evaluated out of 200 marks for their practical component and make an additional practical portfolio. These students have two courses on practical training: Practical Training III - Drafting, Pleading and Conveyancing and Practical Training IV - Moot Court, Pre-trial Preparation and Participation in Trial Proceedings. An innovative evaluation system has been designed by the college which has a DPC (Open Book Exam) consisting of a written paper divided into Part A (Pleadings) and Part B (Drafting of Agreements & Documents). A full working day is fixed for this practical examination.

The students are informed of the mid-semester test, internal class tests and practical examinations through official notifications. The students are provided enough time to prepare for their mid-semester, internal class tests and practicals. The evaluation rubrics are shared and explained to the students at the commencement of the semester by the faculty. The college conducts all mandatory internal examinations timely, systematically and regularly. The mechanism of internal assessment is innovative, transparent and robust in terms of frequency and mode.

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

## 2.5.2

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

**Response:**

The institution adheres to the grievance redressal system mandated by the University of Mumbai for the pre CBCS and the post CBCS examination related grievances. The following examination related grievance redressal are available for students under the 100 Marks Paper Pattern:

1. Re-evaluation grievances for students under the 100 Marks Paper Pattern from 1st – 4th



**Year:** A student desirous for revaluation can seek the re-evaluation of their answer books from the College. When a student is not satisfied with marks that are awarded, he/she applies for revaluation. The paper is evaluated by a re-evaluator appointed by the college. The students apply for the photocopy of the answer book in case they want to verify or apply for revaluation of the papers. The photocopies are provided to the students on payment of fees as prescribed by the university. The whole process is completed with one week of the declaration of results as mandated by the University of Mumbai.

- 2. Grievance relating to Internal component of Research Paper and Presentations:** In case of delay in submission due to bonafide reason the student can seek extension for date of submission which is given by the institution on verifying bonafide reasons. The student is informed of the extension officially.
- 3. Grievance related to Practical examinations:** In case of missing the practical exam the student can inform the office pre or post with bonafide reasons and the institution arranges a re-exam for such students. The student is informed of the date and time of the re-exam.

**The following examination related grievance redressal mechanism are available for students under the CBCS:**

- 1. Grievance relating to Internal component of Research Paper and Presentations part of CBCS:** In case of delay in submission due to bonafide reason the student can seek extension for date of submission which is given by the institution on verifying bonafide reasons. The student is informed of the extension officially.
- 2. Grievance Related to Internal Class Test part of CBCS:** In case of missing an internal class test the student can inform the office pre or post with bonafide reasons and the institution arranges a retest for such students. The student is informed of the date and time of the retest. As per the University of Mumbai no internal grievance redressal system is prescribed for the 40% internal component except retest.
- 3. Grievance related to Practical examinations:** In case of missing the practical exam the student can inform the office pre or post with bonafide reasons and the institution arranges a retest for such students. The student is informed of the date and time of the retest.

**All grievances are addressed within reasonable time by the institution this ensures that there is no delay in the evaluation system and the institution strictly adheres to the evaluation timeline of the University of Mumbai.**

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

**SVKM's Pravin Gandhi College of Law is affiliated to the University of Mumbai and follows the syllabus as prescribed by the University of Mumbai. The institution offers a 5- Year B.L.S./LL.B programme comprising 47 courses inclusive of substantive, procedural and practical aspects of law. The institution has self-designed the programme outcomes, course objectives and course outcomes keeping in view the syllabus and vision and mission of the institution. The programme has well-defined programme outcomes, the programme outcomes are course specific as well as cover moral, social and environmental objectives of each course. The PO's pertain to theoretical knowledge, understanding of the subject, application of legal concepts, logical thinking and attitudinal skills, lawyering skills and professional ethics and responsibilities.**

**The programme outcomes for the 5-Year B.L.S./LL.B programme are displayed on the institute website. The course outcomes are also displayed on the institute's website, and the same are shared via learning management systems with all students. The faculty designs course delivery in alignment with the CO's -PO's in which contemporary aspects of the subject are added to synchronize it with current developments in that subject.**

**The first four semesters of the programme include 12 courses pertaining to general humanities subjects - English, Logic, Political Science, Economics, History and Legal Language. From fifth to the tenth semester, the programme comprises courses approved by the University and the subjects are prescribed by the Bar Council of India. Each semester, the student completes four courses, hence, completing 24 courses in the 3rd, 4th and 5th year. The student has the choice to select one optional course in the 4th year and two optional courses in the fifth year. Optional courses give an opportunity to students to choose a course of their interest and specialization. There are four mandatory practical courses - one in third and fourth year respectively, and two practical courses in the fifth year. Passing the practical courses is mandatory. Under the CBCS Model the number of practical courses has increased to six. A student, to successfully complete the programme has to complete 12 courses in the pre-law years and 32 theory and 4 practical and 4 DPC courses from 3rd year to 5th year. The institution conducts an orientation programme for first year students to familiarize them with the programme structure, courses and CO's and PO's. The CO's and PO's are available on the college website.**

**For the four practical courses respective faculty is given charge of a particular year. The faculty in-charge of the respective year communicates the course outcomes of the practical course. The**

evaluation mechanism and rubrics for the practical courses are communicated to students at the beginning of each semester with the students.

Course outcomes are also enumerated along with the Course Objective to facilitate the construction of lesson plans, thereby constructively aligning the course outcomes to adopted pedagogy enabling teaching-learning to be goal oriented.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

### 2.6.2

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

**Response:**

**Method of measuring the attainment levels of CO's and PO's :**

1. The Programme outcomes, Course objectives, Course outcomes are self designed by the faculties of the college keeping in mind the course syllabus and the vision and mission of the institution.
2. The attainment of CO's and PO's is done through the indirect method of measuring attainment of the PO's.
3. Each course has a defined number of CO's as per its prescribed syllabus which have been enumerated by the senior subject faculty.
4. The calculation of attainment of CO and POs are done in an excel sheet separately for each course.
5. In the "Input" sheet CO statement and mapping of CO and PO is given by course faculty.
6. Each CO is mapped to the PO's by the instructors using a value scale of low , medium and high.
7. The scale of relation is 1=low, 2= Medium and 3 = High .
8. The COs are related to POs in strong, moderate or Low relation.
9. The normalization factor for strong, moderate and low is taken in the "PO direct" sheets. This is the process for indirect measurement of CO's all the courses offered during the 5

year B.L.S/LL.B programme.

10. More number of 1's in the CO- PO's relation indicate a low level of attainment, more number of 2's indicate a moderate level achievement and more number of 3's are indicative of high achievement of the PO.

11.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
No. of 1's	54	63	60	29	36	18	21
No. of 2's	73	67	55	36	34	31	27
No. of 3's	12	16	17	17	23	09	10

1. The result of the indirect method of mapping indicates that the PO attainment of all PO's is 2.

2. This indicates that all PO's are moderately attained.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3

Average pass percentage of Students during last five years

Response: 99.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
119	111	115	115	110

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	111	115	116	110

<b>File Description</b>	<b>Document</b>
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.51**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1.3

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.50	0	0.80	0	0.00

#### **File Description**

#### **Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

#### 3.1.2

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

**Response:** 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	06	05	06

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View Document</a>

**3.1.3*****Funded Seminars/ Conferences /workshops*****Response:** 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.00	0	0.30	0	0

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

**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

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

**3.2.2**

**Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 0.18**3.2.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[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:** 1.05**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**

2021-22	2020-21	2019-20	2018-19	2017-18
05	01	01	04	01

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Content page and first page of the article/research paper

[View Document](#)**3.3 Extension Activities****3.3.1****Extension activities are carried out in the neighborhood community, sensitizing students to social**



issues, for their holistic development, and impact thereof during the last five years.

**Response:**

**A deep and informed understanding of human values forms a strong foundation for a lawyer, making them socially sensitive, while upholding the rule of law. Keeping in view the vision of the institution, the college encourages students to constructively interact and closely work with organizations that have pledged to work towards providing help and support to the underprivileged and the marginalized. A conscientious legal practitioner commits oneself to empowering the needy, while also sensitizing oneself to the conditions of those whose lives can be changed with the help of a sensitive member of the legal fraternity.**

**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 Mumbai, some of the biggest challenges are faced by the slum dwellers. Making the most of our geographical advantage, the college arranges regular visits to the nearby slums. These visits are planned as drives where students interact with the slum dwellers and make them aware of their legal rights. In continuation of this, as a part of a survey conducted by Mumbai Suburban District Legal Aid Services Authority, our college conducted the survey and collected information about the needs of Nehrunagar residents , a slum located in the western suburb of Mumbai. The information included basic necessities such as electricity, water, toilets and education facilities etc. In addition, creating awareness regarding the ill-effects of consumption of adulterated liquor was also a part of this survey. The report was submitted to the District Legal Aid Services Authority which was further submitted to the Supreme Court of India.**

**Closely working with the system of law and justice, the college participated and collaborated with the Prisons Reform Committee under Justice Radhakrishnan, appointed by the Government of Maharashtra, to conduct a research for the up-gradation of prisons, and to make recommendations to the Government towards developing model prisons.**

**Our students regularly and consistently participate in beach cleaning drives. In this endeavor, we joined hands with Adv. Afroz Shah an environment crusador.**

**Some of the other drives include the following: The college conducted milk testing drives to create awareness about the adulteration of milk – a menace that the city faces often; Cover of Compassion - a drive was conducted in collaboration with IDF to distribute blankets to the needy. Students donated money from their pocket money towards this wonderful initiative; a donation drive for clothes, stationery, medicine, and newspapers was organized to provide help to the underprivileged section of society in collaboration with an NGO Goonj.**

**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 initiatives have been undertaken by the college to keep students engaged with work that instills in students social sensitivity and helps them build the practice of volunteer work, as a life-long deed.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**3.3.2**

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

**Response: 3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	01	01	00

File Description	Document
List of innovation and award details (Data Template)	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

**3.3.3**

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

**Response: 15**

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	03	03	02	01

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)	<a href="#">View Document</a>

### 3.3.4

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

**Response:** 42.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
386	148	156	541	18

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>

## 3.4 Collaboration

### 3.4.1

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

**Response:** 45

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	17	7	3

<b>File Description</b>	<b>Document</b>
e-copies of related Document	<a href="#">View Document</a>
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response: 1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	01	00	00

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

The college provides unparalleled infrastructural facilities for an enhanced teaching-learning experience: an air-conditioned campus, a moot courtroom, a Wi-Fi enabled library, state-of-the-art modern classrooms with multimedia facilities, an auditorium, and a seminar hall. The CCTVs and the fire safety mechanism add to the security of the campus.

The digital library and the Ebrary is connected to all other institutions under SVKM – Consortia, providing access to an incomparable collection of scholastic resources, accessed through Ezproxy and currently through Map my access (remote access to e-resources), add to the comprehensive educational environment.

**State-of-the-art Classrooms:** The college has ten well-lit, Wi-Fi enabled modern classrooms (700 sq. ft. in size), with 65” LCD Smart board. Each classroom houses 30 benches with a seating capacity of 2 per bench. A Learning Management System - Blackboard - was used in the initial years (2014-2018), and since 2018, SVKM. Student Portal is used for sharing various learning resources.

With the onset of the pandemic, the college uses an online platform – MS Teams. The Virtual classrooms have transformed the teaching learning experiences . The dynamics of the digital world contributes to innovation in pedagogy and provides an active, participative learning environment.

**Computer Centre:** the Information Resources Centre (IRC), the computer center (410 sq. Ft.) is equipped with 42 up-to-date, Wi-Fi enabled (Aruba 105-300MBPS) PCs.

Bandwidth of leased line connection	LAN configuration and speed
Airtel: 200 Mbps	100Mbps/1 GBPS
7Star: 200 Mbps	
Blazenet: 200 Mbps	
NKN: 1Gbps	
Jio: 200 Mbps	

**Library:** The HEI has a resourceful collection housed in a uptodate library. Some of the salient features of the library are:

- seating capacity of 90;
- 7,945 books
- 15 legal and 32 general periodicals
- 10 newspapers
- 27 online legal databases
- close access-system
- a circulation counter with 2 PCs
- PCs for Online Public Access Catalogue
- one dedicated terminal for accessing online catalogue;
- periodical displays to showcase new arrivals
- a seminar room.

**Moot Court Room with an area of 1500 sq. ft, has a seating capacity of 130 students. The Moot Courtroom is well equipped to conduct simulated trial experiences.**

**The campus is spread over 30,000 sq. ft. that includes shared corridors and amenities.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

#### **Response:**

**The college in keeping with its objective of the holistic development of students encourages students to participate in curricular, co-curricular and extra-curricular activities. To provide the students with suitable resources, the college offers adequate facilities: Outdoor sports – cricket, football, badminton, volleyball; indoor games - table tennis, carom, chess, and board games. The college has a yoga/ activity room and celebrates yoga day and holds an annual intercollegiate**

sports competition.

Various opportunities are provided to students to showcase their talent in the field of music, dance, acting, painting, writing, photography and other cultural activities by promoting and organizing cultural events and by facilitating students with required infrastructure and equipment for the same.

Two auditoriums, Jugu Jagruti hall and seminar hall are on the first floor in the campus with a 120 seating capacity and are utilized for curricular and extra curricular activities . Jashoda Rang Mandir , is an open ground with a stage to conduct various cultural events. These are well equipped with audio- visual facilities, sound system and green rooms. Adjacent to the college building , there is an auditorium, Bhaidas Hall and Santokba hall which are available whenever required.

The college has following facilities for sports, games and cultural activities.

<b>Facility for sports and cultural activities</b>			
<b>Sr. no</b>	<b>Facility available</b>	<b>Accessories/ Sports equipment</b>	<b>Details of facility available</b>
<b>1</b>	<b>Indoor games</b>	<b>Table Tennis/ Chess Board/ Snake and ladders/ Carrom boards</b>	<b>8th floor</b>
<b>2</b>	<b>Outdoor games</b>	<b>Cricket accessories /Net for badminton/football/volleyball and first aid kit</b>	<b>Jashoda Rang Mandir ground</b>
			<b>Open area of the Ground floor of Mithibai College Main Bldg</b>
<b>3</b>	<b>Cultural activity</b>		<b>Bhaidas hall</b>
			<b>Santokba Hall</b>
			<b>Jugu Jagruti Auditorium</b>
<b>4</b>	<b>Yoga center</b>		<b>8th Floor Mithibai College Main Bldg</b>
<b>5</b>	<b>Gymnasium</b>		<b>Well-equipped gymnasium is situated on the first floor of D.J.Sanghvi Campus ( sister institute )</b>
<b>6.</b>	<b>Gymkhana</b>		<b>6th floor Mithibai College Main Bldg</b>

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.3**

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

**Response:** 90.91

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4**

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

**Response:** 31.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.92	17.90	36.20	25.02	26.42

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited statements of accounts highlighting spending towards infrastructure augmentation	<a href="#">View Document</a>



## 4.2 Library as a Learning Resource

### 4.2.1

#### Library is automated using Integrated Library Management System (ILMS)

##### Response:

Pravin Gandhi College of Law Library is using Koha Open Source Integrated Library Management Software for its day today library routine operations. It has all major modules for library with international standards. The library primarily using its Catalogue for Bibliographic Database and Web OPAC, Users Database and Circulation module as well as reports for various purposes. The Library software also supports barcodes for member user I cards as well as Books card record.

The software is based on cloud computing server so the support is uninterrupted and secured. It is also useful for generating union catalogue of all the libraries of the management and thus helps to get the benefit of Inter Library Services to all the users.

The Software is user-friendly and can easily accessible even on mobile for catalogue search without any ID and password.

Since last more than five years software has provided uninterrupted services. It's a stable and robust software internationally acclaimed for its quality.

Among other benefits of the software, it can be used for multilingual and translatable purposes. It also gives URL link to e-versions of the books. It has web-based interface and compliant for future technology like RFID and AI version of Services. It has No Vendor Lock-In feature. Because of this Institute has freedom to choose its service provider for better and economic services.

The present version for the software is 22.05. Library is automated since 2011. It was at beginning on Libsys Software. In 2017 the decision was taken to switchover by management to adopt and support the Open-Source movement by selecting the Koha ILMS. Present version is the latest one and switched and upgraded on 14th July, 2023.

Students, Faculty and other users are comfortable for retrieving the desired bibliographic information. Every new batch of the college is supported with Software orientation for getting quick and easy access to library catalogue.

The feature of Web OPAC that is online public access to catalogue is popular among library users. It helps them to search the information independently for their day today reference and research.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

**4.2.2**

**The institution has subscription for the following e-resources**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

**4.2.3**

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

**Response:** 7.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.93	5.15	7.73	7.46	9.12

<b>File Description</b>	<b>Document</b>
• Details of annual expenditure for purchase of books and journals during the last five years (Data Template )	<a href="#">View Document</a>
Audited statements of income expenditure highlighting the expenditure towards purchase of books, journals and databases	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 30.23

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

Response: 185

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1**

**Institution frequently updates its IT facilities including Wi-Fi**

**Response:**

**The institute has modern and updated information technology (IT- hardware and software) infrastructure on the campus to facilitate teaching-learning experience. Information technology (IT) is essential for adopting modern, learner-centric pedagogies and for enhancing learner-teacher experience.**

**A. Hardware**

- **The institute has Wi-Fi-enabled LCD smart boards (65") in every classroom and in the Moot Court Room. It has four portable powerpoint projectors.**
- **Every staff in the institute has separate workstation desktops with LAN/WIFI connectivity and printing facility. Additionally, the institute has a photocopier, printer-cum-scanner with a 50 ppm speed installed in the examination cabin.**
- **The Library has three desktop PCs installed for e-Library and one desktop PC for circulation counter and one PC for library OPAC.**
- **The Computer center in the institute has 40 desktop PCs for research and online access to legal databases.**

**B. Software.**

- All the desktop PCs in the institute have Windows 11 /10 and 8.1 Operating System running on Intel i3 Core processor equipped with Symantec anti-virus system.
- Every desktop PC has Microsoft Office 2016 installed along with updated versions of internet browsers (Chrome, Internet Explorer and Edge, and Firefox for examination purposes).
- Every desktop PC has few essential softwares viz. Adobe Reader, Java, MS Office 2016 ,Winrar, Symantec antivirus, DVD/CD writer. The library resources for disabled students corner has a NVDA software for Microsoft Office operations.
- Further, every desktop has a video-calling camera and Wi-Fi hotspot connectivity.
- The Information Technology Cell of the management through its firewall zealously guards all the IT systems of the institute from virus threats, hacking, unscrupulous internet browsing, and maintains the web record history of each user for safety purposes.
- All the classrooms of the institute have smart boards with LAN/Wi-Fi connectivity; the institute has 15 access points for Wi-Fi.

**C. E-content Management System.**

- The institute has its own e-content management system viz. SVKM's Student portal for sharing and developing content, discussion forums, announcements, research projects submissions, internal assessments, and evaluation.

The Learning Management System provides an effective learning environment; the faculty can conduct classes, schedule assignments and internal tests, check plagiarism, organize quizzes, and online discussions. This helps the faculty to use innovative pedagogy and take teaching learning experience beyond the boundaries of a traditional classroom.

- Every student has access to all the courses as and when they enroll in a given semester. Every course is listed under the respective subject teacher/faculty's tab.
- The LMS facilitates learning-teaching experience by allowing adoption of modern and updated learner-centric pedagogy and enhances the ambit of classroom and horizons of learning.
- In the Covid-19 pandemic phase, the institute, through the support of the management, swiftly and effectively transitioned into online teaching; the institute has been conducting classes and all other academic, co-academic, and extracurricular activities online since March 2019. The institute uses an online platform – MS Teams and provides regular training to students, faculty, and the non-teaching staff to use the platform efficiently.

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

**4.3.2****Student - Computer/laptop ratio (Data for the latest completed academic year)****Response:** 12.27

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>

**4.3.3****Bandwidth of internet connection in the Institution****Response:** A. 750 MBPS

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

**4.4 Maintenance of Campus Infrastructure****4.4.1****Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 38.59**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
29.68	23.49	27.75	29.58	44.05

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.4.2

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

#### **Response:**

**The Management has a centralized department for purchase and infrastructure maintenance. These departments support the college in implementation of policies related to maintenance and utilisations of physical, infrastructural, IT facilities.**

**For IT related issues, we have the following services and contracts:**

#### **1) Booking of IT-related complaints to IT Helpdesk**

- **The assigned computer center In-charge maintains all IT equipment in the computer center.**
- **The administrative staff maintain a record of all other equipment and infrastructural materials.**
- **Stock verification of all equipment is done on a regular basis.**
- **Complaint Procedure: A complaint call is logged through e-mail/phone to the Lab Assistant.**
- **The Lab Assistant visits the relevant areas and resolves the issue.**
- **In case of minor issues related to IT complaints and purchases, the issue is resolved at the college level. The college resolves minor issues related to IT through the approved vendors.(Vendors are approved by the trust)**
- **In case of major issues related to IT complaints and purchases, the trust & the IT office**

resolve the issue.

## **2) Booking of complaints regarding plumbing, electrical, carpentry & civil work**

· **The office of Principal and Vice-Principal, Faculty Room, and College Office are well equipped with air conditioners, desktops and required furniture.**

· **The maintenance like painting and civil work is done by approved vendors – approval period: 2017 -2023.**

· **The electricians maintain and upkeep all the electrical instruments. They attend issues related to all the electrical works whenever required.**

· **Appointed electricians regularly check the power supply and the voltage**

· **The Jr. clerk and the peons inspect the classroom on a daily basis concerning IT & other infrastructure.**

**Complaint Procedure: Based on the issues raised in the inspections, and the complaints received by students, faculty, and staff with regards to plumbing, electrical work, carpentry, and civil work, a complaint is booked in the prescribed format and by phone.**

· **In case of material requirement for plumbing, electrical, carpentry, civil work maintenance, the concerned staff of the Trust, the college purchases relevant material from the approved vendors. (Vendors are approved by the Trust)**

· **In case of major work, as requested by the concerned staff of the Trust, the college on approval of a proposal by the Trust purchases relevant material.**

## **3) Annual Maintenance Contract (AMC) for Air-conditioners**

· **Annual Maintenance Contract for Air-Conditioners is given to approved outsourced vendors.**

· **Maintenance of the equipment is done by approved outsourced vendors and suppliers i.e. Circular Aircon (AC) Pvt. Ltd.**

**Complaint Procedure: As the vendor is decided by the Trust, the Complaint booking for AC issues is done by phone. A follow-up with the vendor is made until the issue is resolved.**

- **In case of minor issues related to air-conditioner complaints and purchases, the issue is resolved at the college level.**

- **The college purchases the required material related to minor issues in air-conditioners, through the approved vendors.**

- **In case of major issues related to air-conditioner complaints and purchases, the Trust's Central Purchase Committee (CPC) resolves the issue.**

#### **4) Annual Maintenance Contract (AMC) for Pest Control**

- **Annual Maintenance Contract for Pest Control is given to approve outsourced vendors Anglo Pest Control Services (Approval Period 2017 -2022.)**

- **The AMC for pest control is issued to the approved vendor of the Trust. The AMC for pest control is 1-monthly visit i.e. 12 visits in a year. The vendor visits the college as per the date requested by the college.**

#### **5) Annual Maintenance Contract (AMC) for Fire Extinguishers**

- **Fire extinguishers as installed in and around the premise which are maintained by the vendor i.e. M/s. Safex Fire Services Ltd. .2017-2022.**

- **Maintenance of the equipment is done by approved outsourced vendors and suppliers.**

- **AMC is given to approved vendors by the Trust. The AMC period is one year. The vendor visits the college for inspection of fire extinguishers for the relevant period. The extinguishers are refilled for further periods.**

- **The Fire Officer of the Trust provides training for safety measures. Mock drills are conducted.**

**Complaint Procedure: If any issue arises regarding fire extinguishers, the vendor replaces the extinguisher.**

#### **6) Annual Maintenance Contract (AMC) for Water Purifier:**

- **The pantry of the college is well-equipped with a water filter, a microwave, and a refrigerator.**



- **A water filter is installed in the pantry area of the college and is maintained by the vendors.**
- **The RO water purifier is installed in the college premises to supply purified drinking water and is maintained by approved vendor i.e. Eureka Forbes.**
- **The water purifier installed in the lobby is maintained by Blue Star since 2013-till date, once in three months.**

#### **7) Annual Maintenance Contract (AMC) for Housekeeping Services**

- **The cleanliness of all classrooms, offices, and faculty room is done on a daily basis by appointed housekeeping staff.**
- **Regular cleaning of the premises and washrooms is done by the housekeeping staff.**
- **Maintenance of the equipment is done by approved outsourced vendors and suppliers. Contract is given to approved vendors by the Trust.**
- **The approved vendor provides relevant staff as per the requirement of the college. i.e. Sawant Enterprises (Peons) and Om Ganesh Enterprise (Sweepers) (April 2017- March 2018) . Since 2020 the house keeping staff is provided by approved vendor by Management**

#### **8) Miscellaneous:**

- **The upkeep and maintenance is taken care of by the administrative and support staff.**
- **The Library is maintained by the Librarians and support staff. Stock verification of Library books is done on yearly basis by the librarian and non-teaching staff.**
- **Approved outsourced vendors and suppliers do maintenance of the equipment.**
- **CCTV cameras are installed in and around the premise which are maintained by the vendor**
- **Respective faculty and administrative staff maintain all academic and administrative records.**
- **Stock verification of all equipment, furniture, stationery is done on a regular basis.**
- **The Principal supervises all academic activities of the college.**
- **The Office Superintendent supervises all administrative activities**

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	0	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 51.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
350	242	306	271	360

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

### 5.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 21.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	28	18	24	20

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2

***Percentage of Students enrolled with State Bar council***

**Response:** 64.71

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

Response: 77

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any Additional Information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 8.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	17	10	7	6

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.4

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

**Response:** 93.33

##### *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*

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	8	7	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	9	9	6

<b>File Description</b>	<b>Document</b>
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response: 96**

**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.**

2021-22	2020-21	2019-20	2018-19	2017-18
21	16	28	18	13

<b>File Description</b>	<b>Document</b>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level during the last five year (Data Template)	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

The college has various committees to cater to the overall growth and development of students. The academic, co-curricular and extra-curricular activities organized in the college provides opportunities to students to organize, and participate in these activities. At the beginning of every academic year, a notice is put up inviting applications from interested students to be members of respective committees. The concerned faculty and student coordinators conduct interviews and select student members of a particular committee. The selected students' lists are shared on the notice board and on the student portal. The students are assigned their respective roles and responsibilities.

A suggestion box has been placed, in the college office, for students to report their grievances and any other matter. Student members in various committees provide feedback on student-related facilities, Infrastructure, and amenities in the college. They coordinate with the office staff and fellow students, as and when required.

The Student Council of the college is constituted by selecting Class Representatives from each class based on their academic merit . Members of the Student Council, engage in overall improvement of student-related activities. Various College Committees provide platform to students to organise and participate in intra-college and intercollegiate level events.

The Moot Court Society of the college facilitates acquisition of lawyering skills. Student members of the society, mentor students, freshers and student representatives, for participating in state-level and national level moot court competitions. They plan, organize and conduct intra-college and intercollegiate competitions and Moot Court related workshops for students. Students' creativity, advocacy and research skills are show cased in events organised by L'avocat - the literary society of the college. This committee enriches the academic and literary experience by a monthly student Literay Magazine and Newsletter ( L'avocat) . The Cultural Committee and Vividh – annual intercollegiate cultural festival strives to unearth hitherto undiscovered talents in the sphere of cultural accomplishments - dance, drama, performing arts, and many more. This has resulted in the students' active participation in these areas at major college festivals and other intercollegiate



events. The Juriscine Club - the movie club of the college aims to synthesize the fields of law and cinema. Sports committee of the college organises indoor and outdoor intra college sports events. Members of the Sports Committee organises sport events and ensure representations of both girls and boys at various inter college competitions. Subject-specific committees ,under the guidance of the Principal and faculty in-charge, create an environment for building confidence and enhancing the skills of students by encouraging the student members to initiate and execute events.

Student members of the Internal Complaints Committee and Anti-ragging committee are well informed and aware of the procedure to deal with complaints/cases of sexual harassment in relation to the college (staff and students) grievances. The WDC – Women’s Development Cell - organizes programs for the welfare of women employees and students. The members actively participate to create awareness about zero tolerance policy of sexual Harassment and ragging. Students are important stakeholders and the college nominates a student representative as members of IQAC .

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 10.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	07	09	04

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The college has initiated the process of registering the Alumni Association. The outstanding contribution of our alumni in the field of law and society reflects our mission and vision.

This alumni engagement benefits the institution as well. The alumni has actively contributed to the enhancement of the quality of legal education imparted at our college. Alumni engagement is one of the reasons for the dynamic growth of the college. Our alumni contributes to the enhancement of employability of our students by sharing their diverse practical experiences from their respective fields. They are invited to deliver guest lectures on areas of their practice and research. With their experience in mootng, drafting and professional practice, many of them are invited to judge intra-college and intercollegiate moot court competitions, legislative writing competitions, constitutional debates etc. We also invite our alumni to judge cultural and literary events.

The alumni regularly contributes to the year round skill sessions conducted every Friday. These sessions receive positive feedback by the students. The students feel more connected with the alumni in this process of learning. The alumni help in mentoring students with their affluent experience and skills.

As ambassadors of the college, the alumni help us in leads and links for campus placements. They provide insights about the current market trends that help the college strategize a plan of action. The alumni participate in conducting campus interviews from corporate sectors, IT companies and other organizations for providing job opportunities.

Eminent experts from the alumni are invited to deliver lectures to motivate students and provide counseling for students 'career growth.

The alumni discuss, with all stakeholders including our college Mentor on various academic and professional matters concerning new avenues in legal education and the legal profession. Based on the feedback obtained from the alumni, the college modifies and updates the curricular activities on the campus. The alumni also generously contribute as they sponsor many college events, from time to time.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2****Alumni contribution during the last five years (INR in lakhs)****Response:** D. 1 Lakhs - 3 Lakhs

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 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 be an institution of excellence in imparting law education in the country, catering to the needs of society by bringing out students who are sensitive to the societal needs and be zealous in upholding the rule of law with social compassion**

**Mission:**

- **To formulate and implement a framework that is conducive to designing and conducting courses in legal subjects to meaningfully integrate, support and enhance professional knowledge of law**
  
- **To employ multi-dimensional techniques to enhance legal information and awareness in order to facilitate exercise of choices for future legal careers**
  
- **To inculcate a spirit of enquiry by promoting scientific research skills for advancement of knowledge in the field of law by integrating research, field action and capacity- building of teaching faculty**
  
- **To transform conventional teaching-learning experience by adopting innovative pedagogy to develop cognitive abilities and nurture social sensitivity**
  
- **To assimilate local and global standards for holistic advancement**

**At PGCL a constant endeavour is made to maintain democratic governance. The college Development Committee acts as a liaison between the management and the college, effectively communicates policies and plans to the college authorities. The Principal, as the head of the**

institution, delegates authority and responsibility to different levels of functionaries in the college. The responsibilities of each staff member are communicated through regular staff meetings. The Conveners of various committees and statutory cells, along with the student representatives, play an important role in deciding and executing different activities conducted under the aegis of different committees. Students are empowered to play an active role as student coordinators in various committees.

Group work and collaboration are encouraged, and all the efforts are made to provide a conducive academic environment to all stakeholders. The college follows a participative governance model wherein all stakeholders actively participate in the decision-making process. All the decisions are taken by inputs and suggestions from stakeholders, arrived at by deliberations and consensus, aiming at the enrichment of the teaching-learning process.

The academic calendar is prepared and the action plan for academic and co-curricular activities is outlined every year well in advance and the same is adhered to. The planning of different activities is done in line with the vision and mission of the institution abiding by the arrangement of terms given by the University. Regular faculty meetings are conducted where faculty members raise their concerns and give their suggestions, and the same are shared with the CDC, which regularly reviews the functioning of the institution to assess the mission-oriented functioning.

The college will continue to strive for academic excellence, innovative pedagogy, and effective learning, striking a balance between research and practice, while firmly keeping the ethos of the institution, as instilled in the Vision and Mission Statement, intact. In furtherance of the same, the college intends to start a postgraduate LL.M. & PG . Diploma in Information Technology & Cyber Laws course from the next academic year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.1.2

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

**Response:**

The college ensures that practice such as decentralization and participative management is an integral part of its functioning . Decentralization lies at the core of the functioning of different student driven committees . The faculty coordinator for various committees are given flexibility to

design activities by taking inputs from stakeholders .

**Vividh as a case Study:** An instance of the same is the cultural committee and the intercollegiate festival - Vividh, which provides a platform for students to develop and showcase their talents and skills

In 2009, the Institution made history through its dynamic initiative towards hosting a mega cultural festival – Vividh; being the first law Institute under the University of Mumbai to introduce such a festival. Besides offering opportunities to students to cherish cultural festivities, the aim of this initiative is to help students grow as confident individuals as they develop their managerial and executive skills. Most importantly, as students of law, they receive real-time experience of various legal aspects as they closely partner with sponsors, and interact with various authorities to ensure secure and legitimate administrative procedures.

Vividh is a student-driven committee headed by student coordinators consisting of different sub-committees; The faculty coordinators oversee the overall organization of the festival. The process of decision-making is both top-down and bottom-up, making it a cyclical process where all the members of this organization participate in decision-making. In the orientation session, students are informed about the festival through a presentation. The selection of the chairpersons is through applications and interviews. The applicants are screened by the selection committee comprising of the faculty in charge and the previous top core members. The vice-chairpersons, heads and members are selected by the chairpersons through interview by the committee in order to judge the capability and potentiality of each applicant for the post they have applied for. The newly selected top core by consensus decides the departments to be headed by each vice chairperson. The top core invites applications from students at large to be the head and sub-head of various departments. Once the committees are formed, the theme is finalized through a presentation, followed by a discussion and voting. The chairpersons share the selected theme with faculty in a meeting. Once finalized, the theme is conveyed to the Principal. The members and heads brainstorm and finalize events in scheduled meetings. Once finalized, the tentative schedule is shared with the vice-chairpersons. The vice-chairpersons make necessary alterations based on inputs by the respective committees. The vice-chairpersons make a presentation before the chairpersons and the faculty in-charge. The schedule is then finalized and shared with all.

The roles assigned to students are diverse and require interpersonal skills. Students connect with potential sponsors, civil authorities, college students, experts and artists. In this process, students receive necessary guidance and mentorship from faculty members. Anchored by the mentorship, students exercise their due authority and scope to take significant decisions. Thus, Vividh becomes real-time model for students' and teachers' participative roles in achieving goals mutually envisaged and democratically planned.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

SVKM is one of the leading pioneers in the country in the field of education and is committed to providing quality education. The college since its inception, has strived to achieve academic excellence in imparting legal education in the country. We believe education needs to evolve and integrate the dynamism of the changing world.

The strategic plan of the institution is designed in accordance with the vision and mission of the institution aiming at holistic development and to increase their graduate employability. The college Academic coordination committee & IQAC ensures these targets are achieved with deployment of proper measures assessed through measurable outcomes.

S. No	Strategic plan	Deployment measures
1.	Academic Excellence in imparting legal education.	Innovative pedagogy, Adoption of ICT tools, Blended learning,  Value added courses & subject specific seminars / Committees, Lawyering skills /soft skill.
2	Elevating the infrastructure facilities and resources to improve research and development.	E-Learning Resources with online Data Base such as Manupatra, Hein Online, Westlaw Asia, SCC Online, International legal Material, Live law. Giving Remote access along with tools for plagiarism tests .
3	Skill development initiative for faculty.	Skill development initiatives like FDP, Faculty Induction & Development Programme
4	Enhancing ties between corporate and academic institutions	Letter of collaboration & MOU with corporate firms , industry professional & regulatory bodies like BSE & academic Institutions like

		NLSIU, Bangalore.  Alumni round table , Interface, Legal Colloquium, Bootcamp.
5	Bridging the gap between academia & Industry	Experiential learning programme .
6.	Establishing Partnership with Civil society groups like NGOs & Think Tanks for knowledge exchange.	MOUs with Civil society Groups like Praja foundation , PCGT .

### Case study:

“Enhancing ties between Corporate and Academic Institutions” is discussed as a case study. The strategic plan was conceptualized with the vision of improving relationships with business and academic institutions & to bridge the gap between academia and industry.

In its effort to achieve this strategic plan , the college has taken certain measures as follows :

#### 1. MOUS with Industry , Regulatory bodies ,NGOS.

It facilitates engaging activities between the corporate , Professionals and the academic institutions. It also encourages placement and internship opportunities for the students.

#### 2. Alumni round table , Interface, Legal Colloquium, Bootcamp.

It enhances the visibility of the institution , giving an edge over others in graduate employability.

It provides a platform to students to interact with different industry experts with rich experience.

The outbreak of the Covid-19 pandemic necessitated the use of e-learning platforms. With the well-planned digital environment, due to the foresightedness of our management, the transformation from face-to-face classrooms to virtual classrooms and access to e-resources was a smooth progression. Today, the faculty, students and the administrators at PGCL use the digital learning platforms more creatively and confidently as the management provides in-depth training from time-to-time, and assures all the stakeholders constant support.



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2

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

#### **Response:**

**The college is affiliated with the University of Mumbai and is governed by Shri Vile Parle Kelavani Mandal. The college is having multi-tier systems for its governance.**

**The college is assigned a mentor who is a member of the SVKM managing committee. Principal, who serves as the institution's academic and administrative head, is supported by the Vice Principal and the Office Superintendent. The apex body of the college is the 'College Development Committee'. (CDC)**

**Administrative Setup: The administrative setup consists of the Principal, Vice Principal followed by office Superintendent, Head clerk, accountant, course coordinator, Junior clerks and Junior assistant.**

**Library set up: The formal organizational structure of the library staff includes Librarian two in number and Library peons.**

**Service Rules: The service conditions and rules of the HEI are governed by the rules and regulations laid down by the University of Mumbai, and Parent trust SVKM.**

**Recruitment And Promotion: The appointment is carried out in accordance with norms laid down by the University of Mumbai from time to time. The recruitments and promotions are done by the SVKM Management as per the norms laid down by the University of Mumbai and the Government of Maharashtra.**

**Grievance Redressal Mechanism: The HEI has the following mechanism for redressing grievances**

**a. Grievance Redressal Cell.**

**b. Anti-ragging Cell**

**c. Internal Complaint Committee (ICC) for timely redressal of the student and the faculty grievances.**

**Process for grievance redressal:**

a) Student's direct access to authorities – Students can directly approach the Principal, office Superintendent, and Coordinators to put up their grievances.

b) Student's Complaint's / Grievance Box – The student can put their complaints in written form in the Complaint boxes kept in the office. The box is opened periodically and the authorities take cognizance of the grievances and suggest appropriate measures.

c) Student Council - The grievances of students are received through the members of the student council, and the appropriate measures are taken care of.

d) Open Discussion with employees - Primarily, the Principal, the Co-ordinators and the Office Superintendent resolve the grievances of employees through open discussions and interactions.

Every action taken within the college is rigorously scrutinized and governed by SOPs. For official communication, which is rapidly changing to email and Whatsapp, an appropriate route of communication and a hierarchy are observed.

**Hierarchy :** For all administrative and academic requirements multiple tier systems are followed such as class Representatives, Student council members, Committee heads, Faculty in Charge, IQAC, CDC, OB etc

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

**SVKM's Pravin Gandhi College of Law is an institution that is founded on the belief that all the stakeholders in an educational organization need to be empowered; the wellbeing and safety of its employees is at the centre of its planning and policy-making. In keeping with this foundation, the college has introduced, from time to time, the following welfare measures for teaching and non-teaching staff.**

**Welfare measures for teaching and non-teaching staff:**

- 1. Fee concession for the children of staff members when admitted in SVKM. Institutions.**
- 2. Gratuity & Employees Provident Fund scheme is provided .**
- 3. Payment is made as per the guidelines of the latest pay commission .**
- 4. Incentive and concession to faculty pursuing Ph.D.**
- 5. Research grant to faculty for promoting research and publication.**
- 6. Salary advance is given to staff members in case of emergency.**
- 7. Medical insurance & Free health checkups are also organized.**
- 8. Medical facilities are provided on campus .**
- 9. Arrangement of food and refreshment for staff during busy work schedule .**
- 10. Annual Award for Best Teachers and Best student.**
- 11. Increase in retirement age from 60 to 62 for teachers and 60-65 for Principals.**

12. **Foreign Travel Approval committee for granting permission and assistance to employees desirous of visiting abroad for various purposes.**
13. **Reimbursement of phone bills of Non-teaching staff.**
14. **Policy for issue of office car to employees of the designation of Principals , Deans etc.**
15. **Exclusive pantry for teaching and non-teaching staff.**
16. **Gym and recreational facility for staff and students.**
17. **Faculty pursuing Ph.D. and other additional courses are facilitated with flexible working hours, paid leaves, library facility and remote access to digital resources.**
18. **We offer a Women-friendly workplace with CCTV camera, girl's common room, pads dispenser in the washroom, periods leave for students.**
19. **Availability of counselor for staff and students.**
20. **Maternity leave - 6 months of maternity leave is given to female faculty members as per the statutory rules.**
21. **Sick Leave - A total of 10 days' medical leave in each academic year is allowed for Staff members.**
22. **Casual Leave - A Total of 15 days' casual leave in each academic year is allowed for Staff members.**
23. **Duty leaves for attending conferences/seminars/research activities and examination purposes are allowed only against documentary evidence produced by the staff members.**
24. **Accident Insurance worth Rupees 10,00,000 per head for all the employees of SVKM.**
25. **Institutional Professional Development Programs(PDPs) for all staff members is given from time to time by HR Department as per need and availability of experts. Monthly 3-5 training programs are arranged at the SVKM level which is free of cost.**
26. **Orientation for the new staff is organized by the SVKM each year.**
27. **Travel Reimbursement for outstation Research Conferences depending on availability of research funds & budget utilisation.**
28. **SVKM has a pension scheme for long term relations with the employees.**
29. **Birthday Celebration for staff.**
30. **Orientation for the new staff is organized by the SVKM each year.**

**The measures mentioned above have been effectively in place since their respective inception.**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 70.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	07	05	07	10

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

### 6.3.3

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

**Response:** 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	04	00	00	02

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4

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

**Response:** 53.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	6	4	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

The Institution, in accordance with the UGC norms for the promotion of teachers, follows the due process with requisite procedures. In addition, the management – SVKM – with its strong foundation in ensuring quality education adheres to standards of effective academic performance. Under their tutelage and as per the UGC guidelines, the college assures the faculty of their professional growth through mandatory, timely appraisals.

At PGCL, the performance appraisal system is designed to evaluate the faculty members' performance over the course of an academic calendar year. The IQAC of the college initiates the process of self-appraisal for all the staff members by sending a mailer for the appraisal forms at the end of the academic year. The Teaching and Non-Teaching staff fill up the self-appraisal forms in the system which helps them get clarity of their yearly performance within the given role.

Each faculty is required to fill the PBAS (Performance-based Assessment Scheme) form for the calculation of academic performance indicator as per UGC guidelines for their appraisal and promotion, which contains different parameters, such as orientation/refresher courses attended, publications, research, co-curricular activities, besides their academic performance. With the aim to achieve academic excellence and to provide quality education, the college has taken various measures involving incorporating inputs from various stakeholders. Regular feedback from students is one of these measures. The administrative staff of the college prepare feedback forms, and the same are put on the portal; students have to fill in the feedback forms, mandatorily, before the end of each semester. The objective is to evaluate the class performance of the teachers to facilitate improvement in teaching, with the inputs received from the students. The inputs are received based on several criteria including content delivery, language efficiency, lecture structure, relevance to real life situations, use of ICT, contemporary coverage, class control, mentoring students, and so on. The feedback forms are analyzed, and an analysis report is made. The Principal shares the analysis with the faculty concerned for necessary improvement. Both online and hardcopy feedback forms are used.

**Performance Appraisal of the Non-teaching staff:** Self-appraisal forms prepared by the HR Department of SVKM are given to the contractual/probation non-teaching staff every year. The employee has to fill in the form, based on the work completed by them for the academic year. The forms are submitted through the Reporting Officer to the Principal of the college for their consideration. This is followed by the submission of the forms to the HR Department of SVKM. Then, the Reporting Officer and the Principal jointly submit the forms to the central HR Team. Based on the recommendation of the Principal and the Reporting Officer, the central HR team, takes the final decision and communicates to the Principal regarding the continuation/probation/confirmation of the said employee. The college issues the letter to the employee regarding the continuation/probation/confirmation of the staff including the pay scale.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution conducts internal and external financial audits regularly**

**Response:**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

**The Institution has standardized a practice for mobilization of funds and the optimal utilization of resources. Annual audit is conducted by the statutory auditor appointed by the management.**

**The audit staff thoroughly verifies the income and expenditure details via the SAP system every quarter . All financial transactions are monitored by the Principal, and as and when required, the approval of the Management is procured. . Before the commencement of each financial year , the principal prepares and submits a detailed budget before the CDC for approval.**

**A designated accountant keeps track of how well the money is being used in accordance with the budget.The expenses over and above the budgeted heads are considered at the OB level for necessary approvals. The audited statement is duly signed by the chartered accountant.**

**No major objections were raised by any of the auditing authorities in the last five years. The audits are conducted at the end of every financial year.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.4.2

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



**Response:** 11.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.12	0.51	3.16	2.81	3.68

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

**6.4.3**

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

**Response:**

SVKM's Pravin Gandhi College of Law has a robust mechanism for the planning and budgeting of funds to ensure that the financial budget is used efficiently. The exercise of the budget planning starts at the institutional-level, followed with pre-meetings and meetings. College offers a self-financed 5-year integrated B.L.S./LL.B Program. The students' fees is the only financial resource of the institution. The Fee Regulating Authority decides and fixes the fees, every year, based on the representation of the expenditure of a given academic year. The financial accounts of the institute is maintained by using the SAP software.

**Three levels of institutional mechanism for mobilisation of funds and the optimal utilisation of resources**

**(Account Dept. of the College, CDC, Management Committee)**

The Accounts Department of the institute, in consultation with the Principal, prepares the Annual Proposed Budget of the institute. The Proposed Budget is presented before the CDC for approval. After the approval of the CDC, the budget is then presented to the Finance Department of SVKM. The approval of the Finance Department of SVKM is based on the availability of funds. Then, after the approval of the Finance Department, the budget is presented before the Office Bearers of SVKM. With the approval of the Office Bearers, the budget is uploaded in the system. .

**All the college committees have the autonomy to plan events and float certified courses in the area**

of law and allied fields. Various committees, such as the Moot Court Society, the Cultural Committee - Vividh, the literary society – L'avocat, have the autonomy to draft their annual budget. The funds received by the committees by way of registration fees or by sponsorship are also used for conducting the activities.

#### Event Budget:

The committee organizing any event is required to submit a proposal of the event. The proposal includes the following:

- **Objective(s)**
- **Outcome(s)**
- **Budget - Estimated Revenue and Estimated Expenses of the event**

The proposed budget of the events, after consideration of the Principal, is submitted to the Management for approval. Only after the approval of the Management, the concerned college committee executes the plan. The Management meets any financial deficit.

To monitor the effective and efficient use of financial resources, internal and external auditors are appointed. The audited income and expenditure statements of academic and administrative activities can be found in annexure .

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:

Institute aims to be an institution of excellence in imparting Law education . IQAC has

contributed significantly for institutionalizing quality assurance strategies and processes. Prior to IQAC, the Academic Coordination Committee had been in place to initiate quality enhancement measures.

The IQAC undertakes to monitor academic and administrative activities in the following manner:

1. Initiating the formation of various college committees to explore different aspects of academics, culture, sports, and extension and outreach activities.
2. Adopting Quality control measures to promote effective interaction between different stakeholders ,leading to a continuous improvement process.
3. Reviewing the functioning of different college committees through event activity reports and monthly activity reports .
4. Assigning each faculty to lead different committees, with the objective of enabling them to hone their skills, ideas, and concerns.

The IQAC has been monitoring the regular conduct and adoption of new topics in the flagship program of the institute, such as the introduction of Law Orientation Lectures and weekly skills sessions for all the students.

#### **Practice 1.**

#### **Induction to the law program and integration of law and allied subjects through Law Orientation Lectures**

The institution has been conducting the orientation lecture series for the freshers every academic year. It is conducted during the initial month, enabling students to be prepared for their future years and ease them in legal reading by providing them with relevant information before they are introduced to core law subjects. The goal of the Law Orientation Lectures is to provide a basic understanding of numerous legal themes . It enables the students to comprehend various important and selected aspects of law, which are taught in detail in subsequent years, along with the procedural laws.

Students are trained to represent the college in various law-related events, such as moot court

competition, parliamentary debates, Model United Nations, trial advocacy competition, client counseling, mediation, and dispute resolution. Another integral part of the Law Orientation Lectures is orienting the students to use library resources.

At the end of the Law Orientation Lectures, students are able to grasp the nuances of law, which are otherwise not included in their curriculum

#### Practice 2:

#### Evaluation Reforms

In order to ensure academic quality and to bring transparency and accountability in evaluation, the IQAC made recommendations for designing the internal component of the credit-based system (CBGS) introduced by the University of Mumbai in the year 2019.

In order to get objectivity in the internal assessment process, the IQAC institutionalised the conduct of class test of 10 marks in all subjects, provided rubrics for evaluation including a project of 20 marks, and continuous assessment of 10 marks.

At the same time, the institution encourages academic flexibility; each faculty is given the autonomy to design the project work and the methods used for continuous assessment. Either students complete the assignment individually or in groups, in the latter case, it generates a team spirit and the culture of working together. The interest of the student in the subject is generated through diverse learning.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.2**

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

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

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

**Response:**

**The NAAC-IQAC and regular staff meetings are the hub of academic and administrative operations. The meetings review activities, instructional methods, academic exercises undertaken, and the developmental programmes envisaged therein.**

**The institution follows both formal and informal ways for reviewing its teaching learning process, structures, and methodologies of operations and learning outcomes. The institute has initiated a feedback mechanism of faculty ,which is based on the effectiveness of the teaching process. This feedback is shared with the faculty and accordingly suggestive improvement measures are undertaken. The system of assignment-based evaluation (ABE) adopted by the college for each student also helps in enhancing the quality of the teaching-learning process. The subject-specific assignment is designed to inculcate research skills in students. Apart from these structured ways, the Principal and the Vice-Principal of the college also constantly interact with all stakeholders to alleviate the hurdles faced in bringing out the holistic development of our students.**

**EXPERIENTIAL LEARNING PROGRAM (ELP):**

**At PGCL, we always strive to ensure that students besides having a strong theoretical base, also understands practical application of laws. In accordance with the same, in the year 2018-19, to bridge the gap between academia and industry, and to allow our students to become successful legal professionals, the Placement Cell of the institute introduced the Experiential Learning Program for final year students in every academic year. Every student goes through training under a practicing lawyer or with a law firm or regulatory body for a total period of 6 – 8 weeks. As part of training ,they have to submit weekly reports and the required documents, along with feedback forms. A viva-voce is also conducted to evaluate their learning on the field, which is essential for honing the lawyering skills.**

**Teaching Learning Enhancements :**

The faculty at PGCL has always been encouraged to use ICT-enabled tools and teaching techniques. With the introduction of smart boards in every classroom, the teachers have been integrating a variety of online resources and other audio-visual aids in their teaching materials. In addition, the student portal has been used for assignments and for sharing teaching materials for students' ready reference throughout the semester.

Based on feedback received, the IQAC suggested initiatives to incorporate contemporary developments and emerging areas in all the subjects. Various committees, such as SAIL and CLRPS, have been founded under the guidance of the IQAC; these platforms provide co-academic opportunities for students to deliberate upon new policies, laws, recent judgements, the need for reforms.

It also suggested the inclusion of subject-related seminars and guest lectures. The college, from time to time, organizes such sessions and invites practicing lawyers, law-firm personnel, corporate consultants, renowned academicians, and activists to enlighten the students on a range of legal and allied issues.

The teachers are also encouraged to use methodologies that incorporate peer learning and enhanced student-engagement in the process of teaching and learning; over the years, we, at PGCL, have held MUNs, mock parliaments, and other related participative activities

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.3**

*Quality assurance initiatives of the institution include:*

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

*Certification, NBA)***Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution(Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

#### Response:

Pravin Gandhi College of Law is committed to values of equality and ensures that justice and equity are a part of its ethos.

A Women's Development Cell (WDC) works towards gender inclusion through programmes, seminars and workshops intended to sensitize, educate on gender equity and anti-discrimination, such as self-defense, female health, LGBTQIA community rights and awareness. It also formulates the Annual Gender Sensitization Action Plan.

The ICC (Internal Complaints Committee) has been established in accordance with the Prevention of Sexual Harassment at Workplace Act, 2013.

Relevant and related components are integrated into the course curriculum throughout the 5-year program and are included as part of existing subjects: Sociology (Sem. III), Legal Language (Sem. II), Constitution Law (Sem. VI), Family Law (Sem. V and Sem. VI), Laws Relating to Women and Children (Sem. X) etc. The faculty, too, strives to include, within their pedagogy, discussions on issues, judgements and articles that addressing issues of gender.

The Committees of PGCL also conduct events for creating awareness on gender inclusivity.

1. JurisCine - the movie club of PGCL screens gender related documentaries and movies and curates a discussion around patriarchy, gender roles, biases and inequality.
2. The Constitution Policy and Reform Society (CLPRS) - conducts regular discussions on legal cases that affect gender rights, such as National Legal Service Authority (NALSA) v, Union of India (2014), Navtej Johar v. Union of India (2018), and the Sabarimala case (2018), amongst others.
3. As part of its Friday Skills Sessions, sessions are conducted that ensure gender awareness and inclusion like "filing complaints on domestic violence", "Prevention of Sexual Harassment at Workplace" and "Legal remedies for gender -offenses".
4. The Legal Aid Cell of the college conducts various guest lectures and workshops on gender related laws such as the Domestic Violence Act, Sexual Harassment Laws, and conducts street plays on rights of women and remedies available.
5. The extension and outreach programme of the college, in affiliation with the Mumbai University's DLLE, also prepares and performs street plays on gender-related issues, and



have won many accolades for the same. DLLE students carry out a project that conducts surveys on women- related issues. These methods help sensitize the students on gender equity and gender related issues and laws.

6. The Counseling Cell of the institution aims at creating safe spaces for a dialogue on gender. In-House trained counselors are available on campus for students. In addition, regular activities are conducted by the Cell to speak about gender and mental well-being.

**Infrastructure:** To ensure students' safety, the institution has a Girls Common Room, and the entire campus is CCTV monitored. Biometrics systems have been installed at all entrances and security guards are posted on all entrances to monitor the movement of students and staff. There are male and female guards present at the entrance and exits of the campus round the clock.

**Gender Audit:** A Gender Audit by a registered agency is conducted. It consistently indicates the enrollment of more female students and staff. The institution incorporates inclusivity parameters in all areas.

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

### 7.1.2

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

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

**Response:** A. 4 or All of the above

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

#### Response:

**Solid Waste Management:** The college generates solid waste in the form of paper and plastic and wet waste in the form of decomposable left-over food items by the students, faculties and other staff and visitors. A canteen is present on the college premises which generates food waste.

The college segregates wet and dry waste through the usage of separate dustbins. Awareness and training is conducted on how to segregate waste. At the end of each day the waste is collected by the housekeeping department of the institution and is sent to BMC (Brihan Mumbai Municipal Corporation) for segregation.

**Liquid waste management:** The college is situated in the heart of Mumbai. The college produces liquid waste in the form of sewage produced by toilets and washrooms present in the college. The college has an adequate waste disposal system which is connected to the Brihan Mumbai Municipal Corporation sewage canals.

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

**E-Waste Management:** The e-waste generated is disposed off every year in adherence to the Maharashtra state government norms for disposal. In addition to this drive as a practice, the yearly E-waste generated in the form of wires, obsolete projectors, computers, and damaged electronic equipment are shipped off Shirpur campus.

**Waste recycling system:** The waste generated such as papers, books, stationary items are sent to scrap dealers for further recycling. The important documents are shredded and then sent to dry waste recyclers.

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

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

**Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5

**Green campus initiatives include:**

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

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.1.6

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

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

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.1.7

***The Institution has friendly, barrier free environment***

- Built environment with ramps/lifts for easy access to classrooms.***
- Divyangjan friendly washrooms***
- Signage including tactile path, lights, display boards and signposts***

- *Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment*
- *Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading*

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

**As a Gujarati linguistic minority college, PGCL strives to create a diverse educational environment. Through the MH-CET, the college draws students from across the country, creating a unique cultural and linguistic diversity.**

#### **Cultural Committee**

**The Cultural Committee of the institution encourages students to celebrate their socio-cultural identity, whilst embracing and learning more about other cultures. In this endeavor, the committee conducts a myriad of activities.**

**‘Traditional Day’ is celebrated wherein students participate enthusiastically as they adorn their cultural couture, creating a milieu for cultural exchange – a valuable and lively locale for ‘unity in diversity’.**

**Various festivals are celebrated on campus such as Makar Sankranti, Satyanarayana Pooja, Christmas and Holi.**

**In keeping with the vision and the mission of the college, constant efforts are made towards creating inclusiveness and diversity, some are:**

- **Marathi Bhasha Gaurav Din and Hindi Diwas are celebrated to commemorate the linguistic identity and diversity in India.**
- **Visits: Field visits to Museums, jails, courts, biodiversity parks, Churches exposing students to various socio-economic and political diversities.**
- **College Committees, such as Lavocat Literary Committee , The Society of International law and its Affairs (SAIL) and Constitutional Law and Policy Reform Society (CLPRS) hold regular discussions on topics around inclusion and diversity:**
- **Discussion on International Mother Tongue Day**
- **Discussion on the Sabarimala judgment**
- **Anti- begging provisions in India**
- **Celebration of Independence Day, Law Day and Republic Day**
- **World Yoga Day**

### **National Conferences**

**A national conference is conducted every year, utilizing an academic platform for exchange of ideas on matters directed toward creating an inclusive society, fostering tolerance and promoting harmony towards all. The institution has been making strides in introducing themes that bring with them discourses on cultural, regional and linguistic, communal harmony and other diversities. A few themes of the conferences are:**

- **National Conference on Inclusivity in Law: Multidisciplinary Perspectives (2021): The aim of the conference was to engage in a dialogue about the role of inclusion in law and policy. Speakers were invited to speak on the themes of gender, education and disability within the ambit of inclusion.**
- **National Conference on Dimensions of Democracy: (2020): The aim of the conference was to explore various facets of democracy. It included speakers from across fields to promote the enquiry of diversity within our country.**

### **Eminent Speakers**

An array of exemplary speakers, such as human rights activists, LGBTQ+ members, NGOs working towards the upliftment of the underprivileged, renowned social workers and other practitioners from the field of law and allied areas are invited, from the field of law and allied areas, are invited to analyze the barriers to linguistics, cultural, class, gender and caste differences. Some of the remarkable persons who have visited campus to deliver talks are:

- Tenzin Denzin Free Tibet (SAIL)
- Harish Sadani (Men Against Violence and Abuse, CEO)
- Mr. Dipankar Kamble – Dalit Scholar, author
- Mr. Niyaz Iqbal- Director and Producer to commemorate World Poetry Day...
- Adv. Afroz Shah (Environmental Activist)
- Uday Kakkar(Gay Rights Activist)
- Adv. Mihir Desai
- Justice Roshan Dalvi

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

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

**Response:**

**Pravin Gandhi College of Law, proudly upholds its constitutional values and holds them in high regard and undertakes many activities to make students aware of the constitutional values:**

**The Preamble to the Constitution is displayed at the entrance of the college - as a constant guiding principle – anchoring our thoughts and actions in accordance with our duties, obligations and rights that have been bestowed upon us as proud citizens of the country. The library has a replica of the original constitution which is in a case in the display area**

**A dedicated committee - The Constitutional Law and Policy Reform Society (CLPRS) - was set up in order to raise awareness about the constitutional principles and to impart the values, duties and responsibilities of an ideal citizen. CLPRS engages in various discussions that surround the Constitution and our obligations. Several legal luminaries are invited to speak about the values of the Constitution. Students also engage in thought-provoking discussions on constitutional mores. On National Law Day, also known as Constitutional Day (Samvidhan Day), celebrated on 26 November 2020, the student-members of CLPRS share the values of our esteemed Constitution with school students.**

**The college inculcates the spirit of the Constitution by promoting Unity and equality. The institution maintains a high standard while addressing the needs of all faculty, staff and students. It has an active Student Council – a student body well aware of their rights and remedies as well as their duties towards the Institution and the country.**

**Students engage in a range of outreach activities: beach cleaning, street plays for raising awareness, teaching underprivileged students, and many more. Students also enroll for the outreach activities carried out by the University of Mumbai, through DLLE, to help crystalize the values of the Constitution.**

**In the classroom faculty and students engage in meaningful conversations around the constitutional principles. The harmonizing of fundamental rights with directive principles is discussed across the curriculum and the program to instill the sense of balance and harmony that our constitution makers sought to achieve. To spread the message enshrined in the Constitution and to inculcate the values set forth therein, the institution uses tools such as film screenings, debate forums, poetry recitations, poster making, and so on.**

**The library offers a valuable collection of books on Constitutional principles; some titles are as mentioned below**

- **Constitutionalism Human Rights And The Rule Of Law- Ramchandra Guha**
- **Commentary on Constitution of India- HM Seervai**
- **Commentary on Constitution of India- DD Basu**
- **Commentary on Constitution of India- MP Jain**
- **Indian Constitution: The cornerstone of a Nation- Granville Austin**

**The Institution firmly believes in the principles set forth in the Indian Constitution and strives hard to inculcate its values in all its students. It is a safe space for all persons, allowing a liberal discourse, ensuring fundamental rights are comprehended. Quality holistic education is the driver of good citizens and it is the goal of institution to realize this potential.**



File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.10**

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

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

**Response:** A. All of the above

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

**7.1.11**

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

**Response:**

**Educational institutions have a higher purpose in the society, as they are the centers of learning. In addition to providing employment, it must create a set of individuals that are global citizens. The Institution's vision and mission sets it on a path of holistic education, of which, awareness and recognition of values are an integral component.**

**The institution plans the celebration of days through its academic calendar, which is prepared at the commencement of the academic calendar. This is revised monthly to include other**

commemorative days as well. The events that are commemorated are those that have a national or global significance. The primary purpose of these events is to make students aware of the significance of these days and their role in shaping the history of the world.

The Institution celebrates days that are mandated such as Yoga Day and Marathi Bhasha Gaurav Din, and also other days that mark important events and ideas such as the World Population Day, International Day of Democracy, World Poetry Day, and World Happiness Day, widening the students' perspectives on varied themes and subjects.

Through regular meetings with student members and respective faculty, the nature of the commemoration of selected days is discussed and planned. Students are encouraged to exercise their creative as well as critical abilities as they plan the commemorations; they engage in modes ranging from poster making and filmmaking, to organizing curated discussions and research-based field visits and campaigns. An illustrative list and description of these is presented below:

1. **International Women's Day:** Every year, International Women's Day is celebrated on 8 March, by the institution. Various activities are planned for faculty and students: poster making; message walls; guest lectures on health, financial advice, and safety.
2. **Consumer Awareness Day:** Every year, the college commemorates Consumer Awareness Day, celebrated on 28 July, in order to raise the awareness of the consumers. With the increase in the marketplace, it is becoming increasingly important to raise consumer awareness to quality in goods and services, and with that intent in mind, the Consumer Forum of the institution commemorates the day in innovative ways.
3. **World Yoga Day:** 21st June is marked as the World Yoga Day. The Institution conducts a session on yoga for all staff and students every year. In the pandemic, the yoga session was conducted virtually.
4. **Marathi Bhasha Diwas:** Each year the college celebrates the rich marathi linguistic and poetic prowess.
5. **Ambedkar Jayanti** is celebrated by the college each year. Dalit scholars and authors have been invited to speak on Dr. Ambedkar's work.
6. **Constitutional Law Day**
7. **World Photography Day**
8. **Kargil Vijay Diwas**
9. **World Poetry Day**
10. **International Day of Happiness**
11. **World Nature Conservation Day**
12. **World Mother Tongue Day**

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

#### **BEST PRACTICE-I**

**Title of the practice**

**Year-Round Skill Session**

**Objectives of the Practice**

- **To equip students with practical training in law**
- **To impart training in soft skills**
- **To develop a well-rounded personality**
- **To supplement classroom learning**
- **To bridge the gap between theory and practice**
- **To inculcate a spirit of enquiry and inquisitiveness**
- **To make a significant contribution in law and to society**
- **To prepare them to become responsible global citizens**

**The Context**

In keeping with the vision and mission of holistic education, the Institution has introduced 'Skill Sessions' which is conducted on a weekly basis year round to develop well rounded personalities of students. It includes hands-on training for upskilling the students by involving industry experts and legal luminaries.

The Institution believes that mere classroom teaching needs to be supplemented with practical training so that students may excel in this highly competitive environment. The Institution also realizes that in order to truly stand out, our students must be given an opportunity to develop their personalities, and these weekly sessions are an effective way to impart that.

### **The Practice**

As the Institution is affiliated to the University of Mumbai, there is no syllabus autonomy . In order to supplement and complement the syllabus prescribed by the university , and to ensure the inclusion of certain essential lawyering and allied skills and knowledge, the Skill Sessions were introduced in the year 2009 . In order to add value, it was designed for all, classes , from first to fifth year and at the end of the semester ,on the basis of participation the students are given certificate of participation .The scores are also built into the viva-voce exam for the students to increase accountability and seriousness of the students towards the skill sessions.

This kind of supplementation is unique to the Institution and has offered many benefits to the students; varied opportunities to explore multiple, traditional and upcoming areas of law practice, and they also receive platforms to enhance their communication skills.

While deciding the subject and topic of the skill session the following aspects are considered.

- The area of study of the student
- The kind of skill that may be imparted such as communication skills, soft skills, drafting skills and presentation skills
- The level of learning of the students
- Current affairs

For instance, to teach effective drafting skills the following topics will be chosen according to the year of study.

For the first year, the topic chosen would be "Drafting of a Legal Notice" or "Drafting of a Election Manifesto". This will link the subjects taught in class, such as English and Political science to actionable skills. These topics also require low legal complexities, and cover broader aspects of law.

For second year, "Drafting of a Consumer Complaint",and "Drafting of a PIL" would be chosen relevant to their level of learning and subjects taught in class.

For the third year, "Drafting of Bail Application" and "Drafting of RTI" will be chosen since it

relates to the subjects of Indian Penal Code and Constitutional Law that are taught in the third year.

For fourth year, students are taught to draft “Confidentiality Agreements”, and “drafting of Sale-deed” to help link the subjects of company law and Property Law.

For 5th year, topics like “Drafting of Copyright Agreements” and “Drafting of Pleadings” are taught in pursuance of their subjects of Procedure Codes.

It is important to note, that these skills are imparted to enhance student learning and teach relevant skills for the students of law.

These skills supplement their learning.

On similar lines, Skill sessions are also held to enhance soft skills and would include topics such as

1st year- Emotional Quotient

2nd year- Time Management

3rd year- Interpersonal Skills

4th year- Roadblock to Communication

5th year- Professional Etiquette

**The Method:**

- Every Friday of the week has been set aside by the Institution to conduct Skill Sessions for all students. There are two skill sessions per class per week.
- Each skill session imparts an actionable skill and thereby necessarily includes an assignment such as simulation exercises, drafting and research skills.
- The principal allots a group of faculty to design skill sessions for each year. The teachers are appointed as per their area of teaching and expertise.
- The skill sessions are divided broadly into the following groups:
  - Communication skills
  - Research skills
  - Emotional well-being
  - Social awareness
  - Drafting and Conveyancing

- **Once the skill session has been decided for the week, the faculty approach resource persons best suited to conduct that skill session. The resource persons are selected by the faculty, keeping in mind the area of expertise and knowledge. Preference is given to those who have on-field experience, such as advocates, social workers and licensed trainers.**
- **Attendance is mandatory .**

**Each semester students are awarded a consolidated certificate for all skill sessions that have been attended by them.**

### **Evidence of Success**

**Students are able to engage with a variety of law subjects in addition to the areas covered in their syllabus. Traditionally, a student is expected to know their interest in law and then enroll for certification programs to enhance skill. For instance, a student interested in Trademark Law will first have to realize that their area of interest is in IP laws and then move on to specialization. The college allows for all students to explore the various laws and identify their area of interest. Students are given ample opportunities to specialize in the course as well. The Year Round Skill Enhancement sessions act as an important primer to acquaint students with law.**

**They also enhance soft skills including communication, assertiveness and emotional intelligence. In this sense, it adds to their inclusive education, rather than merely focussing on employability. It enables the students to obtain their full potential, whether or not it lies within the field of law.**

**Skill sessions are also part of a graded paper designed by the Institution, making students more accountable in the activities.**

### **Problems Encountered and Resources Required**

**There are two problems encountered**

- 1.Students may not be fully attentive or interested in some of the skill sessions .**
- 2.Attendance is low for some sessions that students feel are not directly related to practice of law.**
- 3.Since resource persons are outside the institution, it sometimes leads to last-moment cancellations because of the resource person's unavoidable engagements.**

**How we overcome these shortcomings:**

- 1. The Faculty makes efforts to choose highly qualified resource persons from their respective fields who encourage participation in class.**
- 2.Feedback is taken from the students, to identify areas of interest.**

3. We minimize last-moment cancellations by constantly following up with the resource person. In rare cases, when cancellations do happen, the faculty expert of the topic engages the skill session.

## Notes

Skill Sessions has been a part of the Institution's Best Practice since its inception. The principal and faculty have constantly upgraded and improved the practice by continually adding, removing and modifying the sessions in line with changing socio - political legal landscape.

## BEST PRACTICE-II

**Title of The Practice: Industrial Training : Experiential Learning Programme (ELP)**

### Objectives of the Practice:

- To enable the student to understand the practical applications of law in a working environment.
- To provide an opportunity to students to gain hand-on training in Court Craft and advocacy skills.
- To enable students to learn the art of drafting pleadings and conveyancing and other court proceedings.
- To introduce the students to new and emerging areas of legal practice
- To help students select his preferred area of specialization
- To broaden the perspective of the students through an exposure to real life legal issues.
- To enhance skills such as; documentation and court etiquette which are required in the legal profession.
- To encourage students to undertake legal research.
- To teach the students organizational and research skills by learning directly from the mentor.
- To build a strong foundation of learning by doing.
- To enable students to set up start-ups in the legal field and to make a mark as legalpreneur.

## **Context:**

**The legal profession is social science in action. It is essential that a good lawyer hones their practical skills and knows how the legal profession functions. However, with the current academic set-up it is difficult for students to intern while studying full-time. As a result, the ELP programme was devised. It has combined real-time learning with classroom teaching to produce well-rounded students who are ready to take on the legal field. The program focuses on imparting skills that enhance employability of the students. Experiential Learning Program is an integral and compulsory component of the final year students.**

**Some of the unique Features of the ELP Programme are:**

- It is a one-of-a-kind program, introduced by the Institution**
- No other institution affiliated to the Mumbai University has this manner of programme.**
- Advantage of being located in the Mumbai city ,the commercial city of india and a legal hub is effectively utilized**
- All final year students benefit from the Programme.**
- Students get an opportunity to explore various fields of law.**
- It allows students to gain practical experience and professional challenges.**
- Students are able to gauge professional expectations from their employers.**

## **The Practice**

**The Programme is conducted for the students of the final year (Semester IX and Semester X) for a duration of 8 weeks each. Even during the pandemic, the programme continued, wherein internships were provided online.**

**The process is as follows:**

- 1.Registration: a form is circulated among 5th year students wherein they have to state preferences for internship- they can state their area of interest and specific places that they would like to apply.**
- 2. Correspondence with industry experts: The Placement Cell communicates with industry experts and requests them to fill out a form.**
- 3. Allotment of students: Students are allotted internships with firms according to their area of interests and preferences indicated in step 1.**
- 4.Weekly Reports: After allotment there is regular follow up done through weekly reports. Each student is to fill a weekly report in the format provided by the Placement Cell. This**



report is to be e-mailed to the Placement Cell. To incentivize good reporting, an award is presented to the student with the best ELP Report.

5. **Final Report:** A final report is filed by the students at the end of each semester. The faculty members of the Placement Cell evaluate this. This report is also part of the external viva voce on which students are graded.
6. **Feedback:** Feedback is taken from both the students and the industry experts at the time of filing the final report. This feedback is then analyzed by the Placement Cell.
7. **Evaluation:** The Faculties-in-charge of the placement cell do Evaluation. Subsequently, external examiners are called to conduct a viva voce examination. Questions are based on the ELP Reports filed by the student. This enables the institution to gauge the learning by students and the efficacy of the Program.

#### **Outcomes:**

- **Pre-Placement Offers**
- **Assessment Internships**
- **Practical experience**
- **Exposure to experts in the field**
- **Helps the Placement Cell identify upcoming areas of law**
- **Helps students understand their area of interest.**

#### **Evidence of Success**

The ELP has been very successful in both its reception by the students and its implementation. The continuous internship programme has helped increase the visibility of the students and the institution among the legal fraternity. The efforts of the faculty and staff and the brilliance of the students shows through this programme. This enhanced prominence has caused a cascading effect of better pay packages, more offers for placements and internships and better learning of the law. It has also resulted in more pre-placement offers made to the students, thus improving Industry presence and enhanced pay packages for our graduates. The recruiters identify students of PGCL as one of the finest in the field and thereby the ELP has enhanced the overall employability of the students.

In addition, student's grasp over practical aspects of law has improved and they are industry ready. It has resulted in better drafting skills, an ability to deal with clients in the real works and thorough knowledge of procedural law. An exposure of upcoming areas of law such as sports law and cyber law, maritime laws etc., has helped students become better students of law.

**Problems Encountered**

There is a locational disadvantage to the institution since it is located far away from the main court premises. Students have to travel a long distance to reach their places of internship. There is a gap between college timing and court working hours.

There is delay in the submission of the weekly reports since students are often exhausted with the excessive workload from the office and the assignments from college.

ELP is at present only available to the final year students of law.

**Resources Required:**

All resources are already present in the Institution and included placement executives, MoUs with industry experts, faculties in charge and unified SAP ID to track attendance and feedback.

**Notes**

Efforts are being made to extend the Experiential Learning Program to the students of 4th year BSL.LL. B. (Sem VII and VII).

Efforts being made to provide experiential learning through collaborations with international law firms and institutions.

<b>File Description</b>	<b>Document</b>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:****Foundational Competence and Graduate Employability: A Truly Holistic Education**

The ultimate goal of a professional education is to create employment opportunities. PGCL recognizes this mandate as one of the main goals of professional education today. The New Education Policy (NEP) 2020 too has identified skilling and employment as one of the main goals of education. It is essential that the learnings of law be translated into practice, and it is a major

## **thrust of Pravin Gandhi College of Law, Mumbai**

**The Institution is affiliated to the University of Mumbai and adheres to the curriculum provided by them. In order to harness its advantages such as location and infrastructural capabilities, and to go beyond the defined syllabus, the institution constantly strives to innovate and revolutionize, and transform the curriculum. In an attempt to better the employment opportunities for our students, the institution provides many learning platforms through the Placement Cell of the college.**

**The Strategic intention of the Institution is to formulate a framework, which serves as a roadmap to recruit, train, develop and advance legal talent leading to better graduate employability.**

### **1. Placement Cell**

**The Institution has a dedicated Placement Cell that consists of Placement Executive , Placement Assistant), Faculty Convenor and faculty in-charges. The Placement Cell acts as an incubation center for enhancing employment opportunities. Various collaborations and Memorandums of Understanding are undertaken by the institution to promote internships for students.**

### **2. Internship Programs**

**The Institution encourages students to undertake internship opportunities and facilitates in obtaining internships.**

### **3. Interface:**

**The Placement Cell provides a platform where resource persons are invited to speak with the students, wherein a rich exchange of ideas can occur. The student interacts with legal luminaries directly, which allows for a dynamic Q and A platform. The interactions help students set realistic expectations and give them an edge over their peers. As a result, students are more confident and well prepared to enter the workforce.**

**Luminaries from various practice areas are invited to interact with the student such as:**

- 1. Mr Sajit Suvarna, Partner, DSK Legal**
- 2. Ms. Simon Reise, co-head, Nishith Desai and Associates**
- 3. Mr. Manthan Unadkat, Counsel, Bombay High Court**
- 4. Mr. D. V. Sekhar, Chief General Manager, SEBI**
- 5. Ms. Samta Kishanchand Choudhary, JT Civil Judge Senior Division and Additional Chief Judicial Magistrate Akola**

### 3. Alumni Round Table

An annual thematic round table meeting is conducted. In the round table the alumni of the college are invited to speak with the students about work and on-ground learning. Various topics are covered such as the 'opportunities of further study' or 'opportunities in times of pandemic'

### 4. Legal Colloquium

Panel discussions are a great platform for knowledge sharing, allowing a flow of information between the students and the resource persons. Keeping in mind the learning opportunities that such a discussion provides, a panel discussion is conducted annually by the Placement cell wherein legal luminaries and experts from various fields are provided. The event aims to give students a platform to understand industry expectations. The event is mandatory for fourth- and fifth-year students. The Legal Colloquium is an annual event.

Students benefit considerably from these programs as they are able to gain practical know-how and attain a well-rounded education, as is the philosophy of the institution. They are designed keeping in mind the students need and are constantly updated through feedback.

### 5. Shashtratha

The Institution recognizes that law is an interdisciplinary field, and that students may choose to pursue other professions. The institution encourages its students to follow their dreams. In order to facilitate that, a yearly discourse is held entitled "Shashtratha". The purpose of these series of guest lectures is to engage in a socio-legal and philosophical discourse. Guests from a range of professions are invited to share their expertise with the students, which broadens student horizons. Many fields are covered including environment science, poetry, investments and policy.

### 6. Add- on courses

The Institution offers many multi-disciplinary courses that facilitate learning, and introduces different areas of employment. Courses such as the Securities Course in collaboration with the BSE, Course on Bankruptcy Law, Course on Media and Entertainment Laws, and International Relations and Law in the Contemporary World help students identify unique and upcoming areas of law, allowing them to get a head start in the professional fields. In addition, many workshops are conducted during skill sessions that help the professional development of the students.

### 7. Simulation Exercises

The College ensures that many simulation exercises are included so that students get some hands-on experience and enhance their employability. The Skill Sessions and workshops focus on simulation exercises such as client counseling, negotiation, interview skills, brief-writing, mock parliament, model United Nations and mediation exercises. Apart from this, many moot court competitions are conducted for the students to hone their court craft. A National Trial Advocacy is also conducted wherein the students of PGCL play clients, witnesses, stenographers and bailiffs to simulate real-world courtroom scenarios.

**Concluding Remarks**

The legal field is a professional one, and needs to be supplemented and complemented by simulation programs and hands-on training. The Institution is committed to its vision and mission, wherein it looks to create an institution of excellence. It consistently strives to formulate and implement a framework that is conducive to designing and conducting courses in legal subjects to meaningfully integrate, support and enhance professional knowledge of law.

The thrust of the institution is towards creating a holistic learning environment while focusing on up-skilling and making them market-ready. PGCL takes great pride in honing and shaping students into well-rounded, ethical, competent and driven professionals.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The college is located alongside institutes of different disciplines, like Pharmacy, Architecture, MBA and Degree Colleges-Arts, Science, Commerce. This allows for informal interaction resulting in interdisciplinary peer-learning.

Year Round faculty development programmes are conducted by the Management both in online and offline modes, allowing for diversified learning for the faculty.

Financial and other support from Management for activities proposed by the Institution helps in achieving excellence in legal education. Policies have been put in place for administrative functioning and standard operating procedures have been established in e-governance for ease of functioning and to maintain transparency.

Continuous upgradation of infrastructure is undertaken by the Institution with support of Management.

### **Concluding Remarks :**

The approach to education, outlined in the preceding paragraphs justifies the claim of the college that it is a law college with a difference. PGCL ensures that at the time of completion of their law degree, students emerge as confident, positive thinking individuals, equipped to accomplish their assigned roles ably and responsibly.

The comprehensive approach to education adopted by the college ensures that students are encouraged to participate in co-curricular and extra curricular activities, along with maintaining high academic standards. PGCL boasts of a vibrant student community that excel even as individuals.

The college is conscious of its role as a provider of quality legal education and works towards being a constructive and responsible component of the society. The consistent and unstinting efforts of the college in this direction are borne out by the fact that students join the college with latent potential and leave its portals as mature, self-confident and focused individuals, ready to lead an enriching life of their own while serving the society, well equipped to perform their professional roles responsibly on a world stage.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and other colleges and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : 1. All of the above            Answer After DVV Verification: 2. Any 3 of the above            Remark : DVV has made the changes as per shared clarification.</p>																				
3.1.3	<p><b>Funded Seminars/ Conferences /workshops</b></p> <p>3.1.3.1. Amount received through funding from Government and Non-Government agencies for Seminars/Conferences and workshops during the last five years(Amount in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.00</td> <td>0</td> <td>0.30</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.01</td> <td>0</td> <td>0.30</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1.00	0	0.30	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	1.01	0	0.30	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.00	0	0.30	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.01	0	0.30	0	0																	
3.2.3	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>1</td> <td>6</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1</td> <td>1</td> <td>4</td> <td>3</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	14	14	1	6	9	2021-22	2020-21	2019-20	2018-19	2017-18	7	1	1	4	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	14	1	6	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	1	1	4	3																	

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	3	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	3	3	2

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	8	12	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	3	2	3

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
617	273	536	541	126

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
295	160	228	541	126

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	18	7	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	18	9	4

Remark : DVV has made changes as per the report shared by HEI

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

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 12

Answer after DVV Verification: 10

Remark : DVV has made changes as per the report shared by HEI. Seminar halls do not have ICT facilities

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

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

Answer before DVV Verification : 185

Answer after DVV Verification: 15

Remark : DVV has made changes as per the report shared by HEI

5.2.1	<p><b>Average percentage of placement of outgoing students during the last five years</b></p> <p><b>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 309 1046 443"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>60</td> <td>37</td> <td>41</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 519 1046 654"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>23</td> <td>13</td> <td>12</td> <td>29</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	64	60	37	41	29	2021-22	2020-21	2019-20	2018-19	2017-18	17	23	13	12	29
2021-22	2020-21	2019-20	2018-19	2017-18																	
64	60	37	41	29																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	23	13	12	29																	
5.3.1	<p><b><i>Total 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</i></b></p> <p><b>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.</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1214 1046 1348"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>16</td> <td>28</td> <td>18</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1424 1046 1559"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>16</td> <td>28</td> <td>16</td> <td>12</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	21	16	28	18	13	2021-22	2020-21	2019-20	2018-19	2017-18	21	16	28	16	12
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	16	28	18	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	16	28	16	12																	
5.3.3	<p><b><i>Average number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated during last five years</i></b></p> <p><b>5.3.3.1. Number of sports and cultural events/competitions youth parliaments organised by the institution in which students of the Institution participated year wise during last five years</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1917 1046 2051"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>14</td> <td>8</td> <td>10</td> <td>5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	22	14	8	10	5										
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	14	8	10	5																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	13	7	9	5

Remark : DVV has made changes as per the report shared by HEI. Observation of "days" not considered

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	35	20	14	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	30	19	13	6

Remark : DVV has made changes as per the report shared by HEI

**7.1.4 Water conservation facilities available in the Institution:**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI

**7.1.7 *The Institution has friendly, barrier free environment***

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

*reading material, screen reading*

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

**2.Extended Profile Deviations**

ID	Extended Questions
1.1	<p><b>Total number of classrooms and seminar halls</b>            Answer before DVV Verification : 12            Answer after DVV Verification : 11</p>
1.3	<p><b>Number of Computers/ laptops</b>            Answer before DVV Verification : 61            Answer after DVV Verification : 49</p>